

# Examiners' Report

## June 2013

GCSE English 5EH2F 01

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# Introduction

This unit of the GCSE specification 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' continues to be the most popular choice, followed by 'Macbeth' and a small number attempted 'The Merchant of Venice'. Once more, 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 fewer candidates selecting one of the five other options. As in the past, however, there were some engaged and committed responses to less popular texts such as 'To Kill a Mockingbird'.

As in previous reports, however, I will be focusing on examples of responses to the most popular texts.

There is a good deal to do in the exam and I am sure we should remind ourselves of the importance of time management. Candidates clearly benefit from having practised past papers and gaining experience of how much time they should spend on each question. The following are offered 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

In general there is evidence that candidates are able to manage their time better and are clearer about what is expected of them. Many teachers have adopted strategies to help candidates approach the various tasks in structured ways.

It is much rarer to see examples of scripts where candidates had failed to complete their Section C response. Answers, in general, were better developed and, subsequently, a larger number of candidates were able to access the higher bands. They have a clearer idea about what is going to gain credit and what is best avoided. There is little time to plan the short answers required in Sections A and B but planning and thinking time is invaluable when approaching the writing task in Section C.

## Section A

### Question 1

#### Question 1 (a)

This question, on what can be learned from the extract about a nominated character, continues to be answered successfully by using a number of PEE chains. The final marks given then depend on the insightfulness of each point, the accuracy of the supporting reference and the quality of the explanation. It is still worth stressing to students that **one** brief quotation is adequate when illustrating each point.

The focus was on Juliet in the extract provided and successful candidates were able to see the complexities of her character there displayed. Her grief over Tybalt's death and Romeo's banishment, her ambivalent attitude towards Romeo and her conflict with the Nurse all provided material for a measured answer. Inevitably, some candidates tended to oversimplify (one called Juliet 'a drama queen') but better answers go beyond the superficial.

#### Question 1 (b)

This, of course, is the performance question, and examiners still make the point that many candidates do not have clear strategies for answering it successfully.

I have previously observed that 'the more successful answers avoid writing comments about peripheral aspects (such as costume, props and lighting) so that they can concentrate on suggestions that highlight character, situation and language' and, by and large, there is a greater understanding of this. A list of bullet points is provided with the question and candidates should make a **discriminating selection** of these. It is often far more effective to make points about tone of voice, facial expression and small but meaningful gestures rather than suggest exaggerated responses such as 'the Nurse will wave her arms about and shout at Juliet to show she is angry' (in a 1(b) response).

One imaginative candidate came up with this detailed suggestion for the 'Romeo and Juliet' extract:

'...The nurse could raise her hand pointing to a brandy bottle as she slumps herself into a chair and shouts, "Give me some aqua-vitae!" [....]

"Blistered be thy tongue..." As Juliet says this she turns, angrily shoves the glass of brandy in Nurse's hand, and moves away quickly to the other side of the room.'

In the main, candidates need not feel they should comment on every bullet point in the question but should clearly visualise the scene, understand what the characters are thinking and feeling (and why) and give **reasons** for the suggestions they make.

### Question 1 (c)

This asks candidates to consider a theme and comment on its importance in another part of the play. Candidates continue to perform the least well on this question even though it is worth the most marks in the section. Many write very short answers and, although this could be evidence of candidates being unsure what to do, it is clear that some spend a lot of time on parts (a) and (b) and then find themselves rushing over part (c).

There does seem to be some improvement in that candidates are following instructions and limiting themselves to **one other part** of the play – rather than ranging widely over a number of episodes. However, this is a prerequisite for a successful answer and this must be stressed to candidates.

Once the **other part** has been identified (there is no need to quote Act and Scene numbers), the notion of 'importance' can be interpreted in a number of ways. In past reports, I have suggested adopting the acronym CRISP as a guide to commenting on importance. This stands for:

**Character.** What does the chosen part tell us about the theme in relation to character? The 'Macbeth' theme this series was 'guilt' and many candidates selected the part dealing with Lady Macbeth's sleep walking. This often led to candidates commenting on the irony of this mental breakdown in contrast to Lady Macbeth's behaviour earlier in the play.

**Relationships.** What new things do we learn about the relationship between the characters in the chosen scene? In response to the theme of anger in 'Romeo and Juliet', many chose Capulet's response to Juliet's rejection of Paris and how this upset the relationships between Juliet and her parents, but also between her and the Nurse.

