

Examiners' Report
June 2014

GCSE English 5EH2F 01

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June 2014

Publications Code UG038658

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Introduction

There are continuing signs that candidates have honed their approach to most questions on the paper, although there are, inevitably, areas for further improvement. Several examiners commented on the increased number of answers which they considered to demonstrate greater thought and detail when compared to previous series. Teachers have successfully taught a range of strategies which many apply successfully. In this report, I will highlight those that appear to work the best in the hope that more candidates will adopt them in future.

More candidates show better management of their time in the exam, which has always been crucial, but there is still further to go if more are to maximise their chances of success. In particular, many candidates spend rather too much time on answering the a) and b) questions in sections A and B, to the detriment of their responses to the c) questions which, of course, carry more marks. Sometimes, there is a corresponding shortage of time in which to adequately develop their response to the writing task in section C. It was interesting to note, however, that a significant number of candidates answer the Section A and B c) questions first, before going on to the a) and b), often getting an impressive tally of marks as a result.

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 Friar Lawrence in the given extract. An increasingly large number are taking the advice to write three PEE paragraphs, each highlighting a characteristic of the character in the extract. In doing so, it is important that candidates demonstrate understanding of the evidence by using their own words and that they avoid repetition. The most frequent adjectives applied to the Friar included 'wise' and 'peace-loving'. Candidates often pointed out that he is a father-figure or a teacher to Romeo. Others, perhaps with greater insight, suggested he was naïve to think that the marriage could end well. An example of a successful, well-expressed point is "The words 'pupil mine' show that he looks upon Romeo like a son and a student and wants to guide him".

The overwhelming majority of candidates seem comfortable with the character question but many succumb to the temptation of spending too much time on it. It is possible to gain maximum marks by making three good points. It is therefore a mistake to spend time on listing six or seven, thereby cutting down the amount of time available to answer the other questions on the paper.

1 b) Examiners reported that responses to the performance question were much stronger than in previous years. It could well be that practice in working on scenes in a small group (comprising a director and actors) is good preparation for this kind of question. Certainly, some successful answers were written by candidates who visualised the scene clearly and got to grips with the emotions felt by the characters, as in this example:

"Romeo is excited, 'O let us hence', therefore I would have his facial expression to be half smiling, half anxious. He would be moving from foot to foot .. because he can't contain his feelings of love for Juliet."

By and large, the most successful answers explain the reasons behind the performance suggestions made by the candidate: "The Friar puts his hands on Romeo's shoulders to calm him down because he is wise and knows Romeo must take his time." This approach helps to avoid any tendency towards generic suggestions that are not rooted in an understanding of the characters based on the language they use.

1 c) Unfortunately, many candidates are still producing undeveloped responses to the theme question, despite it being worth 10 marks. One possible way of avoiding this, and the danger of running out of time, is to answer this part of the question before parts (a) and (b). It is important that candidates choose 'another part of the play' and clearly identify it, before moving on to discuss its importance. Candidates should therefore avoid writing about 'conflict' in general terms, or simply narrating what happens in their chosen scene. Reports on previous series have discussed how 'importance' 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 subsequent acronym CRISP has clearly become more familiar to candidates, many of whom use it to inform their answers. In this series, candidates often chose to write about 'conflict' as demonstrated in the opening scene of the play, or Tybalt's anger at the ball or the fights involving Tybalt, Mercutio and Romeo or Paris and Romeo at the crypt. Where candidates are able to discuss how their scene is important to any of the aspects of CRISP, they stand a good chance of gaining a mark high in band two or in band three.

This 1 a) response was given full marks.

This extract shows that Friar Lawrence is a caring man to Romeo but shocked for his choices. For example, 'Holy Saint Francis, what a change is here! This shows he is caring because he knows all about Romeo's life but is shocked to see a sudden change from loving Rosaline and now to Juliet and they want to marry as soon as they can.'

In this extract we can see that Friar Lawrence doubts Romeo. For example, 'Young men's love then lies not truly in their hearts, but in their eyes.' This could suggest that Friar Lawrence doubts him because he's young and changing his mind quick also because he's only met her once so he doesn't know her real personality.

