

Examiners' Report  
June 2014

GCSE English 5EH2H 01

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## Introduction

The performance of candidates continues to improve on this paper, largely, one assumes, as a result of practice and increasing familiarity. Several examiners commented on the increased number of answers which they considered to demonstrate greater thought and detail when compared to previous series. More candidates seem able to access bands one and two for each question and this may well be evidence of proficiency in the difficult art of entering candidates for the more appropriate tier of the exam. Teachers have successfully taught a range of strategies for each question which many candidates apply successfully. In this report, I will highlight those that appear to work the best in the hope that more candidates will adopt them in future.

More candidates show better management of their time in the exam, which has always been crucial, but there is still further to go if more are to maximise their chances of success. In particular, many candidates spend rather too much time on answering the (a) and (b) questions in sections A and B, to the detriment of their responses to the (c) questions which, of course, carry more marks. Sometimes, there is a corresponding shortage of time in which to adequately develop their response to the writing task in section C. It was interesting to note, however, that a significant number of candidates answer the Section A and B (c) questions first, before going on to the (a) and (b), often getting an impressive tally of marks as a result.

## Question 1

Romeo and Juliet continues to be the most popular Shakespeare play, with two thirds as many choosing Macbeth and comparatively few opting for The Merchant of Venice. Consequently, most of my comments will be focused on questions 1 and 2.

1 a) asked candidates what they learned about Friar Lawrence in the given extract. An increasingly large number are taking the advice to write three PEE paragraphs, each highlighting a feature of the character in the extract. Common responses highlighted that the Friar is wise, is shocked by Romeo's inconsistency, is a father-figure to Romeo and also a peacemaker. More insightful or perceptive candidates made comments about his optimism, but also his naivety in mistakenly believing that the proposed marriage could change anything. Others identified his 'hypocrisy' or at least his culpability in requiring Romeo to slow down when he himself is acting recklessly. As with all (a) questions, it behoves candidates to examine whether a character is as entirely straightforward as he or she seems. More often than not, the answer is no, but of course candidates must use judiciously selected evidence to support their views.

1 b) Examiners reported that responses to the performance question were much stronger than in previous years. It could well be that practice in working on scenes in a small group (comprising a director and actors) is good preparation for this kind of question. Certainly, some successful answers were written by candidates who visualised the scene clearly and got to grips with the emotions felt by the characters. These were often able to see how the initial response of the Friar developed in the space of a few short lines. In higher band responses, candidates were able to offer sustained reasoning as to why a character says this or that in a particular way. Needless to say, comments on costume, lighting or set rarely gain any credit whereas an appreciation of how little nuances of movement, expression or tone can evoke profound effects is often of greater value. Candidates should pay close attention to why certain things are being said and eschew grand, and often generic or clichéd, gestures.

1 c) Unfortunately, many candidates are still producing undeveloped responses to the theme question, despite it being worth 10 marks. One possible way of avoiding this, and the danger of running out of time, is to answer this part of the question before parts (a) and (b). It is important that candidates choose 'one other part of the play' and clearly identify it, before moving on to discuss its significance. Candidates should therefore avoid writing about 'conflict' in general terms, or simply narrating what happens in their chosen scene. Reports on previous series have discussed how 'significance' can be interpreted in relation to what the chosen scene tells us about the play's characters or relationships or ideas or structure or plot. The subsequent acronym CRISP has clearly become more familiar to candidates, many of whom use it to inform their answers and some even constructed a five paragraph response to explore each of the five elements of CRISP. This can, of course, be successful but probably shouldn't be recommended as regular practice.

In this series, candidates often chose to write about 'conflict' as demonstrated in the opening scene of the play, or Tybalt's anger at the ball or the fights involving Tybalt, Mercutio and Romeo or Paris and Romeo at the crypt. Where candidates are able to discuss how their scene is important to some of the aspects of CRISP, they stand a good chance of securing a mark in bands one or two. Candidates who commented on Shakespeare's ideas and intentions often accessed the highest marks.

This candidate's answers to parts a) and b) were placed in the top band.

a) The Friar Lawrence is presented like a father like figure.

"So soon foresaken"

The word foresaken shows that the friar is quite annoyed with Romeo, because he has switched his mind about the girl he loves within a split second of seeing Juliet and moving on too quick.

The friar is also presented as a wise man.

"Women may fall, when there's no strength in men."

