

Examiners' Report November 2015

GCSE English 5EH2F 01

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Introduction

There was a comparatively small number of entries this series. All of the candidates were re-taking the paper and this was reflected in performances. In Section A, the most popular choice of text was *Romeo and Juliet*, closely followed by *Macbeth*, whilst, in Section B, the vast majority of candidates answered on *Of Mice and Men*. A handful of candidates answered questions 4, 6, 8 or 10.

Question 1

Performances followed a familiar pattern. Most candidates were able to answer the 1 (a) question on character with considerable success. Mercutio was seen as 'angry', 'humorous', 'brave' and 'loyal' with most candidates supporting their points in well-constructed PEE chains and some observing how his tone changed once fatally wounded.

- (b) The better answers commented on the relationship between Romeo, showing guilt, and Mercutio, showing anger, bitterness or disappointment. The most successful candidates focused on facial expression and tone of voice as well as physical movement and positioning.
- (c) This remains the least well done of all three questions in Section B. Candidates should leave time to answer it, making sure they discuss just **one** other part of the play and follow guidance given in previous reports (CRISP). The vast majority of responses went to either the start or the end of the play, or the party scene. With scene one, better responses argued this set the feud at the centre of the play from the start. It showed how deep it was as even the servants were fighting, it led to the Prince's ban on fighting (and the plot consequences of this) and several excellent candidates quoted Tybalt saying he hates peace, then reflected on his character's role within the feud. Candidates that took the party scene tended to focus on Tybalt's character and the plot consequences, whereas candidates that took the final scene usually linked the theme of the feud to the theme of love and discussed how love ended the feud.

This response gained maximum marks for all sections.

A) From the extract we learn that the character of Mercutio is sarcastic and loves to joke. We see this when he says; "Ay, ay, a scratch." This shows that even on his last breathes he is making jokes and trying to be funny. This suggests that he is brave and does not show pain. We also see that Mercutio ~~is a~~ has a great sense of ~~that~~ humour.

Another thing we learn from this extract about the character of Mercutio is that he is tired of the feud between the Capulets and Montagues. We see this when he says; "A plague, o' both your houses!" repeatedly. This suggests that he is annoyed at both the families and now that he is dying, he has put Tybalt and Romeo in the same place and

(Section A continued) is frustrated at the fact that he has been 'stratched' because of the two families meaningless feud.

And Finally we learn that Mercutio ~~is~~ likes to fight. An example of where we see this is when he says; "Come, sir, your passado!" to Tybalt. This suggests that he is a violent person who does not ^{like} ~~like~~ when his friends are treated badly by others which shows that he is loyal to Romeo. We also see that he ~~is aggressive and~~ is revengeful and wants to fight Tybalt for being rude to Romeo and to back Romeo up.

B) When Mercutio says; "Why the devil come you between us? I was hurt under your arm" he could have a whispering voice to show that he is out of breath and cannot breathe right due to him being injured. He could be laying flat on the floor ~~with~~ with his hands covering his 'Scratch' to show that he is ~~bleeding to~~ ~~Romeo~~ in pain. He could be ~~speed~~ speaking slowly to show that he is struggling to

(Section A continued) to speak. ~~the~~

When Romeo then says; "I thought all for the best." he could be crying with regret. ~~and~~ He could drop down to his knees as his teardrops stroll down his face. His voice could be shaking to show that he is frightened to lose his friend. His hands could be on Mercutio's shoulders, one on each shoulder to ~~so~~ show that he actually meant ~~to~~ for the best.

When Mercutio then replies saying; "A plague o' both your houses!" He could try to shrug off Romeo's hands and try to lift his head up off the floor

With difficulty as he tries to get his voice louder to show his anger towards Romeo and Tybalt. He could be trying to seem strong ~~and~~ to show that he is serious and angry.

c) The ~~mapa~~ feud is very important when Romeo kills Tybalt to get revenge. In this part we see that the character of Romeo changes from a peacekeeper to a violent character. Romeo changes

(Section A continued) into somebody who is aggressive ~~but~~ loyal to his friends. We learn that he is very revengeful and that he loves his friends. We also find out that he is brave enough to fight Tybalt who is very skilled at fighting.

~~We learn that the character of Tybalt is this + The ~~is~~ theme of the feud is important~~ ~~at~~ this part because Romeo kills his enemy even though he is related to him. It is also important because Romeo is the peacekeeper in the family but ~~the~~ he turns out to be different.

This is important as a whole because it shows that the feud can make people change and lead to horrible things. This led to Romeo being banished and not receiving Juliet's letter which then caused both, Romeo and Juliet to die which then ~~also~~ caused the feud to ~~end~~ come to an end. Shakespeare could be conveying a message to