This shows that Friar Lawrence thinks Romeo is rushing it. For example, 'wisely and slow. They stumble that run fast.' This could show he thinks they're rushing because they don't know each other well and they are from different households so it will always end badly.



ResultsPlus Examiner Comments

This is a well-structured answer, making sound and thoughtful points supported by relevant textual evidence. It does not attempt to say everything that could be said about Friar Lawrence but has enough to be given full marks.



ResultsPlus Examiner Tip

Make no more than three chosen points about the character, supported by references to the text in PEE paragraphs.

This response to the performance question was also awarded full marks.

(Section A continued) Furthermore, we see Macbeth doubts and worries as he explains to Macbeth "When the brains were out, the man would die. And there an end."

By this we see Macbeth's guilt and remorse after witnessing Banquo's Ghost, he thought after his murder that would be the last of Banquo, but seen as he has seen Banquo's Ghost Macbeth shows his guilt to Lady Macbeth and the Lords at the feast.

We also see Macbeth as two faced, because Banquo was his friend and when the Ghost of Banquo appears to Macbeth the second time he says to it "Why- what care I?" as if he doesn't care about Banquo's death, this reveals to the Lords that Macbeth isn't being truthful to his people as king.



ResultsPlus Examiner Comments

This is a workmanlike answer but shows sound understanding of what is going on in the minds of the participants. The comment that the Friar will "start believing what he's saying will work" shows clear understanding, although the suggestion that he start "throwing his hands about" is rather generic and random. The candidate's highlighting of the conflict between impatient youth and calm advice towards the end is well-judged.



ResultsPlus Examiner Tip

Show that you understand what the characters are thinking by selecting performance techniques which will transmit this to the audience.

This response to 1 c) also gained full marks.

(Section A continued) In the play conflict is an important theme to the story line. I am going to be writing about when Tybalt goes after a fight with Romeo after seeing him and some friends at the Capulet's Party & when not invited. In this section we can see that the relationship between Romeo and Tybalt is not close at all Tybalt as soon as he sees him wants to cause a fight at the party but his ~~the~~ uncle stops him but Tybalt seeks revenge and goes to find Romeo the day after for a fight. Tybalt is all for holding grudges and won't let Romeo go without a fight. This section is structured to show us that the conflict between the Capulets and Montagues is strong and won't be let go of easily without this section the conflict would be as important because we wouldn't see that ~~both~~ Tybalt isn't one for letting things go lightly.



ResultsPlus Examiner Comments

The candidate identifies the relevant part of the play but does not waste time recounting it in detail. The relationship of conflict between two of the main characters is referenced, as is the motivation driving Tybalt to seek revenge. The importance of conflict in that part of the play is made clear, hinting at the repercussions which follow. It is not a very full answer but does enough to be considered sound.



ResultsPlus Examiner Tip

Clearly identify another part of the play as your reference point and then apply some discussion of character, relationship, ideas, structure or plot to highlight its importance to the theme.

Question 2

Q2 Macbeth

2 a) When writing about the character of Macbeth in the extract, many candidates referred to his 'fear and confusion'. The more successful went on to explain or interpret this, commenting, for example, that Macbeth is not just scared of the ghost but "is concerned about being found out about Banquo's murder". Sometimes, this kind of response moved into an appreciation of Macbeth's feelings of guilt: "Macbeth is guilty of... murder and when he says 'thou canst not say I did it' he is showing he regrets it, subsequently showing the guilt he has for his actions."

2 b) It is worth reminding candidates that suggestions about such things as costume, set and lighting are unlikely to gain credit. It is far better to comment on some of the aspects of performance listed as bullets in the question, paying attention to the language of the extract and considering the motives and emotions lying behind the words. When dealing with the Macbeth banquet scene, some candidates lost sight of the fact that the guests are present, not just Macbeth and his wife.

Detailed and successful suggestions included:

"Macbeth's voice should be loud but slightly broken to show a mix of anger and fear."

"Macbeth speaks in a loud harsh voice to show the ghost holds no threat over Macbeth because Macbeth wants to have power and show no weakness."