The word when shows that the friar is talking about Romeo, because if he becomes emotionally weak Juliet may fall with him. So the Friar Lawrence is telling Romeo to be careful.

(Section A continued) Shakespeare has also shown the Friar that he is hypocritical.

"wisely and slow. They stumble that run fast."

Using the word slow shows the Friar is trying to be careful in what Romeo is doing, and also in himself because the friar may be marrying them too quickly.

b) The last line on the first paragraph would be performed with the Friar Lawrence sounding confident in him self as he thinks it's a brilliant idea. His expression would make him look quite mischievous though because he could be the hero ~~who~~ who has stopped the feud between the two families. His gesture should be happy but ~~mischievous~~ confident as he thinks the plan is going to work. \* (continues next page on star)

Romeos line would be performed with a slightly higher pitch tone and would be speaking alot faster as he is young and excited to get married to juliet. Romeos expression would be happy and excited because ~~after~~ he is getting married soon. He would also be standing up straight and almost be on his tip toes as he will be so excited. Romeo would be running around Friar Lawrence in the center of stage trying to get the friar to hurry up and do the

(Section A continued) marriage because romeo will be feeling excited.

\* The Friar Lawrence would be pacing ~~speed~~ from one side to the other on the stage but nearer to the front because hes trying to think of his amazing plan.

The Friar Lawrence would perform the last line with ~~an~~ a deeper tone of voice and slower but ~~with~~ he would try and make his body a little smaller as he has had thoughts on which could happen. The friar would be nearer the front of the stage with no movement but ~~with~~ his hands would be rubbing each ~~over~~ other to show a little nerves whilst performing that line to show that he has less confidence.



## ResultsPlus

### Examiner Comments

The 1 a) response is a good example of how a candidate explains points in a way that shows perception. The observation that the Friar is showing himself to be a father-figure to Romeo is a common enough one, but the focus on his annoyance and the reason for it shows more insight. The second point (he is a 'wise man') was also stated by many candidates but the quotation and the explanation raise the idea to a higher level. The third point, about his hypocrisy, offers a perceptive interpretation which most did not consider.

The performance response interprets Romeo's movements and demeanour competently but is notable for developing the candidate's thoughts about the Friar and his 'amazing plan'. The 'mischievous' look and the actions which convey doubt are thoughtful and perceptive.



## ResultsPlus

### Examiner Tip

If you aspire to the higher bands, develop an interpretation of character and scene that goes beyond the superficial.

This 1 c) response was placed in band 3.

C The conflict between the Capulets and Montagues is shown in Act 3 Scene 1 when Tybalt comes after Romeo Shakespeare presents

^ Love is shown to be the antidote to conflict in this scene. This is because Romeo refuses to fight Tybalt even though he hates him as he loves Juliet. This is shown when Romeo says "Love thee" to Tybalt. This also shows love is stronger than the two households hate. As Romeo would

(Section A continued) rather not fight and disrespected his family than kill Tybalt who Juliet loves.



### ResultsPlus Examiner Comments

The candidate develops a sophisticated point: 'that love is stronger than the two households hate' but also that 'conflict is shown to be triggered by love'. These points are fully explained and taken further in the observation that 'love can stop or trigger the conflict'. Comments on plot and Shakespeare's ideas show that the candidate is considering a number of the facets of CRISP.



### ResultsPlus Examiner Tip

Think carefully about what Shakespeare is telling us in your chosen scene. Consider the irony he often employs.



