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Examiners' Report
June 2011

GCSE English 5EH2H 01

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Introduction

This was the first exam of this unit in the new English GCSE specification. The unit is divided into three sections: Section A (Reading) which examines responses to a Shakespeare play, Section B (Reading) which examines responses to a prose text from a different culture and Section C (Writing) which examines candidates' ability to construct and develop an accurate piece of written prose.

Of the three Shakespeare plays offered for selection, 'Romeo and Juliet' was the most popular choice, followed by 'Macbeth' and then 'The Merchant of Venice'. By far the most popular prose text was John Steinbeck's 'Of Mice and Men' with a much smaller number of candidates opting for Cormier's 'Heroes' and just a few candidates selecting one of the five other options.

This unit is offered at both Foundation and Higher tiers and it is clearly in the best interests of candidates that they are entered for the appropriate tier. Regrettably, a significant number had been entered for the Higher tier when it was clear that the standard of their work fell a good way below the level required to achieve a grade C or above. It is important that careful consideration is given to the levels of entry in future series.

There are three parts to each question in Sections A and B and responses in Section C need to be developed if candidates are to access the higher mark bands. Allowing for at least fifteen minutes given over to careful reading and rereading of text extracts and questions, it is recommended that candidates divide their time carefully and the following suggestions are given as guidelines:

Sections A and B

- Question a) 7 marks, 8 minutes
- Question b) 7 marks, 8 minutes
- Question c) 10 marks, 12 minutes

Section C

48 marks, 45 minutes

It is clear that a number of candidates did not manage their time carefully and subsequently were unable to access the full range of marks.

The candidates who performed well were those who went about their work in a focused and purposeful way, offering responses which contained no, or few, irrelevancies and who had been well-prepared for the exam.

For the purposes of this report, comments are concentrated on the most popular reading questions: Romeo and Juliet (question 1) and Of Mice and Men (question 7). Comments on these two questions can be applied to other Shakespeare and Prose questions as appropriate. There are also comments on both writing questions (11 and 12). Examples of candidates' work have been selected to illustrate the points made in this report, focusing positively on those that were successful.

Question 1

Section A (Shakespeare) consists of an extract from the chosen play (of around 30 lines) and three traits (parts). Trait a) asks candidates to make inferences about one of the characters presented in the extract based on the evidence of the extract and supported by apposite reference to it.

Perhaps the most straightforward and potentially successful way of approaching the task is to pick out (preferably) three aspects of the character, identify each one, support it with direct reference to the extract (probably a brief quotation) and expand on it a little to make the point clear. In other words, present a series of point, evidence, explanation (PEE) paragraphs.

This candidate has applied the recommended method to answering the Romeo and Juliet question about the character of Capulet.

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

In the extract, Shakespeare presents the character of Capulet to be selfish and authoritative. He needs to be in charge, he needs to have power over people and he needs things to go his way. This is shown in 'Speak not, reply not, do not answer me!'. It tells the audience that he gives the orders - that he is boss and everyone must do as he says ~~the boss~~.

Capulet doesn't listen to Juliet, he wants her to marry ~~Paris~~ Paris because it will benefit him. This is shown by 'And you be mine, I'll give you to my friend:'. He regards her as his property, to do with what he wants. This is proven by Shakespeare's use of the word 'mine'.

He has a short temper and when he does get mad, he takes it out on everyone. This is made clear by 'you mumbling fool!' as Nurse has no part in the confrontation but he takes it out on her anyway.



ResultsPlus Examiner Comments

The candidate starts by listing a number of things about Capulet; that he is 'selfish', 'authoritative' (perhaps meaning 'authoritarian'), 'needs to have power' and 'needs things to go his way'. The rest of the answer might be expected to deal with each one of these in turn but, instead, the candidate lumps them together as though they were all the same. Relevant evidence is provided, however, before the candidate goes on to make other points, such as 'he regards [Juliet] as his property' and 'he has a short temper'. There is a lot here and at least three points have been successfully made and supported, qualifying the candidate for a mark in Band 3.



ResultsPlus Examiner Tip

Identify three or four points about the character and write a PEE paragraph about each one.