This candidate had clearly visualised the scene:

Macbeth I believe should be sat down, sheltering himself in the corner, pale face, shaky hands, scared, lost look upon his face. Not understanding why he keeps seeing Banquo's ghost, wanting it all to end but not knowing how. Maybe starting the words 'prithee' with a loud voice but that quality turning into a quiver."

Lady Macbeth was successfully treated as being embarrassed, annoyed but also fearful and feeling the need to exercise control over Macbeth.

2 c) Most of the general comments made about question 1 c) apply to all the Shakespeare (c) questions. In the case of Macbeth and the supernatural, candidates tended to choose one of Macbeth's meetings with the witches, or the dagger scene, or even the scene where Lady Macbeth sees blood on her hands. The better answers went beyond retelling the narrative, used CRISP and wrote of the extent to which supernatural forces controlled Macbeth and changed him. Historical context is not required in this question but some candidates ably discussed Shakespeare's ideas in the light of a widespread belief in witches.

The 2 a) answer, here, gained full marks.

a) In the extract Macbeth's character is quite guilty as he says to the Ghost "Thou canst say I did it!" This suggests Macbeth is feeling anxious as he is guilty for the murder of Banquo. Macbeth seems extremely anxious as he is a courageous man and is frightened to death by the sight of Banquo's Ghost, as he says to Lady Macbeth after she asks him 'Are you a man?' Macbeth ~~text~~ replies "Ay and a bold one, that dare look upon that which might appal the devil" we see Macbeth as a weaker character in this extract compared to other extracts as he is a courageous fighter and has the title 'Thane of Cawdor'.

(Section A continued) Furthermore, we see Macbeth doubts and worries as he explains to Macbeth "When the brains were out, the man would die, And there an end."
By this we see Macbeth's guilt and remorse after witnessing Banquo's Ghost, he thought after his murder that would be the last of Banquo, but when he has seen Banquo's Ghost Macbeth shows his guilt to Lady Macbeth and the Lords at the feast.
We also see Macbeth as two faced, because Banquo was his friend and when the Ghost of Banquo appears to Macbeth the second time he says to it "Why - what care I?" as if he doesn't care about Banquo's death, this reveals to the Lords that Macbeth isn't being truthful to his people as king.



ResultsPlus Examiner Comments

The candidate makes supported points about Macbeth being guilty and anxious; about him being frightened even though he has a reputation for courage; about him being remorseful and concerned that he has not seen the last of Banquo. The point in the last paragraph is, perhaps, not sufficiently developed to be convincing, but the candidate has done more than enough to gain full marks.



ResultsPlus Examiner Tip

Three good points are enough: you don't have to write down as many relevant points as you possible can.

This 2 b) answer also does enough to gain full marks.

(Section A continued) b) As Lady Macbeth says to Macbeth "Why do you make such faces? When all's done, you look but on a stool." Lady Macbeth would be stood quite close to Macbeth with her hands on both of Macbeth's shoulders, Lady Macbeth would say this in a surprised tone and she may shake Macbeth a little to almost wake him up and get him out of his zone which is causing him fear. As Macbeth replies to Lady Macbeth he would use a loud tone to get Lady Macbeth to realise what he is going through. However, as Macbeth states "Behold! Look! Lo!" I think he would maybe use some hand gestures to pin point exactly where he is looking, and maybe walk forward the about a little and I would say Macbeth would be wide eyed and maybe raise his eyebrows to show his shock and fear to Lady Macbeth.



ResultsPlus Examiner Comments

All the candidate's suggestions are clearly rooted in an understanding of what the characters are thinking and feeling. There is no need to work through all the features suggested by the bullet points included in the question.



ResultsPlus Examiner Tip

Concentrate on performance features which communicate what the characters are thinking and feeling.

This is a top band answer to question 2 c) which does some basic things well enough.

c) Supernatural is important in another part of the play where Macbeth is plotting with Lady Macbeth to kill their King Duncan, because of the witches prophesie to Macbeth stating he "shal be king". As Macbeth is about to kill Duncan he sees an air drawn dagger floating towards him, this then makes Macbeth think it is a sign telling him to kill Duncan, it is important as Macbeth had doubts to killing Duncan but by seeing the dagger it forced him to thinking it was the right thing to do. It is important because this is what leads Macbeth to carrying out his actions and killing his king Duncan.



