

Examiners' Report
November 2016

GCSE English Language 2 5EN2F 01

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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.

The entry was very small for this series.

On this tier, 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 another extract for detailed analysis. Also, 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 positive features.

Examiners were impressed by:

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

Less successful responses:

- showed an insecure grasp of language (for example, confusion over terms) or of ideas and failed to support their points by appropriate textual evidence
- had limited points or relied too heavily on narration of events
- wrote reasonably clearly about a topic, but without a secure control of language or ideas.

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

Section A (Reading)

All comments made by examiners relate to Question 5 as there were very few responses to other texts. The majority of candidates were able to respond to the text and relate their comments to the text with better responses having a clear focus on the language and sound understanding of the text.

Section B (Writing):

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 persuasively.

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

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

Question 5

Of Mice and Men

The majority of responses were to this question.

ai) 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. The majority of candidates were awarded three marks for this question. Where candidates did not get the full three marks on this question, this tended to be due to candidates incorrectly identifying an example for the feature given. There is still confusion about the names of language features. Examiners commented that a number of candidates incorrectly identified rhetorical questions and candidates should be reminded that not all questions are rhetorical. A few candidates still gave the example given in the question. Candidates' performance on this question did not necessarily correlate at all closely with their responses elsewhere on the paper.

aii) On the whole, candidates seemed to be well prepared for the question. The extract provided lots of opportunities for candidates to engage with the language and to explore different relationships between characters. There were a number of different approaches candidates took in responding to this question. Some just focused on Curley's wife. Others just focused on what the extract shows about George and Lennie. More successful responses tended to explore the description of Curley's wife as well as how George and Lennie interact with her.

Better candidates had a secure focus on language and the intended effects.

Most responses selected relevant references from the extract and better candidates were able to make a range of points about Curley's wife. Comments on the implications of the repetition of the colour red and the blocking of the sunshine were effectively explored by many candidates. Many candidates successfully explored how George responded to Curley's wife, particularly the use of the adverb 'brusquely' and what the use of the short sentence 'Well he ain't now' might suggest about George's attitude towards Curley's wife. Many candidates considered how Curley's wife acted 'playfully', often linking this to how she had 'thrown her body forward' showing she is flirty. Better responses contrasted the differing reactions of both George and Lennie to Curley's wife and what this showed about their role in the 'father-son' relationship they have. More successful candidates tended to also consider how Slim and Curley's wife interact in the extract. Furthermore, some candidates also explored how Curley's wife was 'apprehensive' linking this to how she 'hurried way' contrasting how Curley's wife appears confident until she becomes concerned she might get caught by Curley. Several candidates attempted to consider the use of 'archly' and 'brittle' but were rarely successful. Many responses identified the terms 'tramp' and 'jailbait' but failed to explore why these had been used.

Weaker responses made limited comments.

Some candidates used ai) as a step into the question but this only really worked if the techniques had been correctly identified in ai) and if the candidate could comment on the chosen features in sufficient depth.

Examiners commented that some candidates were able to focus on word level analysis.

b) The most popular choices were the scene in the barn with Lennie and the scene in Crooks's room.

Candidates showed that they had been taught well and were able to go through the text commenting on suitable phrases and words. There were many reasonably sound responses which engaged fully with the ideas of the chosen extract and offered personal comments on language and what it showed. Stronger responses were able to explore the implicit meaning of the individual words and develop points made by adding further references from across the chosen part of the text to support their points.

Candidates who chose the part when Curley's wife was with Lennie in the barn commented on her dream of being in the movies, how she 'consoled' Lennie and her motivations for this, as well as considering how Curley's wife opened up to Lennie. Many candidates commented in detail on her demanding nature and her torrent of words. There was also some exploration of how Curley's wife was presented in her death and how the real girl emerged but one examiner commented that points about her appearance were rather limited to saying Curley's wife had now reached her peace.