Trait b) asks how a short portion of the extract (about 6 lines) should be performed. To answer successfully, candidates must be prepared to consider any of the following: actions, positioning, movement, voice, gesture and facial expression. It would be helpful for Higher candidates to remember this list. It is not helpful to consider other elements of production such as lighting, scenery, props and costume because at the heart of this question is the consideration of how an actor would present the language. Candidates approached the question in a number of ways. Some went through the mini-extract almost word for word, which is an acceptable strategy, giving a detailed account of every little nuance and gesture. The danger in that is that it can turn the acting into a sequence of mechanical mimes and convulsions. At the other end of the scale was the approach that was rather too vague and generalised, amounting to little more than statements such as 'Capulet should act angry' and 'the nurse should have an upset look on her face'. Candidates must make direct reference to the extract to illustrate their decisions.

Write your answer to Section A Question (b) here:

The following lines from the extract might be performed with Nurse holding Juliet who is sobbing whilst ~~saying~~ shouting 'God in heaven bless her! You are to blame, my lord, to rate her so' at Capulet who is glaring at Juliet in disgust. Nurse should say this in a fast paced angry tone to show how protective she is of Juliet, how much more like a mother she is to Juliet. Capulet's response should be filled with pure anger - his voice, his tone and his facial expression should all convey this. His hands waving erratically whilst saying 'And why, my Lady Wisdom? Hold your tongue, Good Prudence!' in a sarcastic but firm tone to show his impatience at Nurse's involvement. Lady Capulet - ~~she~~ who has remained quiet and in the same position - should take a step back (further away from her husband) to convey to the audience her fear of him. Nurse should stand straight up and pause in her comfort to Juliet to glare at Capulet in a defensive manner.



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This candidate has taken a middle way - summing up the central emotions involved in the scene whilst making some detailed references. The scene has been clearly visualised: 'Nurse [is] holding Juliet who is sobbing', 'Capulet .. is glaring at Juliet in disgust'. Even though only two characters speak in the extract, the candidate has not forgotten that four characters are present, and that they are part of the dynamic: 'Nurse .. [shows] .. how much more like a mother she is to Juliet' and 'Lady Capulet ... takes a step back ... from her husband to convey to the audience her fear of him'. All movements and expressions have been explained in the light of a perceptive understanding of the characters, the situation and an appreciation of how meaning is conveyed to an audience. This response can be securely placed in Band 3.



ResultsPlus Examiner Tip

Describe the performance techniques which you think should be used, link them to quotations from the extract and explain **why** you have chosen them.

Trait c) is a question which focuses on one of the play's themes. The theme is apparent in the given extract and candidates are asked to explore the significance of the theme in **one other** part of the play. Candidates should choose a scene, or part of a scene, which illustrates some aspect of the theme and explore it in some detail. **They are not required to make any further reference to the given extract.**

Write your answer to Section A Question (c) here:

Conflict is shown throughout the play but specifically when Mercutio and Tybalt are arguing and about to fight.

In this scene Tybalt asks for Romeo which is Benvolio's cousin and a close friend to Mercutio. Mercutio ignores Tybalt's question and ~~repeatedly~~ repetitively insults Tybalt on several occasions. This makes Tybalt annoyed but he refuses to rise to Mercutio's childish and immature behaviour. Tybalt despises Romeo, and it is him who he wants to fight. However when Mercutio acts as a joker he pushes Tybalt too far ^{by making a fool of him} and Tybalt decides to fight Mercutio.

Meanwhile, Benvolio is trying to calm Mercutio down and asks him to leave it, but Mercutio is having too much fun. He is a confident and outgoing character and ~~is not~~ has no intention of backing down.

When Romeo enters the scene he

is calm and cheerful. Tybalt turns and says "there is my man I shall fight." Tybalt and Mercutio and the rest are oblivious to the fact Romeo has just married Juliet, Tybalt's cousin. Romeo refuses to fight and leaves the others very confused.

Mercutio and Tybalt then fight and Mercutio dies. He curses both families and Romeo is furious ^{with Tybalt} he goes after Tybalt and kills him in grief.

When the situation is unraveled, Romeo is banished and has to go somewhere far away, completely alone.