## Question 2

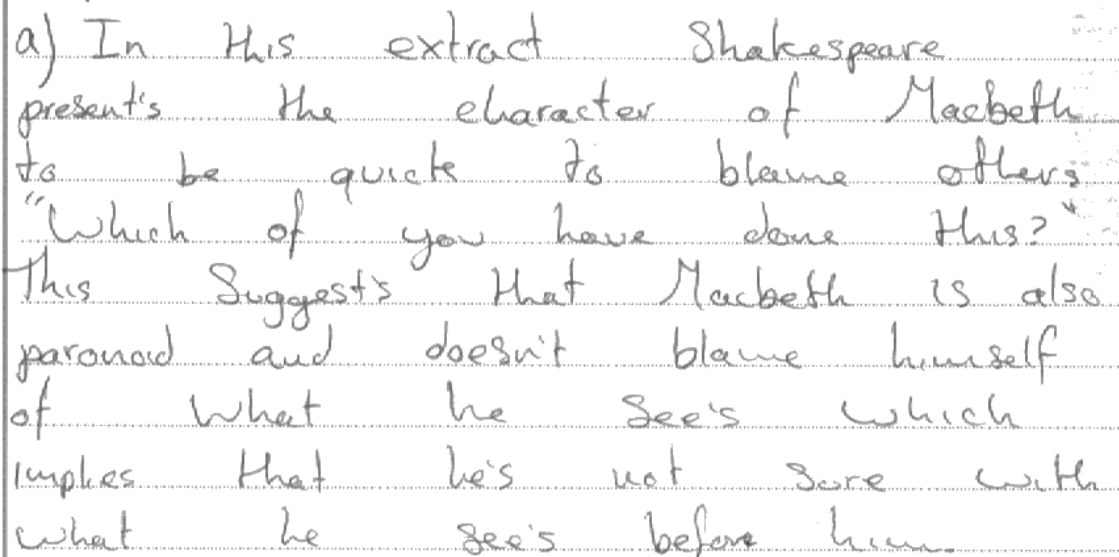
### Question 2 Macbeth

2 a) When writing about the character of Macbeth in the extract, many candidates referred to his 'fear and confusion' or his sense of remorse and guilt. Others formulated more sophisticated responses about his horror at seeing the natural order upturned, or his crumbling relationship with his wife. Others centred on his tendency to blame others and his desperation in hanging on to power. A significant minority spent rather too much time discussing Lady Macbeth or simply explaining the events leading up to the extract. Shakespearian characters are rarely as straightforward as they might first appear and credit is given to candidates who explore complexities. This might require them to avoid stating the superficially obvious so that they can concentrate on a more advanced interpretation.

2 b) Many candidates would have improved their responses had they looked more carefully at what Macbeth says and to whom he might be saying it. Lady Macbeth is one possible audience, the ghost another and the banquet guests another. Few candidates got beyond commenting on Macbeth expressing fear and horror. The treatment of Lady Macbeth was often better, with some candidates seeing that she may be controlling Macbeth and angry with him in private, but presenting a very different façade to the guests. Clear visualisation is often the key to good performance responses and, of course, candidates must give reasons for what they suggest.

2 c) Most of the general comments made about question 1 c) apply to all the Shakespeare c) questions. In the case of Macbeth and the supernatural, candidates tended to choose one of Macbeth's meetings with the witches, or the dagger scene, or even the scene where Lady Macbeth sees blood on her hands. The better answers went beyond retelling the narrative, used CRISP and wrote of the extent to which supernatural forces controlled Macbeth and changed him. Historical context is not required in this question but some candidates ably discussed Shakespeare's ideas in the light of a widespread belief in witches.

This 2 a) answer was placed in band 3.



a) In this extract Shakespeare presents the character of Macbeth to be quick to blame others "Which of you have done this?" This suggests that Macbeth is also paranoid and doesn't blame himself of what he sees which implies that he's not sure with what he sees before him.

Shakespeare also presents him to be intimidated "Thou canst not say I did it! Never shake thy gory locks at me!" This suggests that Macbeth is unsure and paranoid therefore suggesting that he's not all there.

Macbeth is also presented to be unwell "My lord is often thus, and hath been from his youth"

(Section A continued) This suggests that Macbeth is mentally unstable which may also imply that he's not fit to be king. However it also shows us that Macbeth has never been right therefore suggesting that he's been like it for ages.

Shakespeare also presents him to have remorse "Our monument shall be the mass of kites" This suggests that Macbeth is not happy with what he has done, this implies that he feels like he's not going to be remembered because of his bad deed therefore he's showing remorse for what he's done.

He's also presented to be stubborn  
"If I stand here, I see him!" this  
suggests that Macbeth is standing  
his ground and is positive that  
he saw the ghost of Banquo.

Macbeth is also presented to have

(Section A continued) regret "Too terrible for the  
ear." This suggests that Macbeth  
doesn't want to hear about it  
because he feels guilty.

Macbeth is also presented to  
believe in the after life "with  
twenty mortal murders on their crowns  
and push us from our stools" This  
implies that Macbeth thinks Banquo's  
ghost will come back and haunt  
him.



**ResultsPlus**

**Examiner Comments**

This candidate has used the tactic of making as many points as possible but some of them show perception, particularly:

Macbeth is quick to blame others and doesn't blame himself.

