

Examiners' Report
June 2014

GCSE English Language 5EN2F 01

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Introduction

Candidates were required to identify three specific language features from an extract and then analyse the language more widely, following a series of bullet points. They also had to select an extract for detailed analysis. For the writing task, there was an emphasis on transactional writing, again requiring candidates to follow a series of bullet points.

The responses of candidates had many strong features.

Examiners were impressed by:

- evidence that the candidates had understood the content and ideas in the chosen texts
- the ability of many to select suitable examples of the writers' language, with a grasp of a range of language features, and to offer relevant comment that related these examples to the ideas and themes of the texts
- writing on the chosen topic that showed an appropriate form, a suitable register and the ability to engage with the intended readership.

Less successful responses:

- showed an insecure grasp of language or of ideas and failed to support their points by appropriate textual evidence
- relied too heavily on narration of events
- wrote reasonably about a topic, but without a secure control of language or ideas.
- Overall, the response of candidates was a pleasing one to examiners. It was clear that candidates often enjoyed their study of the prose texts, and their own writing was often lively and focused, showing good ideas and suggestions.
- In the Reading section (Section A) the overwhelming majority of candidates chose to respond to Question 5, 'Of Mice and Men'. This no doubt reflects both the popularity of 'Of Mice and Men' and its familiarity to teachers.
- In Section B Question 10 was slightly more popular than Question 9.
- Despite advice given in previous reports it was still the case that some candidates wrote the answer to the Writing Question immediately after their Section A response whilst others wrote Section A b) responses in the Section B (Writing) section of the answer book.
- Comments were made by examiners about illegible handwriting.

Section A (Reading)

Question a) (i):

This short starter question requires candidates to focus on specific language features, either grammatical features such as parts of speech or devices such as imagery or sound effects. Most candidates followed the rubric in offering their own examples from the given extract but there were still some candidates who copied the one given as an example in the question. Performance on this question did not necessarily correlate at all closely with their responses elsewhere on the paper. Grammatical terms are clearly not understood by all at this level and many examiners commented on this.

One examiner commented that candidates did seem to have a more secure grasp of language features and that there are fewer candidates giving three examples of the same feature (which is still rewarded but is less ambitious).

Question a) (ii)

There were a good number of responses which showed a sound command of the extract. Weaker answers were too brief or repetitive. It is important that candidates note the mark allocation and realise that very brief responses e.g. a few lines cannot possibly achieve the higher mark ranges. Some examiners commented on the incorrect identification of language features. Some better candidates were able to analyse the use of language at word level and comment on the writer's intended effects.

Examiners did comment that candidates generally engaged well with the given extracts although they often missed opportunities to focus on language.

Question b):

Candidates were generally successful in identifying an appropriate extract for comment and better responses focused well on the writer's techniques. However, many examiners observed that this section was less well done than part aii) as candidates tended simply to re-tell the plot or generally drift into narration without the close focus on techniques that is required.

A few candidates ignored the rubric and wrote about the given extract or several extracts. There is still some evidence of feature spotting when candidates write about language with little attempt to explain the feature.

Examiners also commented that some candidates did not clearly identify where part b) began leaving it to the examiner to decipher.

Some candidates still do not clearly identify which other part they are writing about.

It was pleasing to note how many candidates at this level had a sound appreciation of the ideas/themes of the texts.

Section B (Writing):

Examiners commented on how much they enjoyed marking these responses.

The majority of candidates offered, at their level, a good attempt to communicate their ideas in both tasks. The stronger answers were differentiated from the weaker both technically (at the top end, meaning was communicated clearly, with sound spelling) and in terms of the capacity to sustain a clear sense of audience and purpose.

Examiners commented on the enthusiasm of candidates for their chosen topic and that, despite some weak language controls, candidates often presented their ideas with a clear awareness of audience and purpose. Examiners commented on the lack of paragraphs in both questions.

One examiner commented on the improvement in the quality of written work this year.

Question 1

Touching the Void

Quite a few responses included under this question were, in fact, responses to Question 5.

Where candidates did attempt this question many were able to attempt part ai) and part aii) but could not identify another extract for part b) which suggests they had not selected the correct question. Those who did attempt part aii) and part b) made some successful comments on the language both in the given extract (most were able to comment on Joe's confusion and there were some focused comments on Joe 'luxuriating') and their chosen extract (most commonly when the rope is cut).

Question 2

Anita and Me

This text was offered by too few candidates to permit any general comment.