In conclusion of the event, no one ~~was~~ technically won the fight as they were all punished for their immature behaviour and childish hatred.



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Examiner Comments

The candidate has identified an appropriate scene in the play: 'When Mercutio and Tybalt are arguing and about to fight'. There follows a selective (discriminating) account of what happens which is not simply narrative but which offers interpretations of the characters' behaviour: 'Mercutio's childish and immature behaviour' 'Tybalt despises Romeo' 'Mercutio pushes Tybalt too far' 'Mercutio is having too much fun'.....etc

The answer goes on to comment that Romeo's secret marriage to Juliet is an important factor and then shows understanding of the consequences of the scene: 'Romeo is banished' and 'they were all punished'. The answer might have referred to Romeo's part in the death of Mercutio and might have said more about the chain of cause and effect but there is enough perceptive understanding of the theme and discriminating reference to the scene to merit a mark in Band three.



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Examiner Tip

Identify clearly one other appropriate part of the play. Explain clearly how the characters are behaving in relation to the theme. Comment on the causes and effects of their behaviour.

Question 7

This question consists of three traits. Trait a) requires candidates to explain how the writer presents a named **character** in the given extract. The candidate is expected to identify several aspects of that character as they are displayed in the extract and to comment, using supporting references, on each one. This is very much the same as what is being asked in the Shakespeare a) question and should be approached in the same way.

Trait b) focuses on the writer's use of **language** in the extract, focusing on how reactions and relationships are presented.

Trait c) is the **theme** question, asking candidates to select another part of the text and explore its significance in the light of the theme. However, unlike the Shakespeare c) question, two assessment objectives are being examined here: the candidate must also integrate some comment on the **context** of the novel - in particular, what the chosen part of the novel illustrates about the social and historical background to the novel.

Some candidates were successful in picking out some obvious aspects of the behaviour of Curley's wife: that she is racist, for example, and aggressive. Others, with less success, offered a portrait of Curley's wife which made no use of the extract. The most successful answers were those which focused on the extract but which also linked it to a broader understanding of the character of Curley's wife.

Write your answer to Section B Question (a) here:

~~From~~ During this extract, we can see that Curley's wife is very frustrated and annoyed at her life at the minute ~~and~~ along with the situation she finds herself in. We know this by ~~the~~ Steinbeck's writing of her as turning on Crooks "in scorn", that she "closed in on him" and ~~that~~ that "she cried" speech. ~~A~~ This could be caused by her having to keep all of her frustration and anger in when around Curley, whom she is around all of the time, as he may harm or hurt her, due to the ~~fact~~ ~~that~~ ~~she~~ ~~is~~ ~~at~~ ~~the~~ ~~time~~ ~~in~~ ~~which~~ ~~the~~ ~~book~~ ~~is~~ ~~set~~. Also, ~~we~~ ~~can~~ it can be inferred that she wants to feel superior to ~~the~~ others and, because she sees the people in the barn at the time (Crooks, Lennie and Candy), she highlights their weaknesses, so that she can seem and feel powerful. This point is supported by the quotes "She closed in on him [Crooks]", where she threatens him, and "Well, you

Write your answer to Section B Question (b) here:

keep your place then, Nigger.", in which she uses ~~with~~ the fact that she is Curley's wife and ~~race~~ racism combined in order to keep her place as the 'top dog' with the people she has been left with.

This may seem to be a bad thing to do, but she is probably just feeling lonely, as the only person she can talk to is Curley, and she isn't allowed in the bunkhouse. So, when Curley is in town, she goes to visit the others in the ~~same~~ separate bunkhouse for cooks to live in. Loneliness is a key theme in the book and is very significant throughout.



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Here, the candidate states that Curley's wife is 'frustrated and annoyed', offering quotations which demonstrate this. Then, there is the perception that she 'wants to feel superior' and, in her dealings with the men, 'highlights their weaknesses'. Finally, there is the more sympathetic and understanding observation that she is 'feeling lonely'. Most of this is supported, enough to achieve a mark in Band Three.



ResultsPlus Examiner Tip

Pick out three or four points about the character and write a series of PEE paragraphs, as for the Shakespeare question a).