Candidates who chose the part where Curley's wife is in Crooks's room were able to explore language successfully, considering the differing reactions of Lennie, Crooks and Candy to Curley's wife. Candidates commented on how Curley's wife 'flared up', her initial interactions with the men to get attention and also then how she used her power to belittle the men. There was often comment on the derogatory language she used towards the men e.g. 'bindle stiff'. More successful responses also centred on her treatment of Crooks and how his behaviour changes in this part. Inevitably the use of the term 'nigger' was explored at length but better answers looked at how Curley's wife used her perceived power to dominate the trio, with only Lennie oblivious to her put downs. There was also discussion on her motive for seeking out the others who were also left behind and how it magnified her loneliness when her new husband continued to make his visits into town with the other men. Responses that were less successful selected parts where Curley's wife was not actually present but other characters were just discussing her, particularly Candy calling Curley's wife 'a tart'. Candidates could not find sufficient points and generally produced undeveloped responses. Less successful responses gave a rather general overview of Curley's wife and her treatment, particularly her name, and what this showed about the treatment of women at the time.

Weaker responses tended to be brief and undeveloped or narrative.

There were a few responses where parts (a) and part (b) were intertwined so it was sometimes difficult to determine when they were exploring another part of the text for part (b).

On the whole, responses were well-supported. More candidates were also focusing on individual words used.

This is the whole of a response to Question 5a.

Here are a few ways the language in the extract influences my view of when George and Lennie meet Curley's wife for the first time.

"Her hair hung in rolled clusters, like sausages. She wore a cotton house dress and red mules, on the insteps of which were like bouquets of red ostrich feathers" Steinbeck describes Curley's wife as being classy and like an elegant woman. Red Ostrich Feathers comes across as well dressed and rich. Here is another example "George looked around at Lennie

'Jesus, what a tramp,' he said. So that's what Curly picks for a wife: 'She's purty' said Lennie defensively. This quote suggests that George doesn't extremely like Curley's wife because he thinks she's a tramp. This may be because it comes across as she's trying to cause trouble with George and Lennie. On the other hand, Lennie doesn't think she's a tramp at all; he's ~~far~~ fascinated with her because she's the only woman on the ranch and he's drawn to colour and in the writing it says "little ~~but~~ bouquets of Red Ostrich feathers". The colour red suggests danger or love.

"Lennie stared at the doorway where she had been. 'Gosh she was purty!' He smiled admiringly. George looked quickly down at him and then he took him by the ear and shook him". This quote influences my view because you can tell George doesn't want Lennie anywhere near Curley's wife, but Lennie ~~is~~ doesn't realise that she's bad, so he gets drawn into her because she knows he's a bit simple so she flirts with him to make him like her.

"Listen to me you crazy bastart; he said fiercerly. "Dont you even take a look at that bitch. I dont care what she says and what she does. I seen! em Poision before, but I never seen no peice of jail bait worse than her. You leave her be". This quote shows what George doesn't want Lennie to do because he knows she trouble and Lennie shouldnt be around people like that because of what happens previously in the story.

"Well you keep away from her, 'Cause shes a rat trap. If i ever seen one. You let curly take the rap. He let himself in for it. Glove fulla Vaseline; George said disgustedly. This suggests he thinks Curleys wife is a rat and she should stay away.



ResultsPlus Examiner Comments

There is generally sound understanding of the text with mostly clear reference to the extract to support points made although the quotations are long. Mark 11 out of 13, Band 4.



ResultsPlus Examiner Tip

A more developed response to language and careful selection of short quotations to support points made would push this into Band 5.

This is the whole of a successful response to Question 5aii.

Firstly, George gave an impression to Curley's wife as she first appears in the barn.

This is mentioned as ~~she~~ "George looked away from her than back". The phrase "looked away from her" shows George ~~does~~ has no sympathy as she is trying to attract his attention. This suggests George doesn't like Curley's wife as he shows no lack of interest towards her. As a reader, I think

George shows no attention ~~to her to prevent~~
~~stop causing trouble not get into any~~
to prevent him from getting into trouble.

Significantly, ~~George~~ as Curley's wife leaves George ~~gives his~~ reveals his honest opinion about her. Steinbeck mentions this as he says "George looked around at Lennie. 'Jesus what a tramp.'" ~~By~~ Using this ~~derogatory~~ derogatory language highlights ~~the fact she~~ to George that she dresses inappropriately meaning she has no shame. This suggests ~~Curley's~~ George ~~only~~ sees her as a slag. As a reader, I ~~feel~~ agree with George that she ~~just wants to cause trouble~~ only uses him as an excuse to talk to.

