

Examiners' Report

June 2015

GCSE English 5EH2F 01

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Introduction

Familiar strengths and weaknesses were apparent in the responses of candidates this series: the character questions in Sections A and B elicit the most successful answers, whilst answers to the theme questions tend to be the least successful. This may well have something to do with time management. Certainly, many candidates do not write enough on the theme questions, preventing them from accessing the highest marks, although this tendency continues to be less pronounced than in the past.

Candidates had no difficulty in generating ideas to write about in Section C, although technical inaccuracies continue to limit overall achievement. Time spent by candidates in planning and checking is invaluable and should be adopted more widely to ensure structured and error-free responses.

It is clear that teachers are ever-inventive in devising strategies to help their students and many successful responses in all sections of the paper demonstrate the effectiveness of these.

Question 1

Romeo and Juliet continues to be the most popular Shakespeare play, with half 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 Romeo in the given extract. An increasingly large number are taking the advice to write three PEE paragraphs, each highlighting a feature of the character demonstrated in the extract. Successful candidates often worked methodically through the extract, picking out a feature such as Romeo's fearlessness or his determination, and supporting the point with a brief quotation. Some excellent answers listed the features of Romeo before using evidence to illustrate them:

- 'Overall, I learn that Romeo is a fickle-minded, love-driven, naïve character.'

Candidates are generally good at answering this question but some can spend too much time on it, writing at great length even after they have provided enough to achieve maximum marks. Clarity and efficiency leave candidates with enough time to spend on the questions which follow.

1 b) The use of PEEs is not generally as successful when applied to the performance question. The bullets provided offer some guidance but are probably best not systematically followed either. Successful responses recognised that Juliet was concerned, but perhaps pleased, about Romeo's appearance in the garden, whilst Romeo was showing characteristic rashness and bravado. Their voices and expressions should reflect these feelings, and the most successful candidates focused on the emotional responses of the actors rather than expansive gestures or elaborate mimes, such as Romeo drawing an imaginary cloak around him. Responses were most successful when they related specific techniques to individual lines of dialogue rather than relying on general suggestions relating vaguely to the extract as a whole.

1 c) continues to be the least well done in Section A.

It is important that candidates chose 'another part of the play' and clearly identify it, before moving on to discuss its importance. Candidates should therefore avoid writing about 'love' in general terms, or simply narrating what happens in their chosen scene. Reports on previous series have discussed how 'importance' 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 resulting acronym CRISP has clearly become more familiar to candidates, many of whom use it to inform their answers.

Some of the best answers chose to discuss the fight scene, focusing on Romeo's attempt to love Tybalt but then changing because of his love for Mercutio.

This candidate has identified three characteristics of Romeo: he is 'ashamed', 'compassionate' and 'brave'. The first two are not the most obvious words to use, but they are explained clearly and backed by textual reference.

Write your answer to Section A here:

(100) 3x.

1) In this part of the extract Romeo is presented as 'Ashamed'

"My name, dear saint, is hateful to myself"

This is suggesting that Romeo doesn't like the fact he's a Montague. This could be because he has such strong feelings for Juliet, but because ~~there~~ ^{these} families have such a strong hatred for each other they cannot be together and that is what makes Romeo upset, angry and ashamed to be a Montague.

In this part of the extract Romeo is presented as 'compassionate'

"With love's light wings did I o'erperch these walls"

This is showing that Romeo is so drawn to Juliet he's willing to climb over walls to see her. He is suggesting that he is so in love with her that 'love's wings' helped him over the wall.

(Section A continued) In this part of the extract Romeo is presented as 'brave'

"dare's love attempt. Therefore thy kinsmen are no stop me"

This is suggesting that Romeo doesn't care what he has to do because all he cares about is seeing Juliet. This is why Romeo is not afraid that if he gets caught he will be killed.



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Examiner Comments

This is, in many ways, a model answer to a section A a) question at Foundation level.



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Examiner Tip

Don't write too much. Three good points are enough to achieve maximum marks. Going beyond that will reduce the time left for other questions.

This is a full mark answer for 1 b).