Trait b) asks candidates to comment on how language is used in the extract to present certain effects. In this case, the focus is on the reactions of the men to Curley's wife.

There is no requirement to identify language features in the answer, but it may be useful to do so, simply to save over-long explanations. For instance, it could be helpful to highlight the adverb 'coldly' and the verb 'whined' because they say a good deal about the men's responses and candidates can spend more time explaining their effects once they have been correctly labelled.

It was also noticeable that some candidates commented on the men's reactions in the answer to trait a). No credit can be gained from this so candidates must be sure to read all the traits of the question about the novel before beginning.

Write your answer to Section B Question (b) here:

In this extract language is used to present the men's reaction to Curley's wife from words used in their movement.

A prime example of this is "Crooks seemed to grow smaller". This shows the fear of when Curley's wife is around and her superior role over the men.

From the feeling of being less superior the men do not like her company this can be shown from when she first enters the barn and Crooks says "Now you 'Jus' get out, an' get out quick". This shows they do not enjoy Curley's wife's company.

Throughout the conversation the men have with Curley's wife they still do not want her preference and is shown at the end of ~~the~~ the conversation when Candy says "you better go home now". This shows they did not like her company and never wanted it. As the men know Curley's wife's power they know what she says is right so just agree: 'No... he agreed'. Referring to his agreement with Curley's wife over the fact nobody would listen to the men.



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Examiner Comments

This candidate makes three valid points (about Crooks' fear, the men's dislike of Curley's wife's company and their understanding of the power she holds over them). There is more to say (about the description of Crooks diminishing himself and about Lennie's distress, for example) but each of the three basic points are supported with evidence - enough to merit a mark at the top of band 2.



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Examiner Tip

Pick out three or four examples of the way the writer uses language. Quote them and explain their effects.

A successful trait c) answer will select an appropriate part of the novel, in this case one that features violence. A candidate must show some detailed knowledge of the chosen part and be able to comment on its significance in terms of character, relationships and theme, whilst referring to context in some relevant way.

Question C:

Another part of the book in which violence is ~~big~~ significant is ~~the~~ the fight between Curley and Lennie, in which Lennie breaks Curley's

hand and ~~the~~ ~~the~~ Slim persuades Curley to say that he got his hand caught in a machine, to which Curley agrees. This says a lot about Curley's character, primarily that he values his pride a lot, as he used to be a boxer and he got ~~the~~ his hand broken in a fight by a man ~~in~~ who is mentally inferior to everyone else on the ranch. Curley would see this as degrading, as ~~the~~ for one, ~~the~~ he hates men who are bigger than him, said by Candy: "he hates big guys", and, secondly, he would lose his high status on the ranch, ~~as~~

This fight is also ~~very~~ important as a turning point in the story, as it is the ~~the~~ first point at which Lennie gets into trouble and, as George says ~~at an earlier part of~~ ^{earlier in} the novel, "you if you get into trouble, ~~the~~ like you always do, you hide in the brush", suggesting that he will get into trouble here as well. Also, the fight makes Curley angry with Lennie, which just makes him worse at the end of the story, when ~~he~~ he wants to shoot him as justice for ~~the~~ ~~the~~ killing his wife. Seeing as he is very controlling of her in the novel up until this point and does not seem to really love her,

he may not have gone that far for revenge if the fight had not happened, which means that, effectively, Lennie sealed his own fate (an important theme) by breaking his hand during this chapter.

At the time in which the book is set, ~~the~~ the Depression was happening, so farmers migrated all over America to find low pay work and had nothing of their own. A possible reason for the other workers at the farm wanted to cover up the fight ~~to~~ could be that they knew that if the boss found out, George and Lennie would be sacked and thrown off the farm, leaving them homeless, no money and with nothing. So, they cover it up to save them from this, presumably because ~~they~~ they had all been through it themselves and didn't want anyone else doing so either, as it was a very hard life, during the Depression, and "Of Mice and Men" captures this well.



ResultsPlus Examiner Comments

Here, the candidate has chosen an appropriate part - where Curly attacks Lennie and eventually has his hand crushed. This was a popular choice.