Question 3

Balzac and the Little Chinese Seamstress

This text was offered by too few candidates to permit any general comment.

Question 4

Heroes

There were not many responses to this text.

a) Candidates mostly responded in a reasonably sound way.

Better responses moved beyond just the physical description of Francis and considered the reactions of other people in the extract e.g. the reactions of the child.

The passage provided a good range of language features and more able candidates were able to discuss them quite well e.g. the simile 'like the snout' and other features of his face.

More developed responses considered Francis's realisation of how he looks and how this makes him feel. Some candidates commented on how Francis does not really recognise himself any more and how he thinks of himself as a stranger. Weaker candidates tended to narrate or responded with limited comments on the text or language. One examiner commented that the responses to this extract were weak.

b) Candidates mostly made suitable choices of a second passage such as the scene with Mrs Belander or the opening of the novel. With the opening of the novel in particular, there was generally a wide range of points candidates commented on, including the reaction of other people to his appearance as well as what Francis said about his appearance and the implicit meaning. More able candidates were able to use quotations to support the points they made. Weaker candidates sometimes did not choose an appropriate second extract or clearly identify it. Weaker responses tended to narrate and did not focus on language.

This is an extract from a successful response to Question 4 a) (ii).

The quote "I became aware of people coming upon me and turning away," tells us that Francis' appearance shocked and scared people. In society, no one would simply turn away after ~~gaze~~ seeing your appearance if it was normal. Meaning Francis' appearance was very different. The quote "the nostrils like the snout of an animal, the peeling cheeks, the toothless gums, my jaw and mouth ~~just~~ jammed together as if by invisible elamps" gives us a detailed list of everything wrong with Francis' face. "The nostrils ~~to~~ like the snout of an animal" is a simile because it is being compared to something. In other words, Francis' face is a mess.

The quote "my cheeks refuses to heal ~~compte~~ completely, remaining raw and red" tells us that Francis might have permanent damage to his skin that can't be fixed completely. "Raw and red" is alliteration; it tells us that his cheeks

are exposed, as cheeks are usually soft and round, not "red and raw". The quote "When I study myself in the mirror, I don't see me anymore but a stranger slowly taking shape" tells us that Francis' appearance even shocks him as he says "a stranger slowly taking shape" as he no longer recognizes himself in the mirror. This gives us a message, that the accident has completely changed his appearance, possibly to the point of no return.



ResultsPlus
Examiner Comments

The response demonstrates sound understanding of the text with comments which are supported by reference to the text. It was given full marks - 13 out of 13, top of band 5.



ResultsPlus
Examiner Tip

Note how the candidate has selected appropriate quotations and clearly explained the effects of individual phrases.

Question 5

Of Mice and Men

This was the most popular question and the majority of the responses were on this text.

Some examiners commented that candidates seemed better prepared for this question than in previous series.

Examiners commented that too many candidates used irrelevant background information and that there were too many references to women in the 1930s which were not rooted in the given extract.

a) There were some reasonably sound responses to this extract with candidates making reasonably clear references to the writer's techniques and language choices.

Many candidates commented on how Lennie had been warned not to speak to Curley's wife, how Curley's wife could not understand why the men on the ranch did not want to talk to her (and the effect this had on her) and how she felt about missing out on her dream (as well as her naivety thinking that she could still fulfil her dream). There was some interesting focus on words such as 'darkly' and its connotations. Comments on Curley's wife's desperation and her enthusiasm for having someone to talk to were often reasonably developed and there was some focus on language e.g. 'tumbled', 'hurried', 'quickly'.

Many felt sympathy for her over her assumed treatment by Curley and her mother. Better candidates had a secure focus on language and the intended effects. Weaker candidates sometimes understood the text but were unable to make clear points and did not focus on language. A few candidates responded on how Lennie was presented. Some candidates used ai) as a step into the question but this only really worked if the techniques had been correctly identified in ai).

b) Most candidates were able to choose an appropriate extract, most commonly Curley's wife's first appearance in the novella, and found some sensible things to say with some attempt to address language and techniques.

Candidates commented on the significance of 'red' and 'sausage curls', her flirtatious stance and her reaction to hearing Curley had gone home. Stronger candidates discussed the significance of the way she blocked the sunlight. There was some word level focus on 'tramp' 'jailbait' and 'purty'.

Other popular choices were her visit to Crooks' room and her death although some examiners thought that these were done less well. There were some well-focused responses with some developed comments on language and techniques and comments on individual words. Weaker responses tended to be narrative and missed references to language.