He fears he will not be remembered because of his bad deed (an interesting take on 'our monuments shall be the maws of kites').

He is stubborn and wants to blot out the bad news.



**ResultsPlus**

**Examiner Tip**

Don't try to write down as many points as possible. Pick out the ones that show insight.

This 2 c) response was given full marks.

(Section A continued)

b) The stage should be black with only a dim light on the centre of the stage with a mist of smoke above, whilst thunder creaking in the background to show how evil and dark forces are taking over. A long table should be in the centre allowing the audience to see down the middle to allow them to feel nothing is hidden. All the lords and attendants should be sat, with Macbeth and Lady Macbeth stand on the left hand side, to show they are losing control. When Lady Macbeth says "Why do you make such face", she should place her hand on Macbeth's face but quickly withdraw, the ~~face~~ face should be stern, her voice should be stern but with a bitterness to show that she is trying to be strong for their kingship but it is starting breaking along with any affection. Macbeth should be looking lost, into the audience. When Macbeth says, "~~Prith~~ "Prithce, see there! Behold! Look! Lo!", he should have an angered face, his voice should be

(Section A continued)

loud and <sup>2</sup> when he says "Look! Look!"  
he should become louder, his eyes  
should be fixed on the ~~and~~ empty  
chair to show his determination to stay  
strong to his guests. The ghost's chair  
will be empty to show just how mad  
Macbeth has come. When Macbeth says,  
"If thou canst not, speak too!" his eyes  
should not move from the ghost's seat,  
he should talk slowly to show that  
he is thinking about what he says  
carefully, as to not make a mistake and  
let the ~~ghost~~ ghost become too much.  
When Macbeth says, "I charnel-houses and  
our graves must send", he should walk  
to the ~~of~~ back of the stage kissing  
the ground to show he is thinking  
of the ground being a "grave", evil and  
death. Lady Macbeth should follow,  
his voice should be softer and fragile  
to show he is becoming ~~worried~~  
scared. When he says, "Those that we  
bury back, our monuments" he should  
turn sharply back to the table to show  
realisation and a long rumble of thunder  
should be heard to show evil.

(Section A continued) at work. When Macbeth says, "Shall be the maws of kites!" he should walk to the front of the stage and look into the audience to add or show that he is lost and needs re-attaching by ~~someone~~ someone, his eyes should be bold and wide. Lady Macbeth should be stood by the table ~~is~~ looking on mistified along with guests, to show that Macbeth is becoming detached.



**ResultsPlus**

**Examiner Comments**

Although candidates are advised not to spend time on such things as staging and sound effects, this candidate has wedded his/her suggestions to an intense and vivid visualisation of the scene. Explanations around the words 'brittleness' and 'fragile' show a perceptive understanding of what motivates the characters.



**ResultsPlus**

**Examiner Tip**

Present a clear view of what the characters are feeling in the scene and suggest how those feelings can be conveyed to the audience.

## **Question 6**

### **Section B**

The overwhelming majority of candidates continue to answer on 'Of Mice and Men', with 'Heroes' coming a distant second. However, it was pleasing to see rather more responses to 'Rani and Sukh' and 'To Kill a Mockingbird'.

6 a) Successful candidates were able to explore Francis's mixed feelings about his deformity, his desire for anonymity and his reasons for this. The extract did, however, cover two distinct time frames and few candidates noticed this or were able to explore the ways in which his view of himself changed over time, from bitterness and enforced disguise to unemotional acceptance and welcome anonymity.

6 b) An understanding of the passage of time might well have helped candidates to answer this question more fully. The use of reflections in the first and fifth paragraphs, together with the powerful metaphors and similes in evidence, offered considerable scope but most candidates missed out.

6 c) This requires both the application of CRISP and a related link to context. Unsurprisingly, many candidates find this difficult. Nevertheless, having chosen a relevant other part of the novel which deals with Francis's mission (many chose his final confrontation with Larry) to comment on character, relationships et al, successful candidates were able to make a connection with attitudes to heroism, or sex, or religion.

## Question 7

### Question 7 Of Mice and Men

7 a) Most candidates were able to answer on George's character, finding a varied range of features upon which to comment, including "protective", "aggressive" and "judgemental". Again, it is important that candidates choose a few characteristics which allow them to demonstrate insight, rather than list as many as they can find and thus run the risk of using up their time. Some candidates found it profitable to examine his antipathy towards Curley's wife. Is it really born of experience or is it affected simply to warn Lennie away?