⑧ When Juliet says "If they do see thee, they will kill/murder thee," she would say it in a serious & stern tone, trying to make him listen because she knows he doesn't care. When Romeo answers back with "Alack, there lies more peril in thine eyes Than twenty of their swords. Look thou but sweet and I am proof against their enmity". This is Romeo trying to make an excuse and trying to persuade Juliet to let him stay and talk. ~~Julia resp~~ This would be acted out by Romeo getting close to her and trying to comfort her by saying that they won't kill him and that he'll get away. Romeo would also try comforting her with lightening his tone of voice. Juliet responds in the same way with "I would not for the world they saw thee here." She would be looking out for any guards so they wouldn't see them together.

(Section A continued) Romeo responds with "I have nights cloak to hide me from their eyes. And but thou love me, let them find me here..." Romeo would be speaking really soft and would be very soft with her he would be positioned face to face with her and would be getting closer & closer by every word he says.



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Examiner Comments

Although there are some suggestions about movement and positioning, this candidate has focused on what the characters are thinking: 'she knows he doesn't care', 'this is Romeo trying to make an excuse'. These points are then translated into comments about appropriate tones of voice: 'serious, stern', 'lightening his tone', 'really soft'.



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Examiner Tip

Suggestions about how the actors can display their emotions with subtlety are usually much more effective than extravagant mime movements.

c) Another part of the novel where you see Romeo speak of love is when Romeo goes and (Section A continued) sees the friar to hurry this marriage because he just wants to marry Juliet but the friar gives Romeo wise words like 'things that go to fast start to stumble down' and this is what he doesn't want to happen to Romeo and Juliet, but all what he is saying to Romeo is just going through one ear and out the other because all he wants is to marry Juliet.

More over the friar was ~~basically~~ basically treating Romeo like a kid because Romeo just wouldn't listen to him because Romeo is determined to get married and his determination paid off because the Friar said 'if this helps the rivalry between your houses then I will do it' and they did it and Romeo's determination was helpful to himself.



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Examiner Comments

The other part of the play is clearly identified and the candidate is able to refer to the Friar's 'wise words', as well as his doubts about Romeo: 'just going through one ear and out the other'. The candidate also points out that Romeo's 'determination paid off' because the Friar sees the marriage helping 'the rivalry between your houses'.

Question 2

2 a) Candidates found a lot to say about Banquo from this extract and the most successful dealt with his mixed feelings about Macbeth. Again, however, it is important not to write too much. Maximum marks can be awarded for three supported points; there is no need to offer four or more.

2 b) Candidates who visualised the scene did best here, focusing on the expression and voices of the three characters, although credit was given for the thoughtful positioning of the actors. A number of candidates suggested that actors speak in 'loud' or 'high-pitched' voices but it was unclear why. There often seems to be little consideration of the effects created by unnatural vocal contortions or extravagant arm movements. The key to understanding this scene lies in an appreciation of what each character knows and how tense each one is.

2 c) was answered well by candidates who chose the scene following Duncan's murder and explored the suspicions of characters and the Macbeths' attempts to allay or pre-empt them. Foundation students are often helped enormously by the application of CRISP.

Again, however, the basics must be followed: choose just one other relevant part of the play, avoid too much recounting of the narrative and focus on how the scene assists our understanding of the nominated theme.

This question 2 response was awarded maximum marks.

Write your answer to Section A here:

a) In this extract we can tell that Banquo is realising that ~~macbeth~~ he could have sons that are kings. This is shown when Banquo says "may they not be my oracles as well, and set me in hope". This is because in the first scene Macbeth and Banquo saw the witches and ~~to him~~ Macbeth he would be king and Banquo would have sons that would be kings and Macbeth is king now so could his sons be.

Banquo could also be considered as scared of Macbeth as he realises that Macbeth has killed to become king. This is evidenced when he said "and, I fear Thou play'st most foully for't". This shows a realisation that Macbeth could kill him if he stands in the way.

of him keeping his throne and is scared of him for this.