The candidate explores what the fight tells us about Curley's character and why he baits Lennie. The point about this episode highlighting Curley's status on the ranch is a useful comment about the hierarchical social structure and, therefore, the context.

Significance is explored further by the recognition that this is 'a turning point in the story' and the candidate explains that Curley's desire for revenge contributes to the tragic climax.

The last paragraph, about the Depression, runs the risk of being artificially 'bolted on' but the candidate makes a clear link between this aspect of the context and the concerns of the novel. The answer clearly belongs in Band 3.



ResultsPlus Examiner Tip

Choose an episode that you know well and show what it tells us about the characters, their relationships and their circumstances. These circumstances are linked to the contexts of racism, sexism, deprivation, social inequality and loneliness so point these links out where appropriate.

Question 11

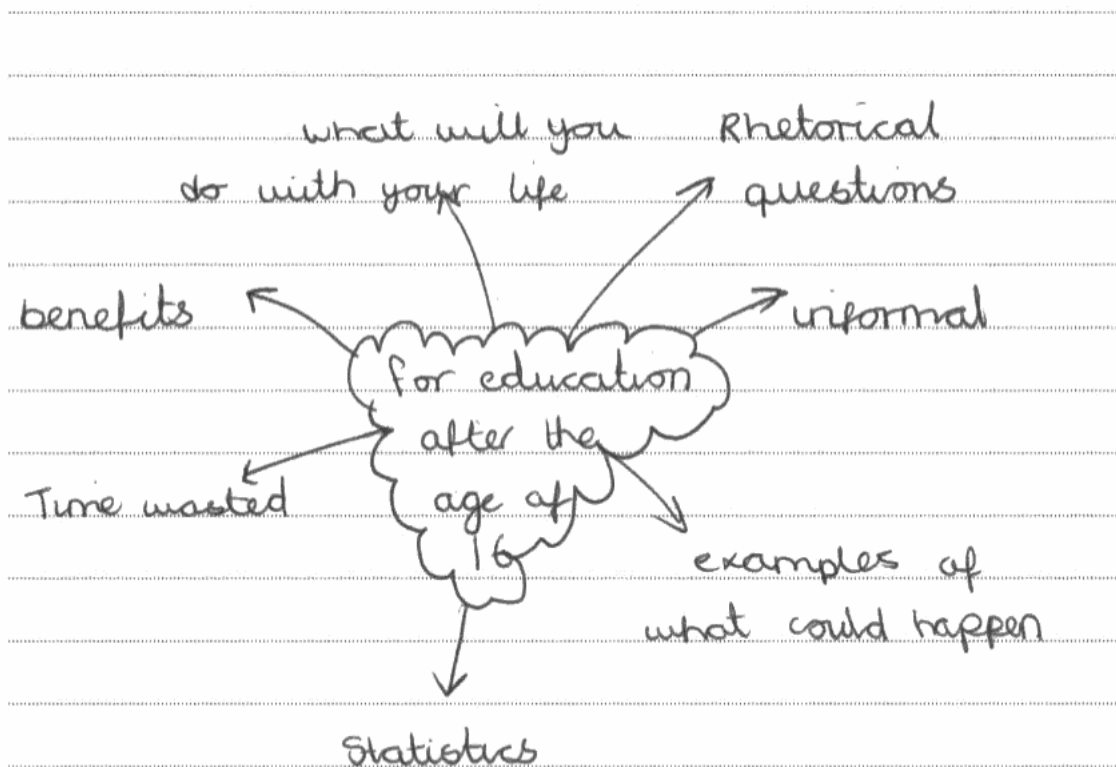
The writing Section (C) offers two choices and the first of these was the task of writing an article for a school or college magazine arguing **either** for **or** against continuing education after the age of 16. It is important to read the question carefully. It does not say 'making education after the age of 16 compulsory', yet a large number of candidates seemed to think it did - and some were provoked into a passionate outrage at the very thought.