**Ideas.** What is Shakespeare saying about anger in the scene when Romeo kills Tybalt? That no good will come of it? That it triggers unstoppable consequences?

**Structure.** To what extent is a scene the salient moment, the turning point of the play? Does Juliet's rejection of Paris and the fallout between her and the Nurse make desperate measures inevitable?

**Plot.** Candidates most often see their chosen part as a driver of the plot, as a link in the chain of cause-and-effect. This is quite a basic point, usually, but can go some way to answering the question.

I suggest that future candidates do the following:

choose a single part of the play which features the nominated theme

avoid writing a long account of what happens in it

focus on one or more of the elements of CRISP to discuss importance.

Hence, Romeo's killing of Tybalt from anger might show us that Romeo acts impulsively and that this is a characteristic of the central love affair. It is also the one key event which determines all future turns of the plot.

This candidate clearly gets to grips with a number of aspects of Juliet: her confusion and her change of heart particularly. All points are well supported.

Write your answer to Section A here:

1A) In act 3 Scene 2 we learn that Juliet isn't sure to love Romeo or not, because of Romeo killing Tybalt, we can see she is very angry and longed. 'O serpent heart, hid with a flowering face' - Juliet compares Romeo's heart to a serpent because of the evil Romeo did ~~thing~~ killing Romeo done but Juliet also says that it was hidden with a flowering face. Juliet is saying that Romeo's serpent and evil heart was shrouded by Romeo's good looks. ~~the~~ it's done - feathered raven, Juliet starts comparing positives to negatives because she is angry at Romeo and unsure to love him or not.

(Section A continued) "Blissed be thy tongue for such a wish! He was not born to shame!"  
In this quote we ~~see~~<sup>see</sup> that Juliet finally makes ~~up~~<sup>up</sup> her mind to keep loving Romeo so she completely changes her mind and starts defending Romeo. "O what a beast ~~I~~ must be to chide at him!" Juliet feels guilty and bad for saying all those harsh things about Romeo and blames herself and nurse for it, Juliet also compares her self to a beast for doing so.



### ResultsPlus Examiner Comments

The candidate clearly understands the needs of the question, and Juliet's predicament. This response gains maximum marks.



### ResultsPlus Examiner Tip

Construct your answer using PEE chains.

The answer to this performance question shows that the candidate has visualised the scene in question.

b) The Nurse would roll her eyes and Sigh. She would pick Juliet up to her feet and hold her by the tops of her arms to show affection and gently say 'There's no ~~for~~ trust, No faith, No honesty in men.' whilst shaking her head Juliet is staring straight through her thinking about Romeo when the nurse releases her and flings her own arms up in the air and says 'all forsworn... dissemblers!' She then makes eye contact to Juliet to make sure she has got her attention and ~~violently~~ <sup>softly</sup> says 'ah, where's my man?' She then reaches ~~up~~ out and Moans 'give me some ~~again~~ -vino' then puts one hand on her head to show upset (Section A continued) and anger when she quickly goes on to blurring out 'These girls... Old'. She then hugs Juliet and says Shame to Romeo at which point Juliet snaps out of her daydream and throws the Nurse away whilst ~~scowling~~ <sup>scowling</sup> up her scowling at her she ~~blurt~~ <sup>blurt</sup> bts screams 'Blistered by thy... to Shame'.



### ResultsPlus

Examiner Comments

Only a small number of performance techniques are suggested here but the idea of Juliet looking through the Nurse, lost in thought, and then snapping out of her reverie is convincing and would work well on stage. This response was awarded 7 marks out of 7.



### ResultsPlus

Examiner Tip

Subtle movements and changes of tone often work better than extravagant actions. Always give reasons for your suggestions and support with evidence from the text.



This candidate has, consciously or not, made good use of the CRISP acronym.

C, Another part in the play where anger is shown is Act 3 Scene one when Romeo gets angry because Tybalt has slain Mercutio. Romeo first shows his anger in a long time here as he has become so soft from spending time with Juliet. He says 'Fiery eyed fury be my conduct now' which shows he has ~~gone over the~~ become so angry about this.

The reason Romeo is so wound up and angry about this is because his and Mercutio's relationship was a very strong and brotherly like one and when Mercutio dies he blames Romeo and says 'a plague on both your houses'.