Banquo also is portrayed to be happy that the prophecy is coming true. This is evidenced when

(Section A continued) he says "if there come truth from them/why by the verities were good." This shows that he could be happy should his prophet become true.

b) the line "Here's our chief guest" should be performed with Macbeth gesturing towards Banquo with his hands to signify that Banquo is Macbeth's 'chief guest' and would make Banquo recognised as more important to him than his other guests because he is the only person who could possibly relieve him of the throne through his sons.

Also ~~now~~ to perform these lines Macbeth should be positioned on some form of platform looking down upon Banquo to show him to be greater than Banquo, ~~to~~ to symbolise some form of hierarchy. ~~Macbeth~~ as Macbeth is now king and wishes to establish a dominance over ~~him~~ Banquo.

Macbeth's voice should also be in some way ~~projected~~ projected to gain Banquo's attention to tell him about the feast they are having. The idea of him only gaining Banquo's attention

(Section A continued) ~~establishes~~ reestablishes a connection with their friendship to make Banquo feel ~~more~~ Macbeth's talking to him on a more personal level.

c) In act 2 after King Duncan is dead he also pretends ~~to~~ to feel angry at Duncan's death towards the others to try and make them also believe his innocence of killing Duncan and convince the others that it was Duncan's sons who plotted the murder.

Similarly Lady Macbeth also pretends to be shocked at the fact that Duncan is dead when it was her idea in the first place to kill Duncan to push Macbeth further into power and in turn gain herself power.

Also Duncan's sons although not realising it by fleeing in this scene ~~the~~ it gives Macbeth the chance to lay blame on someone and pretend that it wasn't him ~~who~~ who organised the murder and ~~planned~~

(Section A continued) He suggests on the guards.



ResultsPlus Examiner Comments

Three sound points are offered for a), Banquo realises his sons could be kings, he is scared of Macbeth and he realises the witches' prophecies are coming true. The first and third points are closely connected but there is enough here for maximum marks.

For b), the candidate looks beyond the superficial to understand Macbeth's thoughts: 'he [Banquo] is the only person who could possibly relieve him of his throne through his sons'. Macbeth is given a dominant position but talks to Banquo 'on a more personal level'.

In c), the last point (about Duncan's sons fleeing to give Macbeth the chance to pretend it wasn't him) is particularly thoughtful.



ResultsPlus Examiner Tip

Your answers will always impress if they show that you have understood the characters' thoughts and feelings at any given point in the play.

Question 6

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', 'Anita and Me' and 'Balzac and the Little Chinese Seamstress'. There was a freshness about many of these.

Question 6 Heroes

6 a) Although Enrico is by no means a central character, candidates who analysed the extract methodically were able to offer some excellent points about his masking of pain and his understanding of Francis.

6 b) Most candidates focused on words like 'sharp' and 'bitter' and many commented on the simile 'like a saw going through wood'. Once candidates have spotted key words and phrases, they should comment on their effects, and often did so, here, with productive results.

6 c) Candidates were able to select a relevant scene, such as the one in London when Francis scares the young boy. Many chose to focus on the final scene with Larry, and how he was scarred by the war – the effects of war injuries, many candidates recognised, are often overwhelmingly psychological.

This is a response to Heroes which gained maximum marks.

Write your answer to Section B here:

a. In this extract Enrico is a complex character. Initially, he is in "pain" "talked so much to cover up the pain... Pain flashing in his eyes" suggest Enrico is maimed since, due to war, he can't speak properly anymore since his voice is always "sharp and bitter." This shows that the war has not only severely affect Francis but his friend also; it shows that war is damaging and can leave people dead or in severe pain and suffering. Moreover Enrico is talkative "Enrico always had something to say" implies that Enrico is open to talk about anything at any time and doesn't care what it is even though he is in pain. He may do this to "cover up the pain" since war is a

(Section B continued) hard time to live in especially when you have been damaged like Enrico and Francis. finally Enrico is encouraging "You're a big hero" suggests that Enrico is caring and willing to help and support others even when he requires

help and support. Since Francis "has no face" after the war he has lost all confidence and has ~~one~~ the idea that no one will love him again. So Enrico mentions that Francis is a "Silver Star Hero" and ~~no girl would take~~ "shouldn't have trouble finding a girl."