ResultsPlus
Examiner Comments

The candidate identifies an appropriate part of the play and comments that its importance is in convincing Macbeth as to his next course of action. The mention of Macbeth's previous doubts also helps to make this sound.



ResultsPlus
Examiner Tip

Don't spend a lot of time on narrative. Clearly identify your scene and make some comment on why it is important to the theme in question.

Section B

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' and 'To Kill a Mockingbird'.

Question 6 Heroes

6 a) Successful candidates were able to explore Francis's mixed feelings about his deformity, his desire for anonymity and his reasons for this. One candidate employed a successful approach in writing that "Francis does not care about himself, he does not care what he looks like because 'what matters is hiding my face from others' ... because Francis has a mission he wants to carry out."

6 b) There was a lot to comment on when it came to the language used to present Francis's appearance (the imagery of animals and decay) but, on the whole, this trait was not answered well. Candidates need to make a conceptual shift to move from the character question to the language question and thereby avoid the obvious pitfalls of repeating the approach to the a) question. I say more about this in my comments on 7 b) below.

6 c) This requires both the application of CRISP and a related link to context. Unsurprisingly, many candidates find this difficult. Nevertheless, having chosen a relevant other part of the novel which deals with Francis's mission (many chose his final confrontation with Larry) to comment on character, relationships et al, successful candidates were able to make a connection with attitudes to heroism, or sex, or religion.

One examiner commented: "Some excellent responses explored how his mission had changed and developed from dating Nicole to considering suicide to killing Larry, and focused on the rape scene as the catalyst for this development."

Question 7

Question 7 Of Mice and Men

7 a) Most candidates were able to answer on George's character, finding a varied range of features upon which to comment, including "protective", "aggressive" and "judgemental". Again, it is important that candidates choose a few characteristics which allow them to demonstrate insight, rather than list as many as they can find and thus run the risk of using up their time. Thoughtful comments included:

"George is always looking over his shoulder for trouble when Lennie is about."

"As soon as George spots trouble he instantly looks at Lennie to make sure he is fine".

7 b) This was a question about how **language** is used to present Curley's wife, not one about Curley's wife's character. It would help candidates to be more explicit in identifying language features to show how they direct a reader's response, and also to use sentence starters to remind them to employ word and phrase analysis. For example:

"Steinbeck uses the word to suggest"

" The phrase implies that....."

Good examples of candidate response included:

"Steinbeck uses the word 'twitched', this shows that Curley's wife is trying to draw attention to herself."

"The key word in this sentence is 'apprehensive' because she is worried about what Curley might do to her."

The most successful responses moved beyond the words used by other characters to describe her and analysed the verbs and adverbs used to present her actions. However, please note that this is not a test of whether candidates can use grammatical terms correctly; references to 'the word' will do just as well as 'the adverb'.

7 c) 'Attitudes to women' was the theme highlighted in this question and candidates chose parts of the novel which centred on Curley's wife, by and large. Even so, there were some interesting discussions of the incident in Weed, references to the Cat House or even Aunt Clara. Having chosen, successful answers summarised the relevant narrative thread very briefly and then went on to discuss what we learn about characters, relationships and the rest. Connections with attitudes of the time were not hard to make, even if candidates sometimes make sweeping generalisations about 1930s USA. It is more sensible and more manageable to stick to comments about ranch life rather than attempt a social history of life during the depression.

Again, many answers to this trait were far too brief or even totally absent. Candidates should find time to write at least something which will gain a few marks.

All three traits gained full marks for this candidate.

a) From this extract we learn that George is a very opinionated character "Jesus what a tramp" He says this the moment Curley's wife walks out the door to make sure Lennie knows what George thinks of her. This shows how quickly he develops an opinion on her. The use of the word "tramp" gives a distinct impression of his feelings towards her. This opinion is almost directly taken from Candy's mouth!