(Section A continued) Shakespeare is trying to get across that two wrongs do not make a right and <sup>doing things out of</sup> anger doesn't make things better but it makes them worse. He is trying to say think carefully about your actions before you do them.

This changes the plot as now Romeo has been banished as the result in Mercutio's death was Tybalt's death. This means Romeo & Juliet cannot see each other so they think of a naive plan that would never work & it ends up with them both dead.



### ResultsPlus Examiner Comments

The candidate has chosen a suitable scene and obviously knows it well enough to quote from it. There is comment on CHARACTER (Romeo has become too soft), RELATIONSHIP (Romeo's love of Mercutio), IDEAS (Shakespeare is telling us that two wrongs do not make a right and that we should think carefully about our actions). Comment on STRUCTURE is perhaps implicit in the point about the changes the chosen scene provokes and there is a clear reference to PLOT (they 'think of a naive plan' - which is evidence of the candidate's personal response). There is no need to refer to every element of CRISP but this is done economically and effectively here. This gains maximum marks.



### ResultsPlus Examiner Tip

Comment on some of the elements of CRISP when making points about 'importance'.

## Question 2

Points made about question 1 apply to question 2 and all other questions in Section A. Herewith are some additional comments about 'Macbeth'.

Question 2(a) focused on Lady Macbeth. Again, there were stock answers which did not look beyond the surface ('Lady Macbeth is evil') but other candidates were able to show different aspects of her character: her anxiety, her softer side, comparing Duncan with her father, and her attempts to calm Macbeth.

Question 2(b) created problems for some candidates who did not appreciate that Macbeth was not in full view for the whole of the scene. Others did not catch the tone at all and had Macbeth and Lady Macbeth shouting at each other rather than demonstrating stealth.

Question 2(c) please refer to my comments about question 1(c) and remember there is no need to explore all the elements of CRISP – one or two will do – as long as candidates go beyond the retelling of their chosen part. Comment does not have to be particularly sophisticated but just generally sound as in this extract from an answer to 2(c) which refers to the "banquet scene when he thinks he can see Banquo in his seat but he is only hallucinating because of the fact that he feels guilty. Macbeth also starts to raise his voice and starts to say things such as 'don't you shake your gory locks at me', even though Banquo isn't really there and Macbeth is going mad because of his guilt. Lady Macbeth has to step in as Macbeth is saying things he shouldn't be which makes him a bit suspicious...". The comments on Macbeth's mental state due to guilt and the reasons for Lady Macbeth's intervention move this towards a band 3 response.

The first paragraph in this 2(a) response may be a little superficial but the second and third paragraphs go further.

Write your answer to Section A here:

2a) From this extract we learn that lady Macbeth is a horrible and evil person. It shows this in the extract when it says 'That death and nature do contend about them, whether they live or die.' This shows that she doesn't care if people die and shows how evil she is.

From this extract we also learn that lady Macbeth is mentally stronger than Macbeth. It shows this in the extract by saying 'These deeds must not be thought after these ways: so, it will make us mad.' This implies that while Macbeth is <sup>going</sup> crazy, she is calm and trying to calm him down, by the king dying, doesn't worry lady Macbeth which shows her mental strength however Macbeth panics. It also ~~she~~ shows she is strong because she goes back to the room and places the bloody daggers on the servants ~~to~~ which Macbeth is too scared to do.

We also learn that lady Macbeth is human. ~~and~~ not it shows this when saying 'Had he not resembled my father as he slept, I had done it.' This means that she would ~~of~~ killed Duncan

(Section A continued) herself but he looked like her father, it shows she has emotions and is not always evil, so she cares.



### ResultsPlus

Examiner Comments

The candidate demonstrates an understanding of some of the complexities of Lady Macbeth as shown in this scene. It gained 7 marks out of 7.



### ResultsPlus

Examiner Tip

Use PEE chains to structure your answer.

This response to 2(b) is by no means without failings but it presents support and reasons for the suggestions made.