Thirdly, after Curley's wife has disappeared Lennie thinks totally the opposite to what George has said. There is evidence as he says "She's purty, said Lennie defensively/ She's purty." Using ~~this~~ the repetition "She's purty" suggests Lennie is attracted ~~to her as he finds~~ as she wears a lot of makeup. ~~This~~ ~~This shows~~ This implies Curley's wife causes trouble ^{especially to Lennie} which could foreshadow Lennie ~~cause~~ to cause her fate. As a reader, I think Lennie is not aware of what she's capable of compared to George which shows how innocent she is.

Finally, George scolds at Lennie for showing his admiration. ~~TA~~ Steinbeck presents this as he shouts "Listen to me you crazy bastard, he said fiercely." Using the adverb "fiercely" shows George must ~~warn~~ ^{warn} Curley's ~~wife~~ ^{wife} Lennie that Curley's wife ~~only causes~~ ~~her~~ is a dangerous person. Unlike George, Lennie can easily be manipulated by her looks. As a reader, I feel Lennie is lucky when George is with him ~~otherwise~~ ~~as he must not let her be a~~ distraction.



ResultsPlus

Examiner Comments

The response shows sound understanding of ideas in the text with clear reference to the extract to support the comments made. Mark 13 out of 13, 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.

This is a response to Question 5b.

I am going to describe how Curley's wife is presented in another part of the novel, and the part I chose is when Lennie is in the barn and he's killed the puppy and Curley's wife walks in.

"Curley's wife came around the end of the last stall. She ~~came~~ came very quietly so that Lennie didn't ~~hear~~ ^{see} her. She wore bright cotton dress and the mules with the red ostrich feathers. Her face was made up of the little sausages curls were all in place. She was quite near to him before Lennie looked up and saw her" ~~was~~ Curley's wife behaved as she's trying to make him jump as in creeping up on him/flirting.

"Lennie looked down at the hay 'Says I cant tend no rabbits if I talk to you or anything" She said quietly 'He's scared Curley'll get mad. Well' Curley got his arm in a sling - an' if Curley gets tough, you can break his ~~an~~ other hand. You didnt put nothin over me about gettin it caught in no machine -

The way Curleys wife is speaking to Lennie is like shes talking to take his mind of why he isn't allowed to speak to her, as in she thinks if she carries on speaking about something else he'll forget what George has said to him and speak to her.

"I get lonely she said, 'You can talk to people, but I cant talk to nobody but Curley. Else he gets mad. How'd you like it not talk to anybody" This is like Curleys wife is trying to bribe/persuade Lennie to speak to her. Like switching it on him asking how he would like it not talking to anybody.

"Don't worry none. He was jus' a mutt. You can get another one easy. The whole country fulla mutts!" This quote is as she's reassuring him and not getting him to worry about the pup dying.

"Course I brush it out. This makes it fine - Here feel right her!" She took Lennie's hand and put it on her head. Lennie's big fingers fell to stroking her hair. "Don't you mess it up!" She said. This quote represents Curley's wife as being a flirt and you have a feeling something's bad going to happen to her because Lennie pets soft things like mice, dogs and ends up killing it, and he's stroking her hair which is soft.....



ResultsPlus Examiner Comments

There is generally sound understanding of the text with mostly clear reference to the extract to support points made. The quotations used are very long but there is comment on each one. Mark 16 out of 24, Band 4.



ResultsPlus Examiner Tip

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

This is a successful response to Question 5b.

b) In section 4, Curley's wife is shown to be in Crooks' bunkhouse being yelled at. Steinbeck mentions this as Crooks instantly replies to her "you got no right coming in a coloured man's room / you got no right!" Using this repetition suggests ~~to~~ Curley's wife is shown no respect by him ~~which~~ as woman were less dominant. This suggests ~~Crooks~~ ~~dispises~~ her. She faces a lot of hate just like George and Candy refer to her to 'a tart'. As a reader, I feel ~~Crooks~~ Curley's wife is going to ~~threat Crooks~~ as she ~~hates facing humiliation~~ going to cause tension with Crooks as she doesn't like ~~to be~~ ~~taught~~ others ~~be~~ telling her what to do.

Significantly, Curley's wife backfires at Crooks ~~with~~ by saying "Listen, Nigger / you know what I can do if you open your trap". Using this derogatory language shows she ~~is~~ has power over Crooks as he's black. This suggests a negative side to her as she will threaten to have him lynched. From the reader's perspective, this tells us she stands up to Crooks to teach him a lesson.