Some candidates used multiple extracts across the whole novella. There were some quite brief responses to this section which cannot be successful given the larger mark allocation for this question.

This is a response to Question 5a(ii)).

(iii) Curley's wife starts to tell Lennie where she lived when she was younger. "I lived right in Salinas" "Salinas" is a noun. This tells us that Curley's wife is trusting Lennie with this information.

Curley's wife then starts talking about how she could of been an actress. "She went on with her story quickly" "Quickly" is an ad

adverb. This is telling us that she carried on telling her story quickly as Lennie keeps interrupting. Also it says that she is trusting Lennie ~~but~~ by telling ~~to~~ him this information that she hasn't told Curley.

Also the writer uses words that describe how much she wanted that letter. "Her words tumbled out in passion." "Passion" is an adjective. This is telling us that Curley's wife felt strongly about this as it was her big chance, her dream.

Again the writer uses an ^{adverb} ~~adjective~~ to describe how strongly Curley's wife felt about her dream. "I coulda made somethin' of myself. She said darkly." "Darkly" is an ~~adjective~~ adverb. This is suggesting that ~~as~~ she said it darkly ~~that~~ because she never heard anything back from the man, who could make her dreams come true.

The writer makes Curley's wife seem normal as she confounds in Lennie. "Well, I ain't told this to nobody before." "Nobody" is a noun. This is suggesting that as Curley's wife feels lonely she never felt like she could tell anybody this before but now she feels like can tell Lennie as he won't tell anybody, as well nobody would really believe Lennie as he isn't that clever.



ResultsPlus
Examiner Comments

There is some understanding of the text and the writer's ideas with some relevant reference in support of points made. It was given 8 out of 13, band 3.



ResultsPlus
Examiner Tip

Try to comment on a number of examples from the extract to develop your response.

This is a response to Question 5 a) (i).

Write your answer to Section A Question (a)(i) here:

Example 1: "sainas"

Feature: Noun

Example 2: "quickly"

Feature: Adverb

Example 3: "~~out in passion~~" "Darkly"

Feature: "~~Passion~~" is an adjective adverb



ResultsPlus
Examiner Comments

The candidate scored 3 out of 3 for this response, correctly identifying 3 language features.



ResultsPlus
Examiner Tip

To obtain full marks, candidates should clearly identify the word or phrase and correctly name the language feature being used. If a phrase is chosen, the word or words referred to should be clearly underlined.

This is an extract from a more successful response to Question 5a(ii).

a(ii) Steinbeck uses language to influence the readers view on Curley's wife and the dreams that she has. 'Her face grew angry', 'angry' is an adjective and Steinbeck uses it to show that Curley's wife can be defensive over her dreams and what is important to her.

Steinbeck also uses the adverb 'darkly', which gives me the impression that Curley's wife is angry and frustrated that she hasn't reached her dream of being an actress.

There is also repetition with 'clothes'. Steinbeck uses this repetition to show that Curley's wife was both interested, and in love with fashion and trying on nice, new clothes.

Another way that Steinbeck uses language to influence my view, is by using a simile. 'Hurried' gives me the impression that Curley's wife wanted to explain everything about her dreams to Lennie, this suggests that her dreams mean a lot to her and she wants Lennie to understand that.



ResultsPlus
Examiner Comments

The response demonstrates sound understanding of the text with comments which are supported by clear reference to the text. It was given 12 out of 13 marks, band 5.



ResultsPlus
Examiner Tip

Candidates should pick out individual words or short phrases to comment on, and focus on the writer's techniques and the effects that these have on the reader.

When Curley's wife is first ~~intro~~
~~duced~~ introduced in the bunk house
after Lennie and George first arrive
in this she is described as having
clusters of sausage like hair this is
alliteration. she is mostly described
~~and~~ as playful and slightly ~~stertatious~~
stertatious. This is shown in how
she stands throwing her body ~~for~~

forward suggestively. You can tell
she's being flirty in the way she
talks to Slim. Most of the
men around the farm avoid
her partly because they think she's
~~lookin~~ gonna cause trouble because of
the way she acts around the
men and partly because Curley is
a jealous man and will think that
anyone talking to her is having
an affair. Evidence that the
men think she's trouble is, "Don't
you even look at that bitch I don't
care what she says and what
she does I seen 'em poison before
but I never seen no piece of
jail bait worse than her." This is
George's reaction to meeting her.