7 b) This is a question about how **language** is used to present Curley's wife, not one about Curley's wife's character. It would help candidates to be more explicit in identifying language features to show how they direct a reader's response, and also to use sentence starters to remind them to employ word and phrase analysis. For example:

"Steinbeck uses the word .... to suggest ...."

" The phrase ..... implies that....."

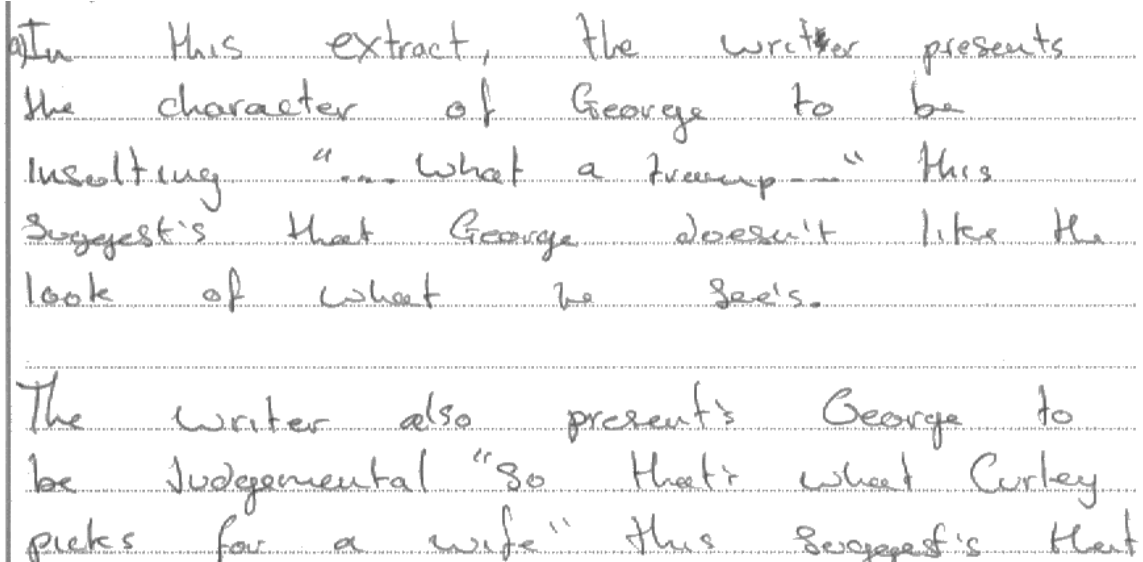
The most successful responses moved beyond the words used by other characters to describe her and analysed the verbs and adverbs used to present her actions. However, please note that this is not a test of whether candidates can use grammatical terms correctly; references to 'the word' will do just as well as 'the adverb'.

Candidates who struggled sometimes fell back on examining the use of punctuation or of American colloquialisms, but this is not a profitable area for discussion.

7 c) 'Attitudes to women' was the theme highlighted in this question and candidates chose parts of the novel which centred on Curley's wife, by and large. Even so, there were some interesting discussions of the incident in Weed, references to the Cat House or even Aunt Clara. Having chosen, successful answers summarised the relevant narrative thread very briefly and then went on to discuss what we learn about characters, relationships and the rest, often employing CRISP. Connections with attitudes of the time were not hard to make, even if candidates sometimes fell back on sweeping generalisations about 1930s USA. It is more sensible and more manageable to stick to comments about ranch life, its hierarchy and prejudices, rather than attempt a social history of the depression era.

Again, many answers to this trait were far too brief or even totally absent. Candidates should find time to write at least something which will gain a few marks.

This 7 a) response was awarded full marks.



In this extract, the writer presents the character of George to be insulting "What a tramp" this suggests that George doesn't like the look of what he sees.

The writer also presents George to be judgemental "So that's what Curley picks for a wife" this suggests that



he's judging Curley by his wife, therefore implying that he hasn't got a good taste.

The writer also presents him to be stereotypical "Bet she'd clear out for twenty bucks" This suggests that George thinks she's a whore based on what she's wearing and she'll be quick to

(Section B continued) leave.