Interestingly, she ~~wanted to show how mu~~ was ~~was~~ so angry at Crooks she ~~was~~ ~~read~~ ~~as~~ ~~she~~ ~~couldn't~~ ~~control~~ ~~her~~ ~~anger~~. ^{She couldn't control this anymore} Steinbeck presents this as "she stood ^{over} ~~at~~ him as though she could whip at him again". Using the phrase 'she stood over him' shows she ~~has~~ she wants to torture Crooks just like white people ~~are dominating~~ ^{torturing} ~~at~~ ~~ever~~ black people ~~during this time~~ and if they didn't listen they would suffer the consequences.

As a reader, I feel she's evil as she can also be capable of murder.

~~Simi~~ Similarly, she lashed out at Candy ~~ho~~ who also threatens to tell. Steinbeck mentions this as ~~she~~ ^{he/she} says "Nobody will listen to you / Nobody will listen to you". Using this repetition shows how she can manipulate the other men. This suggests ~~by~~ she can make up anything ~~as~~ ~~she~~ to fool others. ^{very easily} As a reader, I feel she only has this power ~~as~~ ~~she~~ ~~is~~ ~~Curley's~~ wife for ~~being~~ the position as Curley's wife. The wife of Curley, if she wasn't, ~~she~~ ~~would~~ ~~be~~ his wife, nobody will pay any attention.

However, ~~she leaves as soon as~~ Candy ^{knows how to get rid of her} mentions ~~her husband's name~~. Steinbeck mentions this as ^{he says} "If you go right now we won't tell Curley you were here." This shows the phrase "we won't tell Curley you were here" shows she will be in trouble ~~as she doesn't listen to Curley~~ if Curley knew where she was. ^{As} being his wife ^{shows} she's a possession towards him. This shows ~~how~~ she's afraid of ~~her husband~~ ~~she only came~~ the way she threatens to Crooks ~~shows now is~~ happening to her.

Finally, before she makes her last appearance she talks to Lennie as she says "I'm glad you bust Curley a little." This shows her hatred towards Curley as his dreams and happiness have not been shattered. As a reader, although she causes trouble, we ~~to~~ feel ~~by~~ sorry that she had to marry a guy like him.



ResultsPlus Examiner Comments

There is sound understanding in a clear response. There is a range of sound points supported by clear references to the chosen text. Mark 24 out of 24, Band 5.



ResultsPlus Examiner Tip

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

Question 6

Rani and Sukh

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

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

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

Question 9

Volunteering

The majority of the candidates chose this question.

A04 (i) and (ii) Content and ideas:

The topic was accessible and the majority of candidates had relevant ideas. The more successful responses adopted an engaging, persuasive tone, through the choice of vocabulary, sentence variety and carefully selected ideas for the audience. These responses clearly identified a charity and how volunteers could help.

There were quite a range of approaches to this question. Some candidates clearly identified a specific local charity whereas other candidates discussed more generally helping charities and the importance of this. The more successful responses identified a specific role for potential volunteers (what they could actually do to help). They also clearly identified who would benefit from the volunteer work as opposed to the 'needy' in general terms. Many mentioned the benefit of adding volunteering to their CV in supporting job and university applications but better responses explored what the individual could gain by giving up their time to help those in need.

There were some really effective responses with carefully selected vocabulary to appeal to the audience. There was generally a clear awareness across the responses of this being a speech, with many candidates offering opportunities for questions or signing up at the end of the speech. Rhetorical questions, use of three, direct address, quotes from other volunteers and statistics were all devices used to appeal to the audience.

Weaker responses did not have a strong or consistent sense of audience and purpose and sometimes weak language controls. Less successful responses were more limited in the detail they gave, often due to not considering a particular charity or charitable cause that would benefit. Weaker responses tended to be brief, often lacking paragraphs and clear development of ideas.

A04(iii) (Spelling, punctuation and grammar):

Better candidates were able to use a range of sentence types (for effect) and were also able to use a range of punctuation appropriately. Spelling was generally accurate in the better responses. Weaker candidates had problems with spelling, sentence structure and demarcation and some inconsistent use of capital letters. Comma splicing and missing apostrophes were identified as problems by examiners.

A noticeable spelling error was 'volunteer' (despite it being in the question). There were also problems with homophones.

This is a successful response to Question 9.