We also learn of George's control over Lennie "George loomed quickly down at him and then he took him by an ear and shook him." showing the fact that George is like a father figure to Lennie and really doesn't want him to get into trouble about Curley's wife and needs

(Section B continued) to make sure Lennie knows how serious of this matter.

This extract not only shows the father figure George is to Lennie but also the friendship the pair share. "Don't even take a look at that bitch." This shows he really care that his friend doesn't get involved with Curley's wife. This shows his compassion towards Lennie and the fact that they are so good friends he almost knows what Lennie is thinking.

b) The writer uses language to describe Curley's wife to make an impact and to change or give readers opinion on her before they really get to know her at all.

Curley's wife is first presented to the readers with no name this immediately gives the idea that she is not important or that she

(Section B continued) is "Curley's wife" she is the property. This is the first idea we get that she is a marginalized member of the ranch.

Stinebeck also uses language to present Curley's wife in the way the ranch workers talk to her "Hi, good-looking" in a way is said so matter of factly that she is almost presented as a piece of meat who doesn't have feelings.

The writer also uses language to describe her negatively. She is described as a "tramp" a "piece of jail bait" a "rat trap" and much more...

This are not just one person's opinions but all the ranch workers by the things they have been told. This language that is used to describe her is aggressive and as if she is a very bad person.

(Section B continued) c) ~~the~~ The attitudes to women is very important in the bit where Curley's wife talks to Lennie in the barn.

This has great importance because Lennie is the only person who will talk to Curley's wife because he knows no better.

This part has great importance because it shows Curley's wife opening up about her dreams and ~~the~~ how the attitudes towards women meant her mum would not let her do this dream and how she was a woman so she had to get married.

This part of the extract explains her feelings on never being treated the same as the other men because of these attitudes to women and because she was a woman they had prejudiced opinions on her.

This section also shows she is just as lonely as the men on the ranch.

(Section B continued) and just wants someone to talk to but they won't because she is a woman.

This is the only section of the whole novel where you get an idea of Curley's wife's true emotions and opinions, which shows even when the novel was written there was not great importance to women.

However this section shows that women do have feelings and dreams just as the men did in the time of the great depression, this makes people aware that the attitudes had towards women should be changed.



ResultsPlus Examiner Comments

7 a) contains several supported points about George. He is 'opinionated', 'in control of Lennie' and a 'father-figure' to him.

7 b) maintains a focus on language even though it is restricted to what other characters say about Curley's wife.

7 c) is sympathetic towards Curley's wife as seen in the part when she talks to Lennie. The comments move out to consider women in general, especially in the context of a male-dominated community.



ResultsPlus Examiner Tip

Plan your time so that you can do justice to all parts of a question.

Question 11

Section C

The aim with section C questions is to provide subjects about which all, or most, candidates will have some experience so that they can offer their personal viewpoints. The letter suggesting school improvements and the speech giving advice about the internet were successful in providing suitable opportunities.

Question 11

This question offered a very wide scope. Anything related to school or college life was potential grist to the mill and candidates chose to highlight such matters as bullying, better facilities, more free time, the use of music, the introduction of shops on site and school uniform, among many others. In the main, candidates seemed comfortable with the letter format, although not all of them hit the most appropriate register for their audience – the school or college principal. Those that did often gained higher marks, as in the case of this candidate, who considered potential objections to what he or she was proposing:

“I would like the inclusion room to have ‘piped in’ classical music on a low level volume, as most students work better with some background noise. The station and volume will NOT be up for negotiation with anyone and will be set in another room, thus removing the temptation to tamper.”

Less effective were those responses which were little more than rants, railing against boring lessons and having to get up in the morning.

A well-structured and developed answer is vital if the higher bands are to be accessed and, of course, successful candidates usually employ paragraphs, use discourse markers, have a good command of punctuation and spell accurately.

This is a fully developed and persuasive response which gained full marks for both AO3i/ii and AO3iii.