b A range of language is used to present war injuries. Initially, verbs are used "laughed" is used to show the pain and struggle that these injured war heroes go through every day since when Enrico laughs "he makes a sound like saw going through wood" this shows the pain that war leaves ~~behind~~ on people. Also "forget" is used to suggest that all these injured soldiers are trying to forget the war but they can't

(Section B continued) due to their injuries caused by war. This can make all of these soldiers depressed since they're always thinking about war and how they were injured since it's like a permanent mark left on them. Finally, "gasp" is used to show

that ~~the~~ of war injuries are as hard to deal with as trying to gasp for air while drowning and suggests that those soldiers are fatigued from battle and recovering.

Adjectives are used to describe the pain and struggles they are going through. Sharp is used to represent the stab wounds that people would have gotten and also the constant shooting pains they get. Also bitter is used to represent the taste of blood left in their mouths and also their struggle to speak.

~~finally further finally complex sentences are used when Enrico finally~~
Complex sentences are used when Enrico is trying to

(Section B continued) motivate Francis by saying he is a "silver star hero". This shows that a lot has happened to Francis but he can still live a long life.

c. Injuries or is a common theme throughout the novella. Initially, at the start of the novel the ~~wright~~ writer goes into a lot of detail about Francis' ~~wart~~ face wound and explains how his emotions are very dull because of low confidence since he "has no face." Francis covers up his face and still feels depressed. This leads to flashback of when he first met Nicole. At this point Francis has no injuries from war. This shows how much his emotions and self confidence has changed since he was in the war. ~~It~~

Later on you find out that it was Francis' emotions and self pity which lead him to enlist in the army since soon after he fell in love with Nicole.

(Section B continued) Larry ~~Lasale~~ Lasale ~~raped~~ came home to Frenchtown a "Silver star hero" and then left as an anti hero after he raped Nicole in the "Wreck centre." This injured both Francis' and Nicoles emotions

since ~~fr~~ Nicole had her innocence taken from her and Francis felt guilty as he feels he could have helped. Francis enlists soon after this event and goes to war with a plan of dying^{of an} honourable death. He jumps on a grenade to save his platoon and also kill himself but he ends up severely injured. This then turns into a revenge story since Francis sets a mission to go kill Larry since it was his fault that Francis became injured physically and emotionally. When Francis finds Larry he sees that Larry has also been affected by war and has had his legs blown off. Larry later kills himself since Francis didn't kill him.



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Examiner Comments

- a) Enrico is 'in pain', 'talkative' and 'encouraging' - all sound comments.
- b) There is a clear focus on individual words and phrases and their effects.
- c) Although the answer is a little diffuse, it takes account of the novel's structure (using flashbacks) and its focus stays on war injuries.



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Examiner Tip

Stay clearly focused on the demands of each question. Try to write just enough for each.

Question 7

Question 7 Of Mice and Men

7 a) Most candidates were able to answer on Curley's character, finding a varied range of features upon which to comment, including "bossy", "suspicious" 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. Comments on his appearance (for example, his hair, boots and glove) were valid if related to his personality – his inner tension, perhaps, or his need to dominate.

7 b) This was a question about how **language** is used to present other men's reactions to Curley, **not** Curley himself. It would help candidates to be more explicit in identifying language features (without necessarily labelling them as similes, adverbs etc) 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....."

Good examples of candidate response included:

- "Steinbeck uses the word 'squirmed', to show how Lennie is uncomfortable and embarrassed like a child."
- "The key word in this sentence is 'cautiously' because Candy is afraid of Curley hearing what he is saying."

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'.

7 c) Aggression is widespread in the novel and candidates were able to move towards band three if they focused on just one other part of it: Lennie's fight with Curley, for example, or Candy's reactions to the death of Curley's wife. The best answers integrated points about the importance of the theme whilst referring to socio-historical context, as in the following:

- 'Curley is angry with Lennie for smiling at a memory. This sets Curley off. This is because people in 1930s America did not understand those mental disabilities. In this Lennie is victimised by Curley and immediately starts begging for George's help, as he is dependent on him. George responds by encouraging Lennie to fight back. People in 1930s America would find this strange, because itinerant farmworkers never made the connections with other workers. George does this to show off his aggression by encouraging Lennie to fight back knowing Lennie's brutal strength. As a result of this, Lennie shows off his aggression towards Curley by grabbing hold of Curley's hand and crushing it.'

Although the comments about context are rather sweeping, here, they are valid and arise naturally from a discussion of the scene. Furthermore, the candidate comments on the relationship between Lennie and George, following advice about using CRISP given in previous reports. The following example illustrates how comments about character and relationships can fulfil the need to discuss the theme's importance:

- 'Aggression is important here because it shows us the true personality of the characters. It shows Curly will start a fight for almost no reason. It shows us that Slim can be quite sly as he talks Curly into telling a lie to protect Lennie and George. It shows us that George is controlling towards Lennie and he tells him what to do. The aggression showed by Lennie highlights the relationship between him and George because he wouldn't harm Curly until George told him to.'

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

Full marks were given for these 7 a) and 7 b) responses.

Write your answer to Section B here:

7a) Based on the extract Curley has a Souse Napoleon complex. This conclusion can be drawn from, "By Christ, he's gotta talk when he's spoke to." This shows that he has some serious hostility towards other people who are larger than him and the weight classification of Curley "lightweight" shows that he is a small person and his boxing is a way of getting back at those taller people what perfectly fits into the definition of a Napoleon complex.

Based on the extract Curley is a capable fighter and this is based on "He done quite a bit in the ring. He's a lightweight, and he's handy." and this ability shows why he is so encouraging and why he tries to encourage at confrontation at every turn. Based on his willingness to attack larger people he has never lost based on his willingness to attack Lenny, a giant among men.

Based on the extract Curley has never actually worked a (Section B continued) day on the farm. This is based on two pieces of evidence which are, "he wore high-heeled boots", which on a farm is not suitable gear at all and the other piece of evidence is "seen my old man", would say that his boss is also his father so he ~~wasn't~~ wouldn't work on a farm like a ~~be~~ plab.

7b) An interesting piece of language used is, "Say, what the hell's he got on his shoulder?" This shows how George is build a grudge against this person, after only talking to him for a few minutes that leads him to find out why this person acts the way they do with emphasis on the "what the hell", to show the reader that George is really angry at that person.

(Section B continued) From the extract an insightful piece of language is, "George was tense and motionless". The reason this is insightful is that informs the reader that George has dealt with people like this before, with a degree of anticipation for Curley lasting out namely with the word "tense".

From the extract a useful piece of language is, "Lennie was looking helplessly at George for instruction". Because it shows how Lennie can't cope with this, a stranger busting in a starting a fight he can barely cope with normal conversation as it is. The two most interesting word choices are "helplessly" because it shows how Lennie has no options in this scenario because he can't defend himself ~~or~~ fight back, which follows on to the next word "instruction" because he needs to be told ~~to~~ how to deal with this with instruct to an authority person ordering him, in this case George.



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Examiner Comments

- a) Curley has a 'Napoleon complex', tries to encourage confrontation and has never worked. All supported.
- b) The focus is on individual words and phrases: 'tense', 'motionless', 'helplessly'.



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Examiner Tip

Read the question carefully. 7 b) was not a question about Curley.

This 7 c) response scored 10.

d) When Curley's wife goes into Crook's room when Lennie and Candy are there and the other men have gone into town.

This part of the story is important because it shows the aggression Curley's wife directs towards all of them, but mainly Crook. This was typical of the 1930s, times were harsh and hard, people had

(Section B continued) nothing so became hardened to everything. Curley's wife is so lonely that she becomes aggressive towards Crook and belittles him. This shows us that in the 1930s people in power, or authority could treat others how they liked. This part of the story shows us that it was the weak ones that suffered aggression. Curley's wife can speak to them how she likes because ~~she is~~ ~~she is better than~~ them she is seen as higher up in society during the 1930's. There's

no respect towards people who
we deemed lower in status
than you. Crooks Candy and
Lennie just have to put up
with her aggression. they cannot



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Examiner Comments

This response does everything required of a candidate:

- selects a valid and clear other part of the play
- integrates points about context: the social hierarchy
- shows how aggression is important.



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Examiner Tip

Don't produce a brief history of the great depression. The context can be provided by reference to the ranch's social hierarchy.

Question 11

Section C

Question 11 asked for a speech given to peers on 'your hopes for the future'. As might be expected, there were many and varied approaches to this; some candidates wrote about their personal ambitions, others had views about the kind of world they wanted to see. It was important to stay focused on the future, although a small number of candidates took the opportunity to present their autobiographies, and there was much that was genuinely touching about some students' hopes for their immediate family as well as themselves. Least successful were attempts at 'motivational' or 'inspirational' speeches which became too vague and ended up saying very little. Primarily, responses had to be written as **speeches**, and it is clear that many candidates are adept at doing this, employing appropriate rhetorical techniques for effect. In addition, responses had to be structured in paragraphs and written in English that was technically accurate – requirements which many candidates were unable to fulfil.

This response is lively and engaging and was given maximum marks.

Write your answer to Section C here:

I'm
Fellow pupils ~~am~~ talking to you
today about my hopes for the
future. Some of my hopes may
be shared by you, maybe
not or maybe you just
haven't considered some of the
things I'm about to talk
about but they are all
important so here goes it
goes.

In the future I hope
that eventually all humanity
can live in a utopian
society not the barbaric war
~~the~~ torn world of today. I
don't want to die and my
legacy lost in time because we
the human race have destroy-
ed ourselves over materialistic
things and ways to have

(Section C continued)

an advantage over fellow human beings. We are all one people. We all eat and drink and bleed and sleep and cry. One of my most savoured quotes is from a movie called the great dictator and it goes something like this "We can live in a world of reason where science and progress can lead to all men's happiness." And why not, why can't we make this happen why can't we make this happen right now. I will tell you why we can't make this happen right now, it's because at the moment, all the power is with the tycoon in the glass tower. As long as the tycoon has that power and doesn't give it up we will always be separated from this utopia by war and conflict around the world.

(Section C continued) Now that's a long term hope for the future. What about the short term? Well for the short term many of us want to be famous or maybe not maybe you want to be a doctor or a builder or a charity worker. Me I want to ~~build~~ be an engineer. I can honestly say for the vast majority of my life I have wanted to do this but it's only recently that I thought about why I wanted to be an engineer and sadly ~~it's~~ it was about money mainly. Yes there were other reasons but that was the main one. However now I have realised something engineers are inventors and inventors ~~a~~ have advanced and connected the human race for thousands of years. For example with out

(Section C continued)

the wheel we wouldn't have cars. Without paper and a pen we wouldn't have letters. Every way of communicating with someone is thanks to an inventor. Even plain old speaking was given to us by God but if you don't believe in God even then to speak to someone there must be language and language was invented!

So that is the main reason now that I want to be an engineer I want to help the world communicate. I want to be associated with great inventors that helped the world communicate.

Now I want you to think about what you want to be and why. Is it for a worthy reason or is it just about people knowing who you are and earning lots of money. Is

(Section C continued) So rethink what you want to do and something else with a worthy reason.

Finally my last hope for the future is once again long term and its kind of two hopes really but I'm going to combine them into one hope.

I hope that when I do die which I hope isn't for a long time that I leave this world having made it a better place and that my legacy lives on. I hope that my children and my children's children and all who follow in my bloodline live a long and prosperous life and do something so that the world is a better place.

I do not want my life and those who follow in my bloodlines life to have meant something I want the

(Section C continued)

World to remember the name Danks. And for you my fellows I wish the same for you and I wish you success ~~in all~~ and happiness in all the things you and your families will do and accomplish from this day and all the days that follow.

I wish you all the best of luck once again I hope you have thought about what I have said and continue to think about it for the rest of your lives and that you agreed with what I had to say. Now that's the end of my speech. So in the words of a great man that gave me a lot of joy watching Star Trek and whose name shall never ever be forgotten and lost to the world. Live long

(Section C continued) *and prospere.*



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Examiner Comments

The response demonstrates a clear sense of audience, adapting language accordingly. Ideas are presented with assurance, combining personal and global hopes. It is clearly a speech, utilising rhetorical techniques such as lists. There are some problems with apostrophes and there are some spelling errors but accuracy is sound for the majority of the response.



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Examiner Tip

Check through your work at the end to fine-tune your punctuation.

Question 12

Question 12 asked for a letter to a head or principal about homework. Candidates had to adopt the right tone and register for this, and the more successful demonstrated respect whilst suggesting reviews of homework policy. Less effective were those that used too much slang and sarcasm and did not get beyond condemning homework as a waste of time.

The use of invented statistics created problems here and should not be used as a substitute for the rational expression of a point of view. Some candidates claimed that everyone in year 11 had to complete six hours of homework every night, others asserted that the vast majority of students faced with homework had nervous breakdowns or failed in their attempts to pass exams.

Calmly reasoned arguments were the most impressive, especially when making positive and constructive suggestions, asking head teachers to 'consider' suggestions rather than ranting against the whole concept of homework:

- 'Lately, we have been bombarded with homework by every subject and I am finding it difficult to manage. It is not only my opinion but also of my peers. We have to hand in our homework for six subjects...it is a huge amount.
- I do understand the importance of homework. It helps us to revise and understand better what we have been taught, but...'

This response was also awarded full marks.

Write your answer to Section C here:

Dear Mrs Wood,

I am writing to you in order to give my perspective on homework. §

Some say homework is a weekend killer! A fun killer. However, some also say homework is a golden joy of pleasure.

I took a sample ~~from~~ ^{of} students' opinions ~~on~~ homework and ^{it turns out} ~~that~~ 3 people enjoyed homework!

I would like to talk to you about a plethora of advantages and disadvantages of homework...

~~The~~ The main advantage of homework is that in my opinion it inspires the schools populations to do well in

(Section C continued) the future; the big bad world.

furthermore, there are several advantages, such as; gaining a more

progressed education. ~~Extraordinary~~ Extraordinary right? - carry on reading to find out one disadvantages of Homework

Disadvantages. Homework can be like a drain, ~~a~~ or a Hoover, sucking away at your social life! Everyone needs a social life, in order to ~~be~~ be a better, happier, all rounded person.

Supposed
Homework isn't ~~meant~~ ^{to} be like the devil. Destroying your fun like there is no tomorrow. Homework is designed to improve your knowledge so that you can achieve the expected target grades. Doing so will allow you to move up in life and ~~then~~ earn a higher chance to achieve a better job and endure your life within the upcoming years.

(Section C continued) In my opinion I think that with all data given, schools should continue giving homework but not as often. This would ensure that more people will complete the weekend filling homework as desired.

Teachers will be happy; Students will be happy; everyone will be happy.

Target grades will be achieved more ~~frequently~~ frequently and students quality of life will improve.

Nobody likes a long, boring and time munching piece of homework, so why not cut down on ~~time~~ time ~~period~~ ^{period} so that ~~we~~ all students can enjoy doing one 'horrific homework' instead of living a life of depression, misery and mayhem.

Homework can improve several aspects in order to become what you ~~want~~ ~~you~~ would like to such as ~~motivation~~ Motivation, dedication and inspiration...



ResultsPlus
Examiner Comments

This is a carefully constructed letter which adopts the right tone most of the time. Sentences are crafted, using three-part lists appropriately, although the response is certainly not error-free.



ResultsPlus
Examiner Tip

Think carefully about your audience. Treat them with due respect.

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. Writing responses clearly benefit from being carefully planned and checked for accuracy. 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.

Candidates must manage their time carefully so that all questions are answered. Suggested guidelines are:

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

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>

Ofqual
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