Good morning @ everyone. Hope @ you all are well.

Today I'm going to talk to you about volunteering for a local charity @ @ in our community. @ @ @.

Now I know what you are thinking; Why me? Someone else can do, whats the point? Well, thats what I'm going to answer today.

Firstly, why is it important to volunteer? Volunteering is important as you provide a service helping and aiding struggling families and elderly residents. As I'm sure all you have elderly loved ones and younger family members. What if something happened to them that meant they couldn't look after themselves, feed themselves, didn't have anyone to talk to? You would ^{be} devastated as would I.

It is important to volunteer as you are looking after our community. You may even have to help ^{out} a friend's ~~someone~~ ~~in~~ ~~her~~'s relative.

Secondly, ~~what~~ how you can volunteer. It's simple, it took me about 5 minutes to sign up as I know many ^{of} you have said the same. All you have to do is go into Ringwell's Shop in town and ask to fill out a volunteering form at the front desk. Plus also you a free cake and ~~stacey~~ ^{chocey} biscuit once done! So why wouldn't you sign up?

Thirdly, who benefits from this? It's not just the people you help but it benefits you too. It looks great on your CV, I know Ross only got his job because of this. It's a eye-opener for universities and I'm ^{sure} your parents would be more willing to ~~it~~ increase your pocket money. It's a win-win situation. You have great fun doing ^{this} as you can choose to help out when ~~you~~ you're available. You can ~~keep~~ ~~up~~ pair up with a friend to do it, which

is perfect for ~~Phoebe Phoebe~~ and Phoebe and Ellie as we all know they can't go 2 minutes without each other! The community comes together more, so ~~more can~~ ^{better and more frequent.} better social events take place. Why wouldn't you ^{do it} ~~do it~~? What's ~~is~~ there to lose?

Thank you for listening to me, hope maybe some of you are considering signing up and ^{I hope you all} have a ~~day~~ ^{set.} good day. Oh, and one last thing, there are baby pictures of hairy Dan ~~Rob~~ on the wall in the shop. Thank you. Now who doesn't want to see them? Thank you.



ResultsPlus Examiner Comments

The response has a clear sense of purpose and audience and evidence of crafting. Mark 16 out of 16, Band 5. There is sound control of expression and meaning and a reasonable selection of sentence structures are used. Punctuation and spelling are mostly accurate. Mark 8 out of 8, Band 3.



ResultsPlus Examiner Tip

Notice the range of ideas and the clear register the candidate has used.

This is a less successful response to Question 9.

Introduction

A local charity need volunteers to help with children in need and how to ~~save~~ save them from diseases and ~~battered~~ living in bad places.

~~two~~ Ways you can volunteer?

You can volunteer ~~on the~~ online or you can get in touch with the ~~or~~ council and ask for number. You can even apply by post of the leaflets we send out to homes across the country because children are ~~are~~ dying and they need help.

You can help by giving 3 pounds a ~~per~~ month and you can ~~spread~~ spread the word so many more people can help to save children. Even your family and friends can help if you tell people about it.

(Section B continued)

It is important to volunteer because
~~you~~ you can save a ~~good~~ young
person's life today and let them
have a good life and education like
most people have.



ResultsPlus
Examiner Comments

The ideas are sometimes appropriate but not fully developed. Mark 8 out of 16, Band 3. The writing is sometimes accurate but there are errors. Mark 5 out of 8, Band 2.



ResultsPlus
Examiner Tip

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

Question 10

The Biggest Influence in My Life

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

Better responses were well organised with clear ideas, often presented in a lively response. There did seem to be a strong sense of purpose and audience across many of the responses. Many candidates clearly wrote for the needs of a teenage audience, evident through their choice of vocabulary and including ideas relevant to teenagers. There were also quite a few responses which appealed to the reader to share their own influences in life. The chosen influences covered a wide range, family members and celebrities being quite common choices.

Other influences included footballers, You tube contributors, religion and teachers. Whilst a few candidates, who chose a family member as their biggest influence, noted in their responses that the reader would probably consider this to be quite a 'boring' choice of influence, some responses provided reasoning which was rather personal and handled in a mature way, detailing family problems they encountered as they were growing up and how certain individuals got them through this.

Other candidates chose famous people as their biggest influence. This did appear to disadvantage some candidates if they chose a celebrity they didn't know much about!