The question was intended to provide an opportunity for candidates to argue for the benefits that further education might provide **or** outline the case for leaving school at the earliest opportunity. As always with writing tasks of this nature, planning is recommended. An opening statement, followed by a number of argumentative building bricks, linked by discourse markers and leading to a firm conclusion will go a long way to producing a successful piece of writing. A thoughtful adoption of an appropriate register will help further. And, of course, accuracy and variety in sentence structure, vocabulary, punctuation and spelling are extremely important.

Many candidates employed the techniques of inventing statistics ('80% of those who leave school at the age of 16 become unemployed and end up on drugs') and vox pop interviews ('I started working for my uncle and never looked back') and these can have their place. But they must not constitute the whole argument ('98% of people think that it's a bad idea, so don't do it').

All three assessment objectives for writing are examined in this question, as in question 12, and candidates should make themselves familiar with these. The most successful responses are those which construct an engaging presentation of ideas which link, develop and are consistent and coherent: and accurate.

Write your answer to Section C here:



Yes! School is finally over. You're 16? You now feel free to do what you want? When you want to do it? Wait... what about your future? Fair enough, everyone wants to get into the big wide world. Explore. Have fun. There is plenty of time for that!

Even though you have been to school for what seems like forever, leaving education all together now would be foolish. The chances are, ^{even} if you got 5 A*-C grades at secondary levels you ^{still} ~~may~~ might not even be able to get a job at Tesco!

When employers are looking for new staff to employ, the first thing they look at is grades. Say, for example, fifteen people applied for five jobs. Five of them went to higher education and got ^{seven} ~~5~~ A*-C grades at college level. The other ten came straight out of school applying for a job, with no aspirations to go anywhere in life. Chances are, the employer will go for the people with grades, and who are at college. Not only will being in college show get you more qualifications,

it shows employers you want to do something with your life. Therefore go making you more employable.

Money? Everyone loves getting a ^{hard} ~~well~~ earned pay-check at the end of the month. Statistics show that people who go into higher education earn approximately £ ~~30000~~ 10,000 more ~~tho~~ a year, than someone stopping education at 16. Just think what that could buy you. A car? A house? ~~That~~ That dream phone you want so badly? The possibilities are endless. Without higher education, these luxuries would seem so much further away!

~~Oh~~ Oh NO! Travel...

Some people seem to have gotten it into their heads that higher education means waving goodbye to family and friends, packing up and travelling miles to find a decent college or university. This is not the case! In Hartlepool there are three colleges. One ^{specialises} ~~has a speciality~~ in art. Whatever you are wanting to do, I'm sure they will have a course for you. If not, there are a whole host of

collages just a bus ride away

Social life

Okay, so this may be one downside to higher education. With work and classes your social life may be slightly affected. However, think of all the new people you will meet. After classes and during breaks you will be able to resume your prior 'social animal' status. I bet you are thinking, 'This just sounds like school' right? Wrong! College is way more relaxed. You get to;

- Wear your own clothes
- Choose the courses you study
- Call teachers by first names
- Take mobile calls in lessons
- Email tutors

All of these things allow you to be more independent. To be honest, higher education is completely different to school.

So, before making any drastic decision to drop education as soon as possible, think of what consequences it could have on your ~~whole~~ future. You don't want

to look back on your life in thirty years
time thinking, 'Imagine were I could ^{have} been
if I went to higher education!'



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Examiner Comments

Timing is important, as stressed in the main introduction, and this candidate has obviously taken enough time to plan and develop ideas. There is an arresting opening which directly challenges the reader. A number of rhetorical devices are used, appropriate to the audience. The piece develops in stages and each point is explained with some care, demonstrating assurance and control. The technique of asking questions and answering them is used successfully throughout. Added coherence is supplied by the use of subheadings, appropriate for a magazine article.

There are some errors ('Your 16' and 'collage') but there is a reasonably extensive vocabulary and a variety of sentence structures. This candidate clearly achieves a high Band 4 mark for AO3i/ii and a Band 4 mark for AOiii.



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Examiner Tip

Read the question carefully, then think and plan before you start. What is your argument? How are you going to get it across to your readers?

Question 12

This option asked for a review **for** a travel website. Regrettably, a number of candidates misread this and tried to provide a review **of** a travel website: an almost impossible challenge which inevitably led to frustration.