ResultsPlus
Examiner Comments

An appropriate choice of extract and there is some understanding of the text and the writer's language. It was given 10 out of 24 marks, band 3.



ResultsPlus
Examiner Tip

Try to refer closely to the text to support comments made on the writer's language and its intended effects.

This is the whole of a more successful response to Q5 (b).

Steinbeck presents Curley's wife as being a dressed up doll. The phrase 'rouged lips' could suggest that she is wearing red lipstick so she is noticed by all the ~~boys~~ ^{men} on the ranch. The red lips make her more attractive to the men as she stands out from everyone else.

Curley's wife is dressed to impress the men on the ranch. The phrase 'like sausages' could suggest her hair looked tasty and all the boys couldn't take their eyes off her. It could also suggest that she is irresistible because every likes sausages and they all wanted to play with her hair.

Lennie couldn't take his eyes off Curley's wife's body. The quote 'Lennie's eyes moved down over her body' could suggest he was getting happy but at the same time frustrated because he wanted her. Steinbeck uses the adjective ~~was~~ 'fascinated' because Lennie couldn't stop looking at her body it was like he was ~~was~~ hypnotised.

Steinbeck presents Curley's wife as being a flirty character. The phrase 'her body was thrown ~~in~~ forward' could suggest she is trying to make

all the men look at her body. It could also suggest that she is bored of ~~or~~ Curley and she wants a new ~~or~~ man in her life.

Curley's wife wants attention that's why she came in looking like a doll. Curley's wife 'twitched' her body at George and says 'Nobody can blame a person for lookin', this could suggest she wants the ~~men~~^{men} to look at her body as she is the only female on the ranch.

Steinbeck also presents ~~the~~ Curley's wife as being a proud person because ~~the~~ she is the only female there. The phrase 'Her voice has a nasal brittle quality' could suggest that she is speaking in a push and flirty way so the men answer her question.



ResultsPlus

Examiner Comments

The response shows sound understanding with clear references to the text to support comments made. It was given 20 out of 24, band 5.



ResultsPlus

Examiner Tip

Make sure to support all points made with clear reference to the text.

Question 6

Rani and Sukh

This text was offered by too few candidates to permit any general comment.

Question 7

Riding the Black Cockatoo

There were not many responses to this text.

a) The majority of these responses were well answered with a close focus on language. There were some effective comments about 'you'll have enough room for everybody', 'I'll put the remains in the boot' and when Mary is taken outside (the 'bed of leaves' and how Mary was spoken to). In some cases, candidates focused solely on how respect was shown to Mary without making comments on the writer's use of language. Weaker responses had limited points and lacked comments on language.

b) Popular choices for the second extract were either Chapter 1 or 2. Those who chose Chapter 1 were more successful at using the text to focus on the language.

There was some close analysis of the reactions of John's class mates and of how John tried to backtrack when he saw what the reaction of his class was like.

Those who chose Chapter 2 commented on how John's father used to 'lacquer the skull', how a piece of wood was used to help repair Mary, how the cigarette was placed in Mary's mouth, the fact that, despite this, the skull was never marked and 'how it had become part of the landscape'. Examiners commented that responses to Chapter 2 sometimes tended to narrate.

This is the whole of a response to Question 7a(ii).

i) I feel as though the language used ^{makes} ~~makes~~ me feel that the attitudes towards Mary are that Mary is very special. I feel as though Mary is ~~is~~ special because when Bob asks 'will you have enough room for everyone' and John says 'I'll put the remains in the boat' Bob is shocked and says 'You'll what?' ~~This~~ This shows that to John it's just a skull but to Bob it's a very special, ~~because~~ because he doesn't want it in the boat, like it's ^{some sort of} ~~an~~ object. To Bob it's ~~one of his~~ a very special and he ~~does~~ wants ~~it~~ Mary to be a part of the group and not ~~throw~~ in the boat.

I also ~~think~~ ^{think} that ~~is~~ it is not ordinary skull because when the writer is describing what John was doing to the skull by the window where he ^{says,} ~~he~~ 'I made a bed of leaves and sprigs in the ~~case~~ ^{case} and set Mary upright.' 'Moonlight spilled through the window and draped its lacy veil across Mary and the headress.' Now I also think John thinks it's ~~also~~ a ~~is~~ special because he has made a bed ~~and~~ ~~the~~ for it and gone through the trouble of doing so. Also the ^{moonlight} ~~moonlight~~ spilled ~~the~~ through' makes it ~~the~~ sound like a very magical ~~and~~ moment and a special moment as it's one of the last times ~~he~~ he sees his 'old friend'.