Weaker responses did not have sufficient relevant ideas and were not able to develop their response. Weaker candidates often made general comments about influences on teenagers and lost focus on the task. One examiner commented that in some weak responses

it was obvious that candidates had hardly been influenced in any way by anyone.

Some examiners commented that the task was quite challenging for the weaker candidates and that the bullet points seemed to limit their response rather than aiding development of ideas. However, on the whole, responses were well developed.

One examiner commented that there were many interesting responses.

AO4(iii): Spelling, punctuation and grammar:

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

This is a successful response to Question 10.

The Biggest Influence in my Life

In this magazine article I will be describing why David Beckham is the biggest influence on my life.

Do you like football? I sure do! From birth I have been a Manchester United fan and I remember as a young child just

watching Beckham score and assist just for fun. 1999 the year that we won the treble, the league, the FA cup and the champions league. The team was a brute force that was unstoppable. I am proud to say that my role model was involved in the team that year.

The reason why he matters so much to me, not just because of what he has achieved with his club, but what he helped his country try to achieve. Remember in the Euro's against Greece? One minute left of the quarter finals, it was a 1-1 score. ~~The~~ David draws a foul 37 yards away from goal. I remember the commentator saying "Beckham could raise the roof here with a goal". 10 seconds later he was England's most loved man that day. He put it in the top left hand corner from 37 yards out, I still get shivers when ever I watch it back on youtube.

This man being my role model has helped me so much, just seeing what he's achieved makes me want to achieve those things and be like him. Even now he's a footballing ambassador and he does so much charity work and just in general making the sport more entertaining. This is the reason why David Beckham is my inspiration/influence



ResultsPlus
Examiner Comments

The ideas are clear and appropriate and there is a clear sense of audience and purpose. The response is quite lively and engaging. Mark 16 out of 16, Band 5. There is sound control of expression and meaning and a reasonable selection of sentence structures are used. Punctuation and spelling are mostly accurate. Mark 8 out of 8, Band 3.



ResultsPlus
Examiner Tip

Notice how the candidate has used a range of techniques to produce a lively and engaging response.

This is another response to Question 10.

The biggest influence in my life?
There are many, parents for example they've influenced my life a lot, more than anyone possible. All parents are influences wether good or bad, and you learn from there good and bad choices, ~~but~~ ^{wether} ~~wether~~ you aspire to be like them when your older or not, they brought you up and they've influenced your life however you see it.

But my main influence in life was my Nan. I think ~~§~~ She influenced my life because she was bascially like a ~~man~~ Mum to me, brought me up, teached me wrongs and right and was a brilliant Lady. I used to be round her house as soon as I left school till night time everyday without a doubt. I loved her company.

She influenced my life by helping me choose a ~~good~~ job that I like very much. She then became ill and I became her carer and I loved doing it because I cared about her so much so it was a natral thing to do. As the time went

on I New I wanted to do caring as a job, so I got a job in a dementia care home. ~~and~~ I wouldn't be where I am today if it wasn't for her.

She's my role model and the person I looked up to, reliable, smart, lovely woman and that is why she has influenced my life so much ~~and~~ ^{and} I wouldn't be where I am today without her help, and I am grateful of it.



ResultsPlus
Examiner Comments

There is a generally sound grasp of audience and purpose with generally appropriate ideas. Mark 11 out of 16, Band 4. The writing is sometimes accurate but there are errors. Mark 5 out of 8, Band 2.



ResultsPlus
Examiner Tip

Remember to try to develop your ideas fully and give yourself time to check your work carefully.

Paper Summary

Candidates engaged well with the ideas and themes of the texts studied. They were prepared for the tasks and made some comments on the writer's language and 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. The better responses were accurate but weaker responses had spelling and punctuation errors.

Section A (Reading)

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

- make sure they clearly underline the chosen word/phrase and correctly identify the language features for part (a)(i)
- keep focusing on the writer's language and techniques and try to comment on how effective the language is in influencing their views of the writer's ideas
- carefully choose a single second extract for part (b) and make sure it is not too long
- keep focus on the task for part (b) and remember to comment on the writer's use of language – do not slip into narration.

Section B (Writing)

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

- carefully choose the task so they have sufficient ideas
- write with a clear sense of audience and purpose
- 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 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:

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

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Llywodraeth Cynulliad Cymru
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