Our school is a ~~wonder~~ wonderful place, it's like a family, but if we want to be the best school there can be we will have to make a few changes, like more shelter outdoors, ICT in every lesson and longer breaks and lunches. wouldn't you want to be a part of the school who lets the kids have a say in what their school is like?

Our school already has indoor and outdoor dining facilities, an amazing amount of computers and software with ~~to~~ six dedicated ICT suits and offers the pupils the chance to learn four new languages. we have all of this

(Section C continued) in the palm of our hands but I believe that we can make it better, more outstanding than ever before. The power is in your hands

A 20 minute break between periods two and three would ~~take~~ leave kids more relaxed and willing to work don't you think? we could take the extra five minutes needed to do this from the form time in a morning because lets be honest it doesn't take 20 minutes to do the register messages and prayer and im sure the teachers would appreciate it too, just enough time to have a nice warm cup of tea after a stressful morning. Happier work force means happier pupils.

(Section C continued)

The alfresco dining area is a wonderful place in Summer but it can't be used to its full potential in the winter months because of the Great British weather. ~~isn't~~ ^{now} that's a shame! I ask that if it ^{is} ~~was~~ possible, could an overhead shelter be erected in part of the alfresco, it would cost less than £200 and solve the problem of wet breaks and lunches with every year separated into different parts of the school.

ICT, it's the future! so wouldn't it be a good idea to give the next generation a head start? Your school could produce the next Steven Hawkins or Alan sugar. ~~#~~ You could help this happen! with a small amount of funding our school could be the centre of all ICT geniuses. Also this would better education all over the

(Section C continued) School. All departments have access to computers or laptops so teaching ~~of~~ other subjects ~~as~~ like English could be linked by using ICT as the base - instead of having books documents could be typed and printed saving money and time. This is an advantage for teachers as well. We at both know at the end of the year pupils have more relaxed lessons, so using the computers for gaming at the end of the year could be used as a reward for the class as a whole for good behaviour which improves overall behavior!

My point is that as good as our school is now, it can always be better. You are the man for the job and I believe you can make our school the best it can be, nobody can ask for more than that. Please take my

(Section C continued) suggestions on board and I hope to hear from you soon



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Examiner Comments

The tone of the candidate is positive throughout, succeeding in her attempts to take her notional reader along with it. She uses rhetorical questions judiciously and is careful to demonstrate how her suggestions will benefit everyone involved. It is clearly structured and paragraphed with a high level of technical accuracy.



ResultsPlus
Examiner Tip

Plan your answer with a clear, developed structure. Leave time to check for errors at the end.

Question 12

Question 12

This required candidates to write a speech to young people and, although most candidates directed their pieces at an audience of their peers, some chose, often very successfully, to direct their comments towards much younger children. A much smaller number adopted the persona of a parent or a concerned adult and, if that helps candidates to clarify their thoughts, it is a perfectly reasonable strategy.

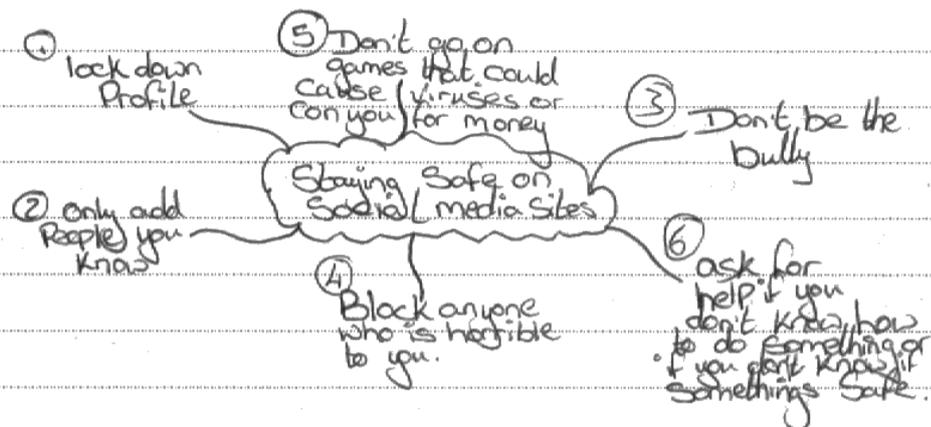
Some candidates ignored the fact that this was meant to be a speech and wrote pieces that read like magazine articles or brochures, to the detriment of their marks for AO3i/ii. At the other end of the spectrum were candidates who clearly enjoyed the opportunity to engage with an audience, lighten the mood and, in extreme cases, run the risk of performing a stand-up comedy routine.