George is also presented to look out for Lennie "George looked quickly down at him and then he took him by an ear and shook him." This suggests that George is protective over Lennie and doesn't want him speaking to Curley's wife!

George is also presented to give advice to Lennie "You leave her be" This suggests that George is looking out for Lennie as he doesn't want him to get in trouble.

The writer also presents George to be quick to answer "No, you never -- you wasn't lookin' the other way, neither." Therefore suggesting that George is sharp and has a reason for everything. It also presents him to be a father like figure to Lennie.

The writer also presents George to be disgusted with what he sees in his extract " 'cause she's a rat

(Section B continued) trap." This suggests that she's the kind that uses them for money etc. It also suggests that there's no way out once you speak to her and you'll more than likely end up dead, this also implies that George is judgemental again.



## ResultsPlus

### Examiner Comments

The candidate has tracked through the extract, picking out an impressive list of points. Some of them show perception, particularly the observation that he is 'stereotypical' (presumably 'quick to stereotype'), is 'sharp and has a reason for everything' and uses words that suggest that there is no way out once you have spoken to Curley's wife.



## ResultsPlus

### Examiner Tip

Try to select your most insightful observations and develop them thoughtfully.

This 7 c) response was awarded full marks.

C. In the book ~~of mice and of~~ Mice and Men, attitude towards women is indicated as negative. All the men in the ranch is sexist towards Curley's wife. She is so isolated that she ~~is defensive w/~~ roams around and ~~creates conversation~~ tries to create conversation with other men <sup>acceptably</sup> ~~forably~~ using her sexuality.

One other part of the novel where attitude towards women is shown is in chapter 4 when Curley's wife appears in Crooks' bunk. Once again she appears by saying she is looking for Curley but admits to knowing he ~~is out~~ has gone to a brothel along with other men. Candy objects to her presence: "You are a

(Section B continued) married woman, you got no rights to be fooling around causing trouble..." Crooks is also sexist towards her and threatens her by saying ~~he is going to ask the~~ boss to never to let her in here. She threatens to get Crooks lynched if he ~~opened his mouth and shows dislike~~ <sup>Lennie seems to be the only person fascinated by her.</sup> towards Curley. She is deprived to the point that she doesn't mind talking to "a nigger, a dumb dum and a fousy ol' sheep." She is known as Curley's wife and doesn't have any identity of her own. She is portrayed as an object Curley owns and that's how other men treat her as an object Curley owns.

This part of the novel is significant because it emphasizes the trouble causing nature of Curley's wife. It also ~~reproaches~~ <sup>reminds</sup> the audience about Lennie's fascination towards pretty things which foreshadows the murder of Curley's wife. Steinbeck portrays the sexism of 1930s

in America, in his book. Men were not seen as equal to woman and were expected only to do domestic chores and remain in their houses. Just like Candy emphasizes she ~~chores which just like for Candy~~ Carlson says in is a married woman suggesting she should go back to her home where she belongs.



**ResultsPlus**

**Examiner Comments**

The candidate has identified an appropriate part of the novel and examines it in some detail. There are pertinent observations about a number of the characters and their relationships as shown in the scene. Points are made about significance in the final paragraph, touching on plot, structure and context in a way that demonstrates perceptive understanding.



**ResultsPlus**

**Examiner Tip**

Use CRISP to examine your chosen 'other part'.

## Question 11

### Section C

The aim with section C questions is to provide subjects about which all, or most, candidates will have some experience so that they can offer their personal viewpoints. The letter suggesting school improvements and the speech giving advice about the internet were successful in providing suitable opportunities.

#### Question 11

This question offered a very wide scope. There were successful answers on bullying, uniform, meals, better ICT, improving sports facilities or social interaction areas, the use of mobiles and other devices, smaller classes, extra revision classes, more fun days and excursions, extra holidays, the need for student councils and livelier lessons. The audience was the school or college principal so, on the whole, it was advisable to avoid a rant and most did, adopting a positive and constructive tone. A carefully considered opening paragraph often works wonders in helping to set the right tone.

Many responses clearly benefited from planning that aided the development of arguments rather than the presentation of a list of demands, grievances or suggestions.

In terms of the standard of written expression, a number of examiners commented on the misuse of capital letters and apostrophes. It is frustrating when candidates have written interesting and well-argued responses only to be given low marks for AO3iii due to inaccuracies.