A review can usually be expected to comment on both the pros and the cons of (usually) a holiday destination. However, it is recognised that some reviews read rather like advertisements and candidates were allowed some leeway provided that their responses did not become blatant advertising copy ('Book now! Contact us at the address below').

All three writing assessment objectives are examined here, as with question 11: please see the general comments on that question.

This candidate has clearly understood the demands of the task and set about it with some vigour and success.

Write your answer to Section C here:

Are you tired of searching for the perfect holiday destination this Summer? Whether you're old or young, taking family or friends ~~and~~ you're a thrill seeker or looking for a chilled out location, Orlando in Florida is the ideal get-away this year!

After spending two glorious weeks in the 'Sunny state' I was beginning to consider not catching my ~~the~~ plane home! ~~The sunny skies~~ With endless attractions or radiant tanning weather, I struggled to find the time to do everything I had planned. Each night I dined on ~~at~~ delicious cuisine in the finest restaurants, which, to my amazement, was a fraction of the prices to those at home in the UK. Various theme parks are within a ~~3~~ thirty minute range of International Drive,

making this holiday ^{ideal} suitable for absolutely anybody'.

Spending time is ~~suitable~~ for in Florida is suitable for all ages, as it boasts a child-friendly environment; ~~making~~ ^{Florida} its most suitable for families. Unfortunately, your little thrill seekers will have to be over the height restrictions for the more extreme rides, ~~but~~ rollercoasters, ~~but~~ however all ages' needs are catered for, with attractions more suited to the younger generation. In my opinion, ~~Florida~~ ^{Orlando} is undoubtedly the most well adapted holiday location ~~for~~ the families of today.

Florida has over 40 retail ~~stores~~ ^{outlets} for all of those shop-a-holics, meaning that if you are ~~to~~ wanting to relax after a long, hard day at the beach, you can parttake in some retail therapy. ~~These outlets~~ Attractions such as ~~restaurants~~ ^{restaurants} and theme parks are also ~~offered~~ ^{situated} within.

the area, limiting driving to a minimum. The necessity of visiting Florida cannot be repeated enough, as I ensure you the magical memories will be ones that are kept in your heart forever.

After reading this review, ~~that~~ it is certain you will not need any more persuading to visit this destination. As I'm sure you are aware, this holiday may put a marginally large dent in your wallet, so it does require some saving up to purchase plane tickets, hotel and ^{accommodation} spending money. Rest assured, it is all one hundred percent worth it! Visiting Orlando is an experience for all of the family to enjoy which can help ~~family~~ bonds become closer. Whilst you enjoy their company, as you will capture amazing sights, experience spine-tingling moments and learn more about culture along the way. Just remember, ~~the~~ despite the expense of this trip,

you are sure to gain pounds one
way or another!



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Examiner Comments

The candidate adopts an appropriate register straight away and remains upbeat throughout. Many of the phrases used are convincing features of the genre: 'boasts a child-friendly environment' and 'the most well-adapted family location'. The narrative progresses convincingly from being a first-hand account to making more general observations aimed at the concerns of a wider audience. There are some errors of spelling and agreement but this can be securely placed in Band 4 for all three assessment objectives.



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Examiner Tip

Read and study a range of texts from different genres to learn how they are structured and how they use language.

Paper Summary

Candidates should be entered for the tier that is most likely to bring them success.

Candidates should be prepared by practising the type of questions set in this new exam. Sample materials are available and now, of course, the first exam. The questions will always follow the same pattern so teachers, and indeed some students, should have little difficulty in setting their own questions.