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Examiner Comments

There is generally sound understanding of the extract and the writer's ideas with mostly appropriate reference to the text to support the comments made. It was given 11 out of 13 marks, band 4.



ResultsPlus

Examiner Tip

Closer focus on the writer's use of language by selecting and commenting on individual words and their effects would have been needed to achieve Band 5.

Question 8

To Kill a Mockingbird

There were a small number of responses to this text.

a) Most candidates were able to comment on the welcome received from Atticus, Walter's embarrassment and Scout's behaviour and were able to make relevant comments about the language. Weaker responses lacked detail and development of ideas and tended to narrate.

b) There was a wide range in the choice of second extracts (e.g. First Purchase Church, understanding Boo Radley, the jail scene, Mrs Dubose's addiction) and examiners commented that responses showed a good knowledge of the text and there were some generally successful responses.

Question 9

Violence in Today's Society

AO4 (i) and (ii) Content and ideas:

The topic was accessible and all candidates including the weaker ones had something to say. Many candidates had a good range of appropriate ideas but examiners did comment on the harsh retributions some candidates suggested. The ideas were suitable and appropriate in terms of how safety can be improved e.g. the need for improved lighting, more CCTV cameras and how offenders should be treated.

Many candidates recommended rehabilitation for offenders and offered thoughtful ideas about how offenders could learn from their mistakes to stop repeat offending although more draconian punishments were also recommended by some. The majority of candidates also considered whether sentences were too harsh or too lenient (generally the latter). Many candidates also suggested that more should be done for teenagers e.g. youth clubs and sports facilities which would act as a preventative measure.

Better responses had a sense of audience and purpose with clear paragraphing often helped by evidence of planning. The bullet points also helped the candidates structure their responses.

Generally candidates were aware of audience and purpose and were able to use an appropriate register.

There was a wide range of ways of responding to this task from addressing the editor of the newspaper specifically to leaving the response as an open letter.

Some did not adopt the correct form despite offering reasonably well developed responses. Weaker responses did not have a strong or consistent sense of audience and purpose and sometimes had weak language controls. Weaker responses tended to be brief, often lacking paragraphs and clear development of ideas.

AO4(iii) (Spelling, punctuation and grammar).

At the top of the range, candidates often used accurately such punctuation marks as exclamation marks and question marks. However, on weaker scripts spelling and punctuation were often poor. Some candidates missed out full stops and capital letters despite being able to spell complex words.

Some examiners did comment on improvements in spelling, punctuation and grammar this series.

This is the final part of a response to Question 9.

Making our society safer ~~stronger~~
~~and~~ and less violent is only a
few steps away. All ~~we~~ we need to
do is to get people to volunteer
to become a neighbourhood watch team.
Some people may wonder "I should get
paid for this" but I believe people
should not get paid to protect themselves

and their friends. In addition to this we can improve our alarm system in our homes and the speed at which police ~~will~~ react to the situations. As a result of this offenders will be terrified to attempt these violent acts as the consequences they will face will not be worth their behaviour.

Treating offenders could be considered difficult but I believe if the only consequence they receive is prison not community service and other nonsense people will become frightened to ~~commit~~ to committing violent offenses. Some people may argue that there is a difference between stealing a car and a phone but isn't it the same? Stealing a car is no different to stealing a phone as you are taking someone's property.

Making our society safer should be everyone's goal. Who does not want to live in a safe society now?



ResultsPlus
Examiner Comments

Although the form is not clearly a letter (it could be an open letter to a newspaper), the ideas are appropriate and developed with evidence of crafting. It was given 14 marks out of 16, band 5. The writing is mostly accurate, 7 out of 8 marks, band 3.



ResultsPlus
Examiner Tip

Candidates should think carefully about the register they choose so that their writing has a clear sense of audience and purpose.

Question 10

Cycling and Walking.

This was slightly more popular.

AO4 (i) and (ii) Content and ideas:

The majority of candidates supported the statement. There were some very competent and humorous responses with good arguments made for walking and cycling based on the social aspects and the avoidance of parental involvement in activities. Better responses had developed ideas with a lively, chatty style fully appropriate for a teenage audience. Some candidates successfully used the bullet points to help them structure their responses. Arguments for walking and cycling covered ideas such as being environmentally friendly, being a good form of exercise and cost saving. Arguments against were mostly based on the dangers involved with cycling and walking and the fact that it generally takes longer to cycle or walk anywhere. Some candidates outlined the pros and cons of both views without clearly identifying their view (despite the clear wording of the question). Some candidates lost focus on the task and wrote about how to stay healthy which sometimes made it more difficult for the candidate to produce relevant and fully developed arguments which stayed on the topic. Some candidates did not adopt an appropriate style and tone for a magazine article but many examiners commented positively on the ability to write an article for a teenage audience. Weaker responses often lacked ideas, were muddled or lacked register.