5) From reading the extract I ~~could~~ imagine that the following lines could be performed

(Section A continued) as follows. When Macbeth says "Who's there?", you can imagine him trying to open his eyes as wide as he can; while focussing on trying to make out on who he sees in the distance. He could also be whispering loudly as he doesn't want to wake anybody up or give ~~the~~ anyone's attention, while he does this he could place his hand around his mouth to direct his voice at the figure. When Lady Macbeth says "The attempt and not the deed ~~confound~~ us!", you can imagine her voice to sound extremely frustrated and slightly high pitch while she's talking to Macbeth. I think this because she's just failed to kill the king which in those days was the worst crime to commit. Her body language would make her very shady as she's scared for her life if anyone's seen her, ~~the~~

because if anything went wrong her life  
would depend on it. She also would be  
looking Macbeth dead in the eye as he's  
the only person she could turn to and  
release her frustration.



**ResultsPlus**

**Examiner Comments**

This is a generally sound answer (6 marks) and gains credit for understanding that Macbeth does not want to wake anybody and that Lady Macbeth is frustrated.



**ResultsPlus**

**Examiner Tip**

Always give reasons and support for suggestions made.



This response to 2(c) contains an error of fact ('Lady Macbeth convinces him') but makes thoughtful comments about the chosen scene.

(Section A continued)

~~Another~~ Another part of the play where guilt plays an important part is when Macbeth is walking to King Duncan's chamber, he sees an imaginary dagger in front of him which later on becomes coated in blood. When Macbeth sees this dagger he feels extremely guilty as ~~before~~ before he was a man of honour and loyalty, ~~one~~ the one person who trusted him above any was King Duncan, and now Macbeth, ~~thinks~~ thinks himself in a situation where he's going to kill King Duncan. Because he feels so much guilt about the betrayal he almost doesn't proceed with the deed, but Lady Macbeth convinces him into it. The dagger was a sign of his guilt from himself, "is this a dagger which I see before me". This also frightens him as he's hallucinating, he becomes full of emotions which just lead him back into ~~the~~ the beginning of his end.



### ResultsPlus Examiner Comments

The candidate nominates an appropriate scene and stays with it. Understanding is shown of what is happening to Macbeth ('he was a man of honour') and how his guilt here fits into the overall pattern of the play: 'he becomes full of emotions which just lead him back into the beginning of his end'. It is a sound answer which was awarded all 10 marks.



### ResultsPlus Examiner Tip

Choose an appropriate scene and relate it to the theme in question.

## Section B

### Question 7

Comments on the most popular question, question 7, can be applied to all other questions in Section B. I make some reference to question 6 responses alongside those on question 7 here.

#### Question 7 (a)

This question is very similar to question (a) in Section A as candidates are asked what is learned about a nominated character in the given extract. On this occasion, Lennie was the focus in the extract from 'Of Mice and Men' where Curley attacks him and gets more than he bargained for. This is a skills-based exam and the skill, here, is to draw inferences from the reproduced text. The majority were able to draw out points about his character and the PEE approach is again successful here. Lennie shows several facets to his character in this extract, being paralysed with fear but ready to follow George's instructions when he hears them. Some of the most successful answers considered Steinbeck's description of Lennie, for example: 'Steinbeck uses animal imagery "huge paws" and "bleated with terror" to show Lennie is big and strong but small on the inside'.

It is clear that most students respond readily to the (a) type questions and most managed to fall securely in the top two bands when answering question 7(a).

Many who answered on Francis in 'Heroes' (Question 6) seemed less assured, although the extract, from the start of Chapter 2 when he first sees Nicole, contained enough material for a substantial answer pointing out that Francis was eager to please, impressionable and lacking confidence.

#### Question 7 (b)

This question presents difficulty for candidates who fail to realise that it is first and foremost about how language is used by the writer and not about the character or relationship or other feature mentioned in the question. The 'Of Mice and Men' question was clearly about how Steinbeck uses language to present violence and many candidates were able to pick out some of the words which described Curley's viciousness ('slashed') and Lennie's terror. Others were able to see how Curley's 'balance and poise' hinted at his familiarity with the boxing ring. Even so, it is important that candidates comment on the effect of the words they pick out and some comments can be unhelpfully vague, as in 'it makes the audience feel different emotions'. One successful, and slightly unusual, answer included: 'The word 'white' shows that Curley has no strength and energy left in him and the word 'shrunk' shows that because of the pain Curley has gone small and can't breathe or move.'

Those who answered 6(b), on the language used to present Nicole, were successful if they picked out, and commented on, phrases like 'pale purity', 'hint of mischief' and the comparison with St Therese.

A significant number of candidates benefited from being equipped with some sentence starters such as:

'The word.....shows that .....'

'The use of the phrase/description/metaphor/simile .....suggests....'