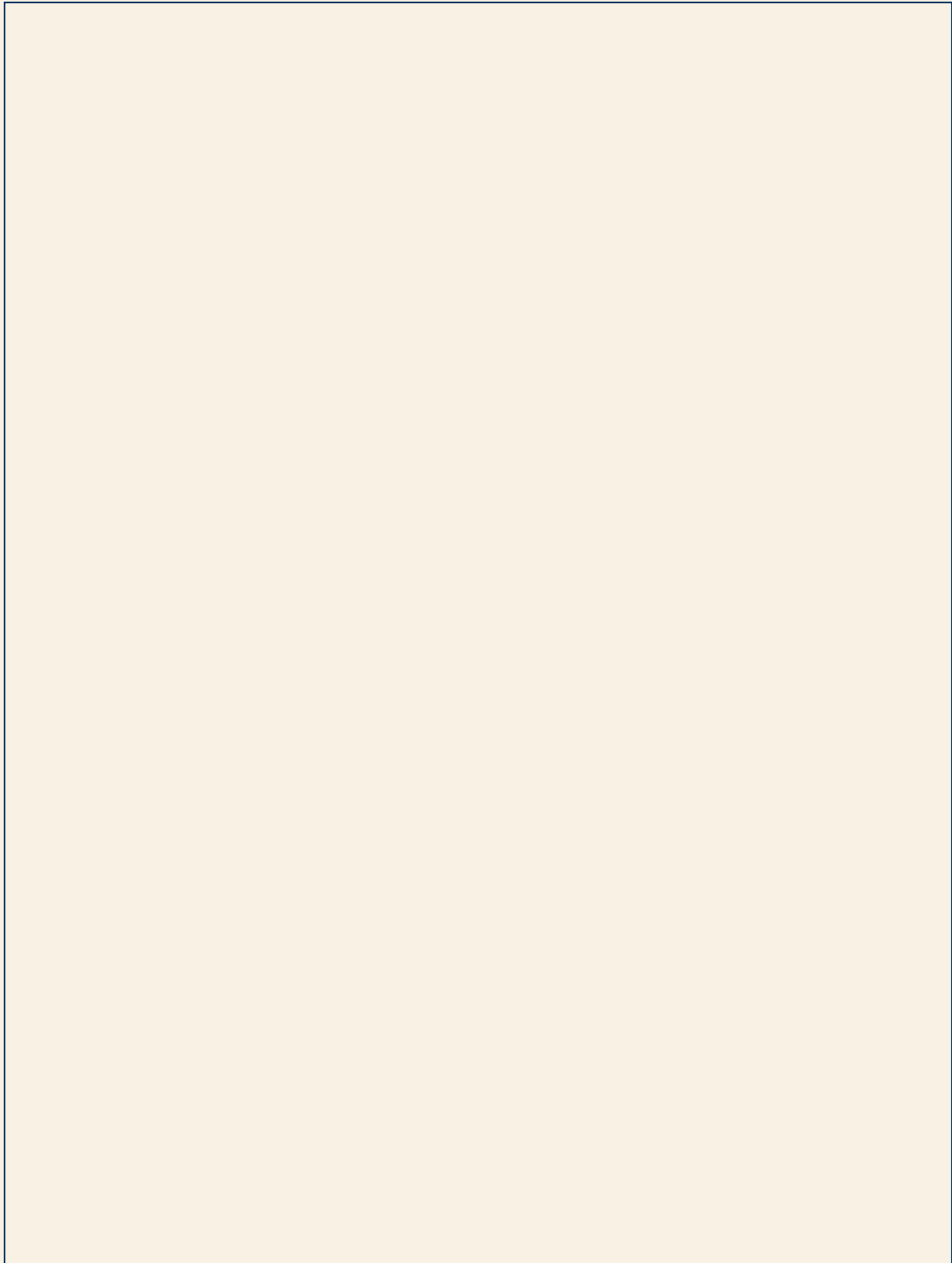
Candidates should know how many marks are available for each question and understand how they can be achieved.

Candidates should appreciate the importance of time management and how much to spend on each question.

Shakespeare: Candidates should have some knowledge of the whole play and should refer, where relevant to the text rather than a film interpretation. A PEE strategy is appropriate for traits a) and b). Practice in acting out scenes will be useful for answering trait b). There are 10 marks available for trait c) and students should go much further than a recounting of another part of the play.

Prose: A PEE strategy is appropriate for traits a) and b). Candidates should have knowledge of how specific features of language create effects, for trait b). Candidates must integrate relevant comments on context into their answers for trait c).

Writing: Candidates must read the question carefully and do what it asks, adopting the appropriate register and style for the task, purpose and audience. Accurate written communication is important.



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>