AO4(iii): Spelling, punctuation and grammar:

Similar points were made by examiners to those on Question 9.

Firstly, I'll start with walking. When you cross the road always look left and right. Always use the pavements, never roads. For cycling make sure you have a helmet and a prepare kit, for example if your wheel bursts, or punctures. If you are riding in the dark have flashing lights. Also for both walking and riding at night wear shiny ~~and~~ objects like stickers and reflectors like coats so you can be seen. Always make sure you wear the right shoes, like trainers not flip flops.

Unlike other types of transport, for example trains, buses, cars and tubes, cycling and walking are free. Cars need petrol which can cost a lot of money. Trains and buses have costs too, which can add up each week. So not only are you being healthy you are saving money.



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Examiner Comments

The ideas are generally appropriate and there is a generally sound grasp of audience and purpose. Mark 12 out of 16, band 4.

The writing is generally accurate with some errors. Mark 7 out of 8, band 3.



ResultsPlus
Examiner Tip

Think about how to develop ideas and think about how to demonstrate a secure sense of audience and purpose by using a range of writing techniques.

This is the beginning of a successful response to Question 10.

Be Cool! Be Smart! Be a Cyclist! Did you know over ~~one~~ ^{ten thousand} ~~hundred~~ people die a week in a car, there's a one in five chance of being in a train crash and a one in five chance of being in a bus crash? So be cool, be smart and take the better option of walking or riding a bike! It's quick, it's cool and it's energising!

Not only do you have a risk of ^{injuring yourself} ~~dying~~, you also have the risk of ~~being injured~~ ~~dying~~ dying, do you want to die? Or be injured which can result in being out on going out with friends and possibly even never being able to go out? ~~For~~ ~~that~~ matter?

Walking and Cycling also means you can interact with friends and share interests, ~~as~~ there are billions of people who love to cycle, and you can be part, ~~see~~ ~~there~~ there are thousands of events, ~~see~~ ~~websites~~ websites and pages on social

Media websites where you can socialise, share your passion for ~~ent~~ cycling and meet new friends. Not only do you get to socialise, share interests and prevent death, cycling and walking are a sport and healthy! Just by cycling and walking you can ~~to~~ get that six pack you're always wanted, and I promise the girls will be lining up for you.

You may be thinking, well how am I going to get on ~~holiday~~ ~~out~~ if my friends live far away? Well, on a bike you can go easily go 30-40 mph, that's nearly as fast as a car! So there's no excuse!



ResultsPlus Examiner Comments

This is quite a lively response with a clear sense of purpose and audience and evidence of crafting.

The writing is mostly accurate. This received full marks, 16 + 8, the top of band 5.



ResultsPlus Examiner Tip

Candidates should think carefully about the register they choose so that their writing has a clear sense of audience and purpose.

Paper Summary

Candidates engaged well with the ideas and themes of the texts studied. They seemed better prepared for the tasks and made some attempts to comment on the writer's techniques, although not always successfully.

On the writing tasks, the enthusiasm with which some candidates wrote was evident, although some candidates did not develop their ideas sufficiently. Most candidates adopted a reasonably appropriate register. Many candidates were able to organise their ideas and structure their responses competently and there was an improvement in spelling, punctuation and grammar.

Section A

Based on their performance in this section, candidates are advised to:

- make sure they clearly identify the chosen word/phrase and correctly name the language features for part (a)(i)
- focus on the whole extract for part (a)(ii)
- carefully choose a second extract for part (b) and make sure it is not too long or from several parts of the book
- keep focus on the task for part (b) – do not slip into narration
- keep focusing on the writer's language by selecting appropriate examples and try to comment on the writer's intended effects.

Section B

Based on their performance in this section, candidates are advised to:

- plan their work
- write in the appropriate register with a clear sense of audience and purpose
- focus on expressing their ideas clearly
- try to develop their ideas so their responses are not simply a list of points
- focus on accuracy in spelling, punctuation and grammar
- give themselves enough time to check through their writing for errors.

Grade Boundaries

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

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