Please note that it is not necessary to use technical terms to gain high marks but an understanding of them sometimes takes some candidates in the right direction.



### Question 7(c)

This question examines candidates' ability to fulfil two assessment objectives: AO2(ii) and AO2(iv). As with Section A question (c), there is a requirement to consider the importance of a theme in the candidate's **one chosen part** of the text, and using the CRISP approach is successful, as with the Shakespeare (c) questions. But there also must be some reference to the social, cultural, historical context of the text. The texts in the exam have been chosen because they tend to foreground cultural differences and the two bullets included in the question, particularly the second one, are intended to highlight the context still further.

Question 6(c) focused on the importance of love and it was gratifying to see candidates explore some of the different ways in which love features in the novel: Frenchtown's love for Larry, for example, as well as his love for Francis and Francis' love for Nicole. All too often, however, parts of the novel were referenced without consideration of either the importance of the theme or the context. Some comment about how Larry (or even Francis) betrays the love invested in him may well serve to say something about **both** importance and context.

Question 7(c) asked about violence. In general, candidates were able to pick out an incident such as the killing of Candy's dog, or of Curley's wife, or of Lennie (although only one of these was needed). Others chose Candy's report of the fight with Crooks at Christmas or the verbal violence directed at Crooks by Curley's wife. What many did quite successfully was to show how violence was deeply ingrained into the culture of the ranch and its power structure, thereby accessing marks for referring both to **importance** and **context**.

If a candidate chooses **several** parts of the text on which to base an answer, examiners will only mark the section of the answer which gives the best response to the question. So, for example, if an answer deals with the part where Curley's wife is killed by Lennie **and** the part where Candy's dog is killed, only the better of these two answers will be marked.

The contextual element of this question is being approached with more success now that candidates are realising that a general comment about the Dust Bowl or The Windrush Generation or the Ku Klux Klan can move attention away from the chosen part of the novel. It is much more apposite to make a point about the hierarchy of the ranch, or Meena's search for cultural identity, or Scout's lack of racial prejudice.

Write your answer to Section B here:

(a) In this extract, you can learn that Lennie doesn't think for himself. "Lennie looked helplessly at George," and "You tol' me to, George" both suggest that Lennie looks to George for what to do when he's in a ~~str~~ situation that he doesn't understand or that scares him.

The way that he doesn't fight back until told to by ~~the~~ George, shows that when frightened, he can't think for himself, so he doesn't fight back because he doesn't want George to be mad at him for fighting or to get fired.

He follows George's order of "Get 'im, Lennie!" almost without thinking because in his mind, George is right. He is dependant on George to know

what to do.

(b) In the extract, the author uses lots of descriptive language to present the ~~the~~ violence.

The blood is described ~~with~~ multiple times; "Blood welled from his nose," and "covered with blood." This shows that not only is it violent, but actual damage is being done. ~~It~~ also makes the scene easier to picture when reading because it is more ~~explicit~~ explicit.

Graphic description is used throughout the book, at the beginning of every part, the scene is set with several paragraphs of description.

The author also makes it very obvious that the violence is one-sided by making Lennie's size obvious. The phrases "big face" and "huge paws" tell the reader that Lennie is easily big enough to fight back but he doesn't. This tells you a lot about

both of the characters involved in the fight.  
~~Also~~

(c) Another example of violence in the novel is when Lennie kills Curley's wife. In this case, the violence is accidental whereas the part where Curley attacks Lennie is intentional. Having ~~these~~ different types of violence within the book helps to show the personalities of the different characters.

The killing of Curley's wife is accidental. Lennie has no intentions of hurting her but he doesn't know his own strength. The violence in this part of the play shows you more about Lennie's character, that ~~that~~ while he is essentially a gentle person, he is violent without realising it because he doesn't know his own strength.

When he tries to stop Curley's wife from screaming and getting him in trouble, he has no intention of killing her or



(Section B continued)

even hurting her but he panics and can't control himself.

This scene shows that even something which seems innocent can be deadly. Curley's wife goes to Lennie out of loneliness and thinks he's harmless but ends up dead by his hand.

The violence affects Lennie because his loss of control costs ~~him~~ him both his dream and his life. This violence also affects George because it causes him to give up his dream and later to kill his best friend.



**ResultsPlus**

**Examiner Comments**

7(a) shows a thorough understanding of Lennie and his relationship with George, explaining his actions throughout the extract.

7(b) is sound, never losing focus on language.

7(c) deals with an appropriate event in the novel and shows a sound understanding of the predicaments of both Lennie and Curley's wife. Comments on the consequences of the events show further understanding. Points about context come in references to loneliness and Lennie's dream.



**ResultsPlus**

**Examiner Tip**

7(a) can be answered successfully using PEE chains.

7(b) requires analysis of the effects of language.

7(c) the acronym CRISP can help you to comment on the importance of your chosen part of the novel.

## Section C

### **Question 11**

Here, candidates have a choice of questions. Question 11 asked for a speech to peers on a subject important to the candidate. Question 12 asked for a magazine article for teenagers giving views on a modern invention that has changed people's lives. In each case guidance was offered in the form of bullet points. Roughly one third of the entry answered question 11 and the rest, question 12.

Question 11 gave rise to a wide variety of topics, some of which were hobbies, or sports, or beliefs or personal experiences involving families. Many were engaging and some were genuinely moving. It is probable that many candidates have given such talks to their peers as part of their speaking and listening assessments. It was certainly evident that many had a range of rhetorical techniques at their disposal. The most successful showed evidence of planning and development. Those who failed to think it through were prone to run out of steam and were not able to access marks in the higher bands.

It must be remembered that this is partly a test of appropriate writing skills. However good the content, it can easily be undermined if no due consideration is given to paragraphing and punctuation. Candidates must remember that they have an obligation to communicate clearly to their readers, and teachers and examiners alike are frustrated when not enough care is given to structuring sentences and paragraphs.

The candidate has chosen a subject that means a lot to her and shows considerable zeal in spreading her message.

Write your answer to Section C here:

Womens Football. Millions of women all around the world play womens football and it goes unnoticed. You may be sitting there thinking "Womens football, why is she talking about that for?" Well. I am going to tell you.

There are thousands of ~~women~~ womens teams around the world. Half of them not even recognized. People usually stereotype womens football. Some respect it. ~~the~~ ~~is~~ Some of the worlds most famous stars are female footballers.

This topic is important to me. Not just because I am a female that plays football but much more. To some people its pointless.

(Section C continued) like a white crayon on white paper, but without that white crayon alot wouldnt be the same.

I started playing when I was young. About 6 years old. And from that day, till the day I die it will always have a giant place in my heart.

Did I get bullied for being ~~the~~ one of the only female footballers in my school? Yes I did. But did I let that stop me? No.

On the football pitch was the only place I felt free, and as soon as I stepped foot on that pitch all my worries and troubles flew away. I ~~feel~~ feel I can finally be myself.

~~For~~ My opinion is, womens football is not respected enough. Mens football is. So why is it any different?



(Section C continued) ~~The~~ This topic may not affect other people. But if there are any female footballers out there they will know what I mean.

The misconception made by other people is that 'women can't play football' and that misconception is usually made by men.

Here is living and breathing Proof! we asked 10 men aged between 22 and 40, ~~and~~ ~~to~~ ~~ask~~ ~~the~~ ~~men~~ ~~for~~ 'What are your views on womens football' 7 out of 10 of those men said "Its pointless" or "Why do women even Play Football?" Astonishing right?

I believe that without Womens football the population of the Sporting world would fall apart.

How would you feel if your daughters, granddaughters, Cousins Played womens football and they got told they were

(Section C continued) abnormal. How would you feel if they got bullied for it?

I love womens football with all my heart and i genrally believe that without it the world would not be the same. I want to share my love for this topic with all of you here today and I want ~~go~~ to ~~take~~<sup>walk</sup> away from here. not ~~necessa-~~ necessarily having a passion for womens football, but respect it. Because women footballers are not weird or abnormal. they are rare. ~~you~~ You might no know any but if you do, ~~not~~ treat them equally. ~~not~~



### ResultsPlus Examiner Comments

This is clearly a speech and the candidate's approach engages her audience, employing some rhetorical techniques: using, but not over-using, rhetorical questions. The structure is sound, moving from a narrative about her own personal involvement with the sport to some general points about how women's football is undervalued. Vocabulary is appropriate and well-chosen and a range of sentence structures is used.

Mark for AO3(i)/(ii): 32 out of 32

Spelling is mostly accurate and punctuation is sound apart from a failing in the use of apostrophes.

Mark for AO3(iii): 15 out of 16.



### ResultsPlus Examiner Tip

The candidate has corrected some of what she has written. Leave some time to do the same.

## Question 12

Question 12 offered scope for some critical thinking about the impact on people's lives of a modern invention but few candidates took the opportunity. Instead, so many chose to provide a glowing and uncritical endorsement for the smart phone. Occasionally, some paused to consider disadvantages as well as advantages but there was an unfortunate superficiality about the work of many candidates. The main concern, here, is not the all-pervasiveness of the mobile phone but the failure of many candidates to consider the wording of the question and its implications. Even so, many candidates handled the topic well and argued their case with some conviction.

This candidate may not endear himself to his parents and grandparents but he relates effectively to an audience of teenagers.

Write your answer to Section C here:

~~Mobile phones, <sup>life</sup> ~~live~~ savers or life changers? To you they are life savers and to many people they are life changers.~~

What teenager doesn't own a mobile phone? Exactly, very few people come to mind and that's because they are not only very useful but very entertaining too. They have changed peoples lives all over the world.

The invention of the mobile phone has allowed teenagers, ~~at child~~ and ~~at~~ adults around the world to do many things: make calls, watch T.V., play games, chat with friends and the list goes on and on. The capabilities of phones are endless now days. ~~and this is~~

(Section C continued)

A key feature of the mobile phone is making calls and sending texts. This feature saves hours of time and effort at the click of a button. Imagine if everytime you wanted to text your friends you had to send them a letter or walk over to their house. That wouldn't be easy <sup>unless you live next door to him that is.</sup> to do everyday, ~~it~~ It's not just sending messages to your mates though. It's also a good way of keeping safe. With a ~~mobile~~ mobile phone you can call the emergency services to help you if you are in trouble which is very useful if you fall down a drain or walk into a lamp post. Okay, ~~that~~ maybe not the second one but you get the idea.

So making phonecalls is good, but, it doesn't stop there. The ability to easily access the internet is available on special mobile phones called smart phones. These are devices like the "iPhone" and the "Blackberry."

(Section C continued) This means that you can have hours of ~~pa~~ fun whilst you're sitting round your ~~grandparents~~ <sup>usually</sup> grand parents house. Bored stiff. Although it may not seem like a big deal having internet on your phone it is very useful. You can take it on holiday and translate the foreign languages or find out if your items cheaper at ASDA when you're shopping at Tesco.

Entertainment is a big factor in any product or any object that you use. With a mobile phone not only do you get a lot of entertainment you also get it when you're mobile. This could save you of dying from boredom when you're ~~sitting~~ <sup>standing outside a shop</sup> waiting for your Mum to ~~come~~ <sup>come out</sup>. The entertainment varies from watching T.V programmes or a bit of good old brick breaker.

Where would we be today without mobile phones? They help us with entertainment, communication and everyday life. Although the mobile phone seems

(Section C continued)

like something that makes your parents  
moan at you when ~~they go~~ you get  
it out at the dinner table, it is  
actually a very useful bit of kit. It  
helps to run a business and keep people  
alive, which is probably why 65 percent  
of the United Kingdom's population has one!  
So the next time you get out your  
mobile phone just think about the  
change it has made on the world.



**ResultsPlus**

**Examiner Comments**

The article has a clear sense of development and employs a range of sentence structures. Spelling and punctuation are mostly accurate.

This response was awarded maximum marks for both assessment objectives.



**ResultsPlus**

**Examiner Tip**

Plan your response carefully. Decide on an effective opening and make sure you can develop your point of view without repetition.



## Paper Summary

There are signs that the (a) questions in both sections A and B are being approached with assurance and confidence by most candidates. Many more than in the past are able to meet the challenges of the language question in Section B, and have clearly benefited from word – and phrase – level analysis, whilst many candidates would benefit from a structured approach to answering the performance question in Section A. Answers to (c) questions in both Reading sections have shown a marked improvement with some centres clearly adopting CRISP, or something similar, to give candidates a helpful framework.

There has been an apparent and continuing increase in the number of candidates managing their time effectively and completing all sections of the paper.

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

- Use a structured approach to answer the performance question in Section A
- Use word and phrase level analysis in the language question in Section B
- A framework such as CRISP may help in the Reading sections
- Carefully plan and check your writing response for accuracy.

## **Grade Boundaries**

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

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





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