This response was awarded a band 4 mark for AO3i/ii and a band 3 mark for AO3iii.

I am writing to you to suggest some ideas on how to improve the school.

School can be hard for some people like it was for me and alot of students, it's 5 years in the same place everyday and I know how hard it ~~g~~ can get. There are alot of pupils who find school challenging and hard they may struggle with reading; maths; Sports; Friends e.T.C. and I want to be able to make a change and try and help them out with your ~~help~~ help.

Bullying is probably the main reason why most kids don't want to come ~~to~~ into school, they don't want to spend another day being called names or even worse being ~~hurt~~ hurt. Children who get bullied at school don't just have to deal with it at school but

(Section C continued) it goes home with them as well. They have to live everyday going through hell just to make it to the end of the day without falling apart, and then maybe getting texts or abuse outside of school as well.

I think that it needs to change and there are ways that it can and that will make that bullied child want to come school and make friends. All children should get the chance to talk to someone that can help them without anyone else knowing and they can talk about how to sort their problems and suggest ways in which they can get over bullies and move on ~~with~~ with their childhood. So all children get the chance to talk to someone and somewhere they can go any time when their feeling upset or angry and this hopefully will help some school children enjoy their childhood like they deserve to.

Also, I would like to talk about 'naughty' children like most people call them. These children that get kicked out of lessons or put into isolation and expelled normally have a reason, a reason why they don't want to sit through 50 minutes

(Section C continued) of maths; english; science e.t.c, they may just say because they can't be bothered or it's boring there normally is a real reason hidden under all them fake reasons. These children ~~do~~ get judged on before anyone has the chance to see what they really like and I know what that's like to get judged by the way you act in a class room.

They all should get a chance because if you get someone they can't like a teacher then maybe you could find the real problem on why they mess around and get kicked out of class. There should be a place where instead of being sent outside or put into isolation to do nothing, where they can go and talk about what they're thinking and going through and then maybe you could get to the bottom of why that child does the stuff they do and help them. When I was in school I had a couple teachers that knew me a lot better than others and they knew why I found school hard but I knew I could always go to them for help and that made it a lot better than sitting outside a room getting know where, and maybe that's the reason ~~for~~

(Section C continued) ~~that~~ now I managed to make it through school.

So don't judge someone on the way they act before you really know them and get them help and support and get them through 5 years of school so they can have a life after school and a successful one too.

Yours Sincerely



**ResultsPlus**  
Examiner Comments

This letter is written persuasively largely because it is heart-felt, sincere and concentrates on reasoned argument. The tone is appropriate for purpose and audience and there is a clear development of ideas. Accuracy is compromised by punctuation omissions and spelling errors.



**ResultsPlus**  
Examiner Tip

Argue your point of view thoughtfully; don't just provide a list of broadly relevant ideas.



## Question 12

This required candidates to write a speech to young people and, although most candidates directed their pieces towards an audience of their peers, some chose, often very successfully, to direct their comments towards much younger children. A much smaller number adopted the persona of a parent or a concerned adult and, if that helps candidates to clarify their thoughts, it is a perfectly reasonable strategy.

Some candidates ignored the fact that this was meant to be a speech and wrote pieces that read like magazine articles or brochures, to the detriment of their marks for AO3i/ii. At the other end of the spectrum were candidates who clearly enjoyed the opportunity to engage with an audience, lighten the mood and, in extreme cases, run the risk of performing a stand-up comedy routine.

Other pitfalls included a tendency to spend too much time on one or two illustrative anecdotes, or to catalogue a pantheon of horror stories to frighten the unwary social network user. A few candidates demonstrated a sophisticated grasp of technological detail but, of course, this has to be made intelligible to a range of listeners.

Invented statistics were frequently employed, and these are fine if they are not used as a substitute for reasoned argument. They can, however, become unduly alarming, as evidenced by the statement that "80% of people that meet online strangers discover that the 17 year old boy is really a middle-aged sales manager."

The successful majority gave advice on how to stay safe from stranger danger, viruses, inappropriate comments or photos and cyber bullying and employed an appropriate range of rhetorical devices to transmit their message. Again, however, a clear structure, the use of paragraphs and accurate written English are essential.

This speech was awarded a mark in band 5 for AO3i/ii and a mark in band 4 for AO3iii.