Other pitfalls included a tendency to spend too much time on one or two illustrative anecdotes, or to catalogue a pantheon of horror stories to frighten the unwary social network user.

The successful majority gave advice on how to stay safe from stranger danger, viruses, inappropriate comments or photos and cyber bullying and employed an appropriate range of rhetorical devices to transmit their message. These included the use of collective personal pronouns and language features such as alliteration (“delinquents that dare to defy decency”), analogy (“passwords are like toothbrushes – only good for so long before you have to throw them away”) and rhetorical questions (aren’t we in danger of using too many?).

Again, however, a clear structure, the use of paragraphs and accurate written English are essential.

This is an efficient and carefully planned speech which was awarded marks in the top band for both AOs.



Do you really know how to stay safe when using the internet or social media sites? Well today I'm going to tell you how. I'm the same as you young and wanting to explore what the big wide web has to offer to us but with this can come risks and danger.

Firstly, if you're on a social media site I can't stress enough how important it is to have a locked down profile. Without this anyone can take your information and make an exact copy, even add all your friends and pretend to be you. This always

(Section C continued) ends badly they could be abusive so all your friends would turn against you and you wouldn't know why. They could arrange to meet your friends and not turn up so it looks bad on you. This can all be prevented by making sure your profile is as safe as it can be.

Secondly when you use these sites never and I mean NEVER add anyone you don't know. Even if there friends with people you know don't add them. You might think it's cool, awesome amazing or wicked to have loads of friends on your profile but if you don't actually know them it can be very dangerous.

Thirdly, Have you ever been bullied & do you know, what it feels like? This is one of the most dangerous things on a social media site. Don't become the bully! 1000's of ~~kids~~ young people every year are bullied on social media sites. Some keep it quite taking the pain out on them selves and self harming. Blaming themselves for getting bullied, some even trying and succeeding with committing suicide. Don't become the bully! you don't want that & guilty feeling carrying on the weight of your shoulders because you bullied them to self harm or commit suicide. Don't become the bully!

(Section C continued) Furthermore, if you do get bullied and it then tries to carry on at home because they start sending abusive messages, block them. It really is as easy as that. Don't let them destroy you, be strong, take action. This way you are safe from going online and seeing loads of horrible things. No one can hurt you anymore your safe as long as you block them.

As well as, social media sites being dangerous the internet is to. I know full well as a young person all we want to do is sit on games but with this comes risk of danger, so make sure your computer, laptop tablet, phone are all locked down with anti-virus software before using sites and watch out for cons if they ask for your details don't put them in this could result in a lot of money being lost, and very angry parents.

Finally, ask for help if you don't know how to do something it's better to be safe and know what you're doing than to cause damage and danger. If you don't know how to lock down your profile ask your parents they would be happier knowing your account was safe and that you was safe while using the internet. Please take this information on board and stay safe on the internet and social media sites. Thank you.



ResultsPlus Examiner Comments

The candidate expresses and develops ideas appropriately with a clear sense of purpose and audience. There is a cohesion about the whole. There is a sound control of sentence structures and punctuation with a number of slips in spelling.



ResultsPlus Examiner Tip

Write a plan, focus on five or six relevant points and keep your audience in mind throughout.

Paper Summary

The (a) questions on character 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, (b), question in Section B, and have clearly benefited from word – and phrase – level analysis. The use of sentence starters has proved to be particularly successful. Candidates would benefit from practice in directing and acting out scenes from their chosen play in preparation for the performance question (b) 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. Even so, candidates must leave themselves an adequate amount of time to develop an answer to this question. Nevertheless, there has been an apparent and continuing increase in the number of candidates managing their time effectively and completing all sections of the paper.

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

- Use a methodical 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.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE