

Examiners' Report
November 2014

GCSE English Language 5EN2H 01

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Paper Introduction

This report will provide exemplification of candidates' work, together with tips and comments for a selection of questions. The exemplification will come from questions which were the most popular choices for candidates.

Examiners are looking above all for signs that candidates are responding in a thoughtful way to the language and ideas of prose writers and are communicating clearly and effectively on the selected writing topic.

Examiners commented that it was pleasing to see evidence of some good teaching and learning in this series.

The responses of candidates had positive features.

Successful candidates:

- were able to select appropriate examples of the writer's language and demonstrate the ability to relate them to the writer's intended effects
- were able to select an appropriate passage from another section of the text and explore a range of language features successfully linking them to the writer's purpose and ideas
- wrote in a way that showed an effective grasp of an appropriate register, together with the ability to engage well with the intended readership.

Less successful responses:

- showed an insecure grasp of language (for example, confusion over terms) or failed to support their points with appropriate reference to the text
- tended to make unsupported or undeveloped comments on language or relied too heavily on narration
- did not develop and sustain ideas and did not have secure language controls.

Overall, examiners felt that candidates had responded positively to the tasks and that there was a general sense that candidates knew how to respond to the tasks. Examiners read many enjoyable and well-argued answers to the two Writing tasks.

In Section A, the overwhelming majority of candidates chose to respond to Question 5, 'Of Mice and Men'.

Section A (Reading)

There was a range of responses with some candidates producing detailed and focused responses. The majority showed clear understanding of the texts but often lacked the ability to fully focus on and analyse the language of the extracts.

Question a):

Examiners commented that there was generally a clear understanding of the given extracts but many responses lacked a secure and detailed focus on language. Better responses were able to offer sustained analysis with a confident knowledge of language. Examiners also commented that candidates generally engaged well with the given extracts.

Question b):

Candidates were generally successful in identifying an appropriate extract for comment and better responses focused well on the writer's techniques. However some examiners observed that this section was less well done than a) as candidates tended to drift into narration without the close focus on techniques that is required. Candidates sometimes used passages that had been used as part a) texts in previous series and were not always able to adapt the material to a different question. Occasionally the extract chosen was too long limiting the candidate's ability to focus closely on the task. A few candidates used more than one extract.

Section B (Writing):

Examiners did comment how much they enjoyed reading responses in this section, especially Question 10. Examiners commented positively on candidates' engagement with the topics.

The majority of candidates were able to write in appropriate styles and structure their responses effectively. Examiners, as usual, commented on problems with technical accuracy.

Question 1

Touching the Void

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

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

Examiners commented that they saw some successful and sometimes impressive responses to both parts of this question.

- a) Examiners commented that candidates showed engagement with the text and there were some successful responses with focused and thoughtful comments on language. Most responses showed clear understanding of Larry. Weaker responses were not able to develop their comments on language or slipped into narration. Candidates commented on Larry's motivational skills - 'urging' 'patiently' and 'guidance' being the most frequently quoted words - and his ability to encourage and bring out the best in Butch Bartoneau and Edna Beauchene and his untiring efforts to make the Wreck Centre a success for all concerned. Comments on 'tamed' were often well developed. Points about Larry's glamour - 'dazzled' 'champion' 'glamour' were also well developed. Most of the candidates recognised the dichotomy in Larry's character and picked up the hints about his 'dark' side from the extract. 'Rumours told us' and 'he discouraged questions' being the most frequently quoted. The better answers looked at the 'dark' aspect in more depth, often starting with Joey Leblanc's comment about Butch Bartoneau and his repetition of the rumours about Larry's past. Some candidates did become side tracked into referring to later events which proved he had a dark side.
- b) Candidates mostly made suitable choices of a second passage. Examiners commented that candidates were able to focus closely on language, often at word level. Weaker candidates tended to narrate rather than analyse language. By far the most common choice of passage was when Francis goes to kill Larry. Larry's vulnerability was explored and references made to yellow and the smell of soup, which some interpreted as homely and others as suggesting he was old and vulnerable. Most candidates also referred to the glimmers of the old Larry, as a reminder of who he used to be. Stronger responses analysed the subtle shifting of power and control between the two characters. There were also some good responses to Larry's return, with the focus on the language of him being described as a lethal weapon, fine-tuned by war. 'Lethal' and 'knife-like' were frequently quoted. Larry's first appearance in the novel, the table tennis tournament and the rape of Nicole were also popular choices.

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

First of all, in the given extract, Larry is seen as a ~~kind of~~ celebrity of sorts to the people of Frenchtown. This is shown ~~by the way~~ ^{by the fact} that the children at the Wreck Centre are fascinated by his mysterious life before he arrived in Frenchtown. ~~at the end of~~

~~constantly making up rumours about his~~
'Rumours told us', this quote suggests that the children are curious about LaSalle's ~~background~~ past.

~~It also tells us that he is more of an icon to them than most adults in Frenchtown.~~ ^{It also tells} us that he is quite secretive ^{about} his past and so the children must

resort to making things up about him in order to satisfy their need to know what LaSalle did before he arrived in Frenchtown. This suggests that he is more of an 'icon' ~~to~~ to them than a friend, or teacher, as they do not feel comfortable asking him those simple questions.

In the extract, we can also see that the kids at the Wreck Centre believe that Larry is capable of much more than they are, ~~that he is~~
'Larry LaSalle is everywhere in the Centre, showing how strips of leather could be made into keychains, old wine jugs into lamps, lumps of clay into ashtrays.'
This is an example of Cormier's use of the 'Rule of 3', and it emphasizes how the kids at the Wreck Centre

are slightly in awe of Larry and his ability to do so much. This quote ~~is~~ also ^{tells us} ~~suggests~~ that ^{Larry} ~~is~~ turning 'lumps' of clay² into ashtrays, and 'old' wine jugs into lamps, ~~and this could suggest that the children believe that not only can Larry LaSalle turn quite ordinary and everyday objects ~~into~~ into ^{something} new, ~~but~~ but that he can take the children and transform them into something new, by working with them and honing in on their skills & or talents.~~



ResultsPlus

Examiner Comments

The response has assured understanding of the text and ideas but the evaluation of language is not fully developed.

It was awarded 10 out of 16, band 4.



ResultsPlus

Examiner Tip

When responding to texts, always try to focus on individual words and phrases and fully develop comments on the language the writer uses and its intended effects.

This is an example of a less successful response to question 4(a). This is the whole of the response.

In this extract, Cormier uses adjectives and positive language to represent Larry Lasalle's personality:

"He was our champion and we were happy to be in his presence."

This could suggest that after Larry received the Silver Star, everyone looked at him as if he was a true hero, and wanted to be around him because they felt safe. The word 'Champion' suggest to me that he is a brave and strong figure towards people, and doesn't give up on a challenge he has to face. This also interprets that he is quite a confident character and so he believes that he can win anything.

Another example of my views of Larry Lasalle is ~~at~~:

"Someone brought in a faded newspaper clipping, showing him in a tuxedo, standing beside a night-club placard that read 'Starring Larry Lasalle.'"

In my opinion, this could suggest that he was a role model some time ago, and the person brought this in as a reminder of his past life, going from a role model to just another ordinary person. It also suggest that Larry could have been quite a selfish character and wanted everyone to see his fame so that people would look up to him more and come to him for advice, he possibly wanted the fame to also stop Nicole from being with Francis and so he could have her all to himself.



ResultsPlus
Examiner Comments

The response shows generally sound understanding and makes some simple undeveloped points. Although the candidate tries to focus on language the comments made are not very successful. The response was given 3 out of 16 marks, band 1.



ResultsPlus
Examiner Tip

This answer would need more focused comments on the writer's language to move it up into a higher band.

This is part of a successful response to Question 4(b).

Larry is portrayed as a feeble, old man at this point in the novel, and when talking about his injuries, he says '... I'm worn out. They called it Jungle fever at first but I don't really think they know what it is'. This reflects on the physical state of Larry, and how he has changed from the handsome young man he once was. By saying 'I'm worn out' ~~it~~ ~~it~~ it suggests that there may be two meanings to his words - Larry could mean that he is physically worn out, that his body can't perform as it once did. Alternatively, he could be emotionally worn out, after years of wrong-doing, and ~~his~~ his time at war.

Finally, we see that Larry is not ~~so~~ sorry for what he did to Nicole. He talks about one 'sweet young thing' and this suggests that he may have raped more than just one girl. Worse than that, he doesn't apologise; instead he tries to justify his actions by saying 'everybody sins, Francis'. This tells us that he would rather Francis accepted that ~~his sin is~~ he isn't alone in the fact that he sins, than trying to apologise and make up for what he has done.



ResultsPlus

Examiner Comments

There is a relevant section covered and there is assured understanding of the text and ideas although the language points are not fully explored. It was awarded 15 out of 24, band 4.



ResultsPlus

Examiner Tip

When writing about the language features of an extract, make sure to write about why you think the writer has chosen particular words, phrases or images and their effect on the reader.

This is the whole of a less successful response to Question 4(b).

In one part of the novel, Cormier uses a metaphor to describe Larry Lasalle to the reader, he says: "He smiled, the old movie-star smile, skin tanned and glowing, small wrinkles around his eyes as he squinted down at us".

This could suggest that Larry is quite an old-fashioned person, with his 'old movie-star smile', possibly suggesting he once had fame, but then it was taken away. It could also suggest that he was proud of his rich and famous life, and so he does a sarcastic smile with 'small wrinkles around his eyes' thinking he is in control of other people. The 'glowing' of him could also suggest that to others, he is like an angel and deserves to have all the fame, on the other hand however, it could also foreshadow his previous life at fame, showing he was a greedy, selfish and

selfish character, and would try anything to retrieve the fame.

Cormier also uses another metaphor to show Larry's character:

"His slenderness was knife-like now, lethal, his features sharper, nose and cheekbones."

This metaphor of 'knife-like now' could suggest that Larry has now become a dazzling character and possibly that more people are wanting to be him and have 'sharper features' like him. However, this could foreshadow Larry by describing that he possibly wanted to look like this to not remind ^{him} of his past about being a marine, and it took all of the bad memories away that he has.



ResultsPlus
Examiner Comments

The section chosen is appropriate. The response deals with only two quotations and the comments are not really supported by the quotations used. It was awarded 3 out of 24, band 1.



ResultsPlus
Examiner Tip

Make sure to find enough points to make and try to make focused comments on the writer's use of language.

Question 5

Of Mice and Men

This was the most popular question.

- a) The extract was accessible. Successful responses developed interpretations of Lennie with effective language analysis, often at word level, and thoughtful comments. Many candidates showed sound understanding of the extract but sometimes the comments made were rather simplistic or had a limited focus on language. Some responses lost focus on the task or used limited parts of the extract in their response. Most candidates commented on 'God damn dumb' and 'Dumb bastard', pointing out the repetition of 'dumb' to emphasise this aspect of Lennie's character and often going on to explain how the use of profanity stresses George's frustration with Lennie. Most candidates also picked out 'Course he ain't mean' and many commented that the fact that it was Slim who echoed this later and Slim is a trusted character, showing that it is what Steinbeck wants the reader to feel. The adverbs 'breathlessly' and 'sharply' were also dealt with effectively by many candidates. There were various interpretations of the coat being worn like a cape. Most explained that this showed the childlike side of Lennie. Quite a few said he was playing a game, some felt it was sinister. A couple of responses claimed that Slim was afraid of Lennie. Some candidates used quotations to support content points but did not comment on language. A common phrase was 'This creates an image in the reader's head.' Yet this image was never analysed.
- b) Most candidates were able to choose an appropriate extract e.g. the opening of the novel which was the most popular. Most talked about the use of animal imagery – bear and horse - and also the description of Lennie at the start 'pale' 'shapeless' etc. There were also numerous references to him imitating George and the adverb 'exactly' was frequently quoted. Many commented on Lennie playing with the water in the pool. Other popular choices for the second extract were the fight with Curley, the killing of Curley's wife and when Lennie is in Crooks' room. Candidates who wrote about the killing of the mouse or the meeting with the boss struggled to find enough material to work with. Successful responses were able to keep a firm focus on how Lennie is presented and relate this to the language used. Weaker responses to this section were limited by undeveloped comments and lacked a focus on language. There was some use of lengthy quotations with little or no explanation and some candidates chose very long extracts for comment. There were some quite brief responses to this section which cannot be successful given the larger mark allocation for this question. A few candidates used two or more sections of the novel to comment on and so penalised themselves.

This is the first part of a successful response to Question 5(a).

Steinbeck uses language to influence the reader's view of Lennie by presenting him to be innocent and childlike. This extract is taken from section 3 after Lennie has been to see the new puppies on the ranch and Slim and George are talking in the bunkhouse.

Steinbeck wants the reader to know that Lennie, while lacking in intelligence, is completely harmless and that his intentions are always pure. "Course he ain't mean But he get^s in trouble alla time becau he's so god damn dumb." This shows the reader that Lennie isn't "mean" and that he's genuinely a positive, innocent person. The words "alla the time" show that Lennie is consistently getting himself into trouble that he doesn't mean to get him self into and he can't really control his actions.

John Steinbeck also wants the reader to see Lennie like a child in the sense that he thinks like one is oblivious to his surroundings and the situations that he's in, ~~particualy~~ particualy ~~is~~ the dangerous situations that he gets himself into.

"And by that time Lennie's so scared all he can think to do is jus' hold on."

• This shows the audience that Lennie is so easily frightened and shocked he does the first thing that he can think of and he wouldn't intentionally ^{na} hurt anyone. ~~He~~ Steinbeck's use of the words "all" and "jus'" show the reader that all he can actually do is to hold on to ~~the~~ ^{the} girl's dress in Weed because he's so scared by all the noise and the screaming that this girl is making. This shows the audience that Lennie is easily startled like a child or an animal and Steinbeck often compares Lennie to an animal throughout the novel.



ResultsPlus

Examiner Comments

The response is thorough and fulfils all band 3 criteria showing a thorough understanding of the writer's use of language and sustained reference to the text. It was awarded 9 out of 16, band 3.



ResultsPlus

Examiner Tip

With a slightly stronger interpretation and development of the points made, this response could have moved into band 4.

This is the whole of a candidate's response to Question 5(a).

~~§~~ In this extract Steinbeck presents Lennie as ~~if~~ "if he was a child." "cause he ain't mean. But he gets in trouble all the time & because he so god damn dumb." This presents Lennie as gentle and small minded as he ain't mean' and 'he so god damn dumb' like a child he has no idea of what to do when he's in ~~the~~ trouble but at the same time has no idea why or how he got into trouble. This influences our view of Lennie as ~~the~~ the reader sees that Lennie is kind and gentle but also 'dumb' as he doesn't know what he doing. Lennie is also presented to need constant guidance from ^{George} George who acts as a parent-like figure to Lennie as 'he'll do any damn thing' that George tells him to. The 'damn' between 'any' and 'thing' serves to emphasise the amount of things George can tell Lennie to do and the amount that Lennie will obey. This influences the view of Lennie as the reader feels that Lennie for the most part is unable to make decisions for himself.

Lennie is also shown to have a childlike wonder and fascination with the smallest of things and is also shown to have the hopes and wants of a child: 'He's brown and white jus like I wanted.' He went directly to his bunk and lay down and turned his face to the wall and drew up his ~~feet~~ knees' Lennie emphasises the colour of the dog 'brown and white' this to a normal person would have been nothing however to Lennie it was as if it was by magic that the dog was the colour he wanted. This influences ^{the} ~~our~~ view of ~~him~~ Lennie as the reader feels like Lennie is almost a child.



ResultsPlus Examiner Comments

There is sound understanding of the text, ideas and language and, although there are only three quotations used, there are some quite sensitive comments made. This was awarded 6 out of 16, top of band 2.



ResultsPlus Examiner Tip

A few more carefully selected examples from the extract supported by comments on language would have moved this into band 3.

This is part of a response to Question 5(b).

Another example of Lennie being just like a "big child" is when "Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes; rings ~~came~~ widened across the pool to other side and came back, Lennie watched them go "Look George, Look what I done!"

Here we can see Lennie being childlike because he plays with water and makes "rings" just like a child would do. Lennie is again described as an animal "big paw" Steinbeck uses animal features to ~~describe~~ describe Lennie to ~~emphasise~~ ~~emphasise~~ ~~emphasise~~

emphasise huge contrast between him, being like a child, but big and strong. when Lennie says to George "look ~~is~~ George, Look what I done" suggests that he is childlike because he's being excited about it, ~~just~~ exactly like a child wants to "show off" ~~in~~ in front of their parent.

Finally, the last example of Lennie being childlike is when Lennie does the same things, ~~copies~~ copies ~~of~~ George. "Lennie who ~~watched~~ had been watching,

imitated George exactly"... he "looked over" to George ~~to~~ to see whether he had it ^{just} right.

He pulled his hat down a little more over his eyes (the way George's hat was)". ~~to~~ ~~to~~

Here we have a huge example of Lennie being childlike because he just follows ~~to~~ George, his leader. ~~to~~ ~~to~~ # The fact,

that ~~to~~ ~~to~~ he was watching and copying exactly what George is doing

"Lennie who had been watching, imitated George exactly" Steinbeck suggests that

Lennie isn't different than a child who wants to be like their parent. The word

"exactly" suggests that he wants to be the same as George. ~~to~~



ResultsPlus Examiner Comments

The response shows thorough understanding of text and ideas. There is some focus on individual words/phrases in the exploration of the writer's language. It was awarded 12 out of 24, band 3.



ResultsPlus Examiner Tip

Always try to fully develop comments on the language the writer uses and its intended effects.

This is part of a response to Question 5(b).

"The next minute Curley was flopping like a fish on a line and his closed fist was lost in Lennie's big hand"

This shows that Lennie was very strong and forceful when crushing Curley's hand and he must've really let out his anger.

"Leggo of him, Lennie. Let go"

This makes you think that ~~he~~ Lennie needs help to stop what he's doing often, and really proves that he cannot control himself properly.

Also, before Lennie attacks Curley's hand, he doesn't know what to do and seeks help from George

"Make 'um stop, George."

This shows Lennie thinks

George does know best and that he can always help him, but this time George doesn't want him to go without fighting back.

"he was too frightened to defend himself" &

This shows Lennie's vulnerability;
~~and~~ that he was actually scared
of Curley and what he was doing to
the point that he couldn't do anything.



ResultsPlus

Examiner Comments

The response shows sound understanding and makes a reasonable number of relevant points. It was given 8 out of 24 marks, band 2.



ResultsPlus

Examiner Tip

To qualify for a higher band, think about how the points could have been developed and more detailed comments could have been made about language.

Question 6

Rani and Sukh

There were a small number of responses to this text.

- a) There was some reasonably good understanding of how Natalie is presented although the responses were not always sufficiently detailed and developed. Some successful comments were made about Natalie's determined and forceful character – 'had other plans up her sleeve', 'the boys' changing rooms', 'grabbed him' were all commented on. Many commented on Natalie's close relationship with Rani and a few commented on her feminism and rebellious characteristics.
- b) Most candidates were able to find an appropriate extract and better responses showed a good understanding of how Natalie is presented and how the writer's use of language supported their ideas. Popular choices were Natalie's relationship with Martin and/or the subsequent conversation with Rani, when she acts as a go-between for Rani and Sukh by visiting Sukh and when she and Sukh rescue Rani. Weaker responses tended to miss opportunities for commenting on language.

Question 7

Riding the Black Cockatoo

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

Question 8

To Kill a Mockingbird

There were a small number of responses to this text.

- a) Most candidates showed sound understanding of the text but some lacked the ability to focus on and analyse language in depth. Better responses were able to comment on how the writer's use of language creates a clear impression of the Radley Place. These responses commented on the detail of the description from the first paragraph, made some detailed comments on 'malevolent phantom' as well as focusing on the rumours/ locals' distrust of the house. Weaker responses lost focus on the task commenting on Scout or Boo rather than how the Radley Place is presented. A few candidates only used the first paragraph to comment on, missing opportunities for a more detailed response.
- b) Better responses selected an appropriate extract and were able to explore how the writer created atmosphere and setting in their chosen extract with a secure focus on language. However a significant number of candidates seemed to have difficulty choosing an appropriate second extract and there was quite a lot of evidence of prepared passages (i.e. ones used in previous exam series) being used less than successfully. These responses sometimes seemed to be responding to the question that was originally set for these passages with little attempt to focus on the given task. There was also some evidence that candidates did not focus on 'atmosphere and setting' in their responses. Successful choices for the second extract were the description of Maycomb, First Purchase Church, the jail and the Ewell's home. Weaker responses were sometimes narrative and did not explore language or struggled to focus on the task.

Question 9

Suggestions to improve the school.

The majority of candidates chose this question.

Most candidates engaged with the task as this was a topic they felt strongly about.

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

The majority showed a clear awareness of audience and purpose and the responses were reasonably sustained with relevant ideas. Better candidates were able to present sustained ideas and offer well thought out solutions. Candidates found a range of ways of spending the money: toilets, classrooms, dining rooms/canteens, the library, sports equipment, computers, science and technology equipment and new teachers, to name a few. Toilet facilities seemed to be the most common area for improvement with comments about broken doors, cold water only, no soap and lack of cleaning. Food was also an important issue and especially canteen facilities being inadequate. Pupils often complained about insufficient seating areas, long queues and food running out. Quite a few candidates wanted better equipped libraries and quiet reading rooms. There were numerous references to Ofsted inspections to persuade the head to spend money in particular areas. Other attempts to influence the headteacher included surveys of the pupils/opinions of parents and visitors, improved grades, improved drama/musical or sporting achievements and the ability to make money from outsiders' use of the improved facilities. Happier staff and students were important, as was health and the combat of obesity. Organisation frequently depended on the use of firstly, secondly, etc, although some were more subtle. The poorer answers relied on also...also...also. One effective answer had a focus on music and used emotionally, intellectually, culturally, etc as divisions. Weaker candidates tended to list complaints without developing ideas or had a limited sense of audience or inappropriate register.

AO4 (iii) Spelling, punctuation and grammar:

There was some technically assured writing with a range of sentence structures and punctuation but sometimes the developed ideas were not always matched by technical accuracy.

Examiners commented on the usual range of errors – comma splicing, misuse of apostrophes, lack of sentence control, problems with spelling (plurals and homophones) and problems with capitalising the first person pronoun.

This is the first part of a successful response to Question 9.

Dear Headmaster,

Firstly, I am very pleased that you have chosen to include the students in this important decision. I believe that although you may get some silly suggestions from some students, many of us have some very useful ideas that can help your final decision.

Our current school sports facilities, whilst they exist, a sports hall, gym and field, are somewhat below standard. This is the first area I believe we need to improve because MGS has a very rich and successful sporting history. The sports hall is the first area I believe we should focus on, not a total rebuild but a thorough renovation would go such a long way. Since the current hall does not have any central heating I think this is essential as in the winter it is just as cold as outside. The changing rooms are also something that need attending to. They are currently too small when you have more than one class in there, which is quite often. So a simple extension would be a great plan. Finally in terms of the sports hall, a pot of paint would go a long way as it is currently a very dreary place to be and I believe that if it looked nice to start with, students would be a lot more inclined to keep it that way.

Another problem with our sports facilities is shown by the wonderful British weather. I have had far too many P.E lessons sat in a classroom because it is too wet to go on the field. This is why an all weather, 3g pitch would be a fantastic investment. This would be an excellent facility that could also be hired out to other clubs, so would also bring some much needed income for the school. More importantly than this however, is how much it would enrich students P.E lessons by not only the fact they would be having one but that they could try new sports such as hockey which we were previously unable to offer because we were limited by our facilities.

I don't believe all of the money should be spent on new sporting facilities however. This is because many students are not athletes and relish the idea of a missed P.E lesson. That is why it would not be fair to these students to spend all the money on sporting facilities. I think that the second area you should look to address is the music department. The current building is approaching 50 years old! And is in desperate need of updating.



ResultsPlus Examiner Comments

The ideas are fully developed with a secure and sustained sense of audience and purpose. Mark 10 out of 16, band 4. The sentences are purposefully structured with sustained control of expression and meaning. Mark 6 out of 8, band 2.



ResultsPlus Examiner Tip

Note the secure and sustained sense of purpose and awareness of how to address the intended audience.

This is the whole of a candidate's response to Question 9.

Dear Headmaster,

I am writing to inform you of my views in different aspects that the school could be improved. As I am an active member of the school sports team, I would be delighted to see the ~~present~~ ^{current} ~~poor~~ facilities improve. The money could be spent to arrange new sports teams, like swimming, basketball, table tennis, athletics & football. A new school gym would encourage students to maintain fitness it would also give them something to ~~use~~ explore in their free time.

I also request that we advance on creating a new drama or media studies club as many students have already declared interest.

Finally, it has been a formidable task to arrange school trips in the past, however with this new ~~to~~ investment I would love to ~~hear~~ ^{hear of some} in the near future.

Thank you very much,

Yours sincerely,



ResultsPlus Examiner Comments

This is a brief response which contains appropriate but undeveloped ideas which are clearly expressed.

Mark: 3 out of 16, band 1. The response is generally accurate although there is not enough evidence to support a higher mark for A04iii.
Mark: 4 out of 8, band 2.



ResultsPlus Examiner Tip

Try to plan your response so that you know you have enough ideas and that you can develop them sufficiently.

Question 10

What I feel strongly about

Examiners enjoyed reading these responses. It was clear that candidates engaged with the task – they all had something to say.

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

Most answers had a clear focus on one topic, although some offered several choices. Better responses were lively, engaging and sometimes humorous with a strong register. They used a range of rhetorical devices, especially rhetorical questions, statistics and triples. Rhetorical questions were often used effectively. The range of topics was enormous: bullying, racism, exams, stereotyping, the environment, football finance, sport, music to name a few. Bullying was discussed in all its guises - cyber, physical, emotional, intellectual, etc. Some responses on exams moved beyond 'why should we do them?' to discuss the pressures of more than one exam on a day; the value of modular tests; the importance of being taught revision skills. Some of these responses were mature and thoughtful. More unusual ideas ranged through 'The Power of Poetry', musical theatre, street dance, unemployment and the benefits system, euthanasia, people who feel strongly about things and a girl who wanted to raise the profile of women in motor sport. Weaker responses lacked clear ideas and the ability to express them appropriately. Weaker responses sometimes degenerated into a rant, losing focus on audience and purpose or began with a couple of strong points/ sweeping statements and then petered out, without adding any depth of detail.

AO4 (iii) Spelling, punctuation and grammar:

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

He screams, as this container with the nineteen other men was all he ever knew, he isn't expecting freedom, he has no idea what freedom is. Is this what you want?

As our friend here is taken into the light he waits, he ~~was~~ feels his skin burn, his eyes begin to bleed and his shackles tear his flesh. ~~He~~ As his days draw to a close he is led to a large open hall, however the smelly blood lingers in the stagnant & rancid air, he stops and freezes in terror as he sees other men and women here, suspended from the ceiling by chains, blood dripping out of their severed throats.

Is this what you want?

Stuck! He feels a concussive charge slam into his skull as his body shifts and he falls to the ground, sees the shackles binding his legs pull him upwards as he is suspended upside down, his miserable life flashes before his eyes as he embraces the cold kiss of death slice across his throat. However his suffering has not ended yet.

Blood erupts from his throat as he writhes, feeling his life drain from him. It's finally over. I will ask again, is this what you want?

Every year 62 billion animals go through this process to support your habit of eating ~~an~~ food that is unnecessary and poisonous for you. Poisonous? Yes! Poisonous! Over 700 diseases are contracted by eating meat, Is this what you want?



ResultsPlus
Examiner Comments

The response is imaginative and compelling and is sharply focused on the writer's purpose and audience. There is mature control and the organisation is quite sophisticated. Mark: 16 out of 16, top of band 5. There are some errors in spelling and punctuation but the control is sophisticated and convincing. Mark 7 out of 8, band 3.



ResultsPlus
Examiner Tip

Note the strong individual voice and confident tone in this response.

Paper Summary

While the re-sit nature of this examination meant that candidates' work rarely reached the highest standard, the best candidates showed careful preparation and strong personal response to the prose texts, dealing clearly with the language of the given extract, as well as on the presentation of character and ideas.

In their writing, candidates demonstrated the ability to write with a clear sense of audience and purpose with effective ideas.

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

Candidates should ensure that in Section A (Reading), they:

- engage in a sustained manner with the writer's use of language and its effects
- choose an appropriate extract for part (b) that enables them to explore language fully in relation to the writer's presentation of ideas
- avoid slipping into narrative instead of analysing the text.

In Section B (Writing), they should:

- address the audience, which was clearly specified in the two questions
- develop effective ideas, presenting them coherently in a sustained response
- use a range of sentences, correctly punctuated, and check work for common errors.

Ofqual



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Welsh Assembly Government



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