Write your answer to Section C here:

Plan:

The mind map is centered on the phrase "Stay safe", which is circled. Lines radiate from this center to various safety tips, many of which are crossed out with a diagonal line. The tips include: "don't accept friend requests from people you don't know", "tell parents", "have security settings", "don't open emails from people you don't know", "don't give out personal information", "don't use real name as username", "never agree to meet someone if you're not sure who they are", and "don't tell people your password".

don't accept friend requests from people you don't know

tell parents

have security settings

Stay safe

don't open emails from people you don't know

don't give out personal information

don't use real name as username

never agree to meet someone if you're not sure who they are

don't tell people your password

Hello everyone! Today I will be giving a speech on how to stay safe when using the internet and social media. First of all the internet is a wonderful place with lots to offer but, if you use it in the wrong way there can be consequences.

(Section C continued) If you are a member of an online club don't ever give out your personal information. If you do it can lead to identity fraud where someone can pretend to be you and do all kinds of mean things. You don't want that do you? Also don't ever use your real name as your username as people can use this against you. Choose something else like 'fluffy cat 2000'.

If you decide you want to join a social networking service like Facebook or Twitter, then make sure you follow the instructions or even get an adult to help you set up your account. This is so you can get the best possible experience and so you can enjoy yourself online!

Make sure you check your security settings regularly as without them anyone from all over the world can see your profile. This can range from people trying to steal your identity or even paedophiles, <sup>where</sup> ~~which~~ young people are specifically targeted.

(Section C continued) While on a social networking site you can add or follow people. This is great for staying in touch with friends or even catching up with the gossip on your favourite band. Social networking has so many pro's it's hard to count! But although there are many pro's there are also many cons. Don't ever! accept a friend request from someone you don't know. It could be someone mean trying to emotionally hurt you ~~are~~ or it could be a fake account. Only accept friend requests from people you know!

If you have a friend request from someone claiming they know you ask your parent's if they know who the person is. They might say they're your uncle but they could be a man from Australia. Don't ever just assume that because they know you, that you

know them. You don't want fake people messaging you on Facebook do you?

(Section C continued) If you're online chatting to a 'friend' and they ask you to meet up but you're not 100% sure that they're real. Don't! don't even go near that place. Don't continue speaking to them and tell your parents straight away. Many kidnapers use this method on their victims. Don't fall into their trap!

You and your friends probably tell each other everything right? your crushes, your favourite food and even your favourite band member. That's fine to speak about as it can do you no harm, but don't tell your friend your password to any of your accounts that you own. You don't know who could be listening or even your friend could go on your account if you ever have a falling out.

When you have a social networking account, you need to have an email. An email can be used for lots of different things eg for example: contacting

(Section C continued) friends and family, getting emails from your favourite online store with the latest deals or even for school work. But although you can send emails to people, people can also send them to you. Don't open emails from people you don't know! It could be someone sending you a virus which can take all your personal details and can even hack into your camera on your laptop and so can see everything in your room or even yourself. If you're not sure if you should open up <sup>an</sup> email then speak to a parent!

Like I've said before social networking and the internet can be great but there is still one major ~~prob~~ problem. Bullying. The internet is full of bullies who like making people feel bad for fun. If you're online and someone says mean things to you speak up! Don't let the bully get the better of you. You can report them, block them and even tell your friends, family or teachers about them! Don't suffer in silence, be heard!

(Section C continued) I hope everyone listened carefully and are now fully aware of <sup>how to stay</sup> ~~what the~~ safe ~~internet~~ on the internet and social networking sites. Don't let a few mistakes ruin your internet life.

If this speech was useful to you, go ~~text~~ tell your friends, your family and even your goldfish. Make sure everyone knows how to stay safe online. After all young children are the future of tomorrow!



**ResultsPlus**

**Examiner Comments**

This is an engaging and well-developed speech which is sharply focused on purpose and audience. The candidate uses a range of rhetorical devices and introduces elements of humour to lighten a serious subject.



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**Examiner Tip**

Use a plan to help you stay focused.

## Paper Summary

There are continuing signs that the (a) questions on character 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, (b), question in Section B, and have clearly benefited from word – and phrase – level analysis. The use of sentence starters has proved to be particularly successful. Candidates would benefit from practice in directing and acting out scenes from their chosen play in preparation for the performance question (b) 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. Even so, candidates must leave themselves an adequate amount of time to develop an answer to this question. Nevertheless, 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 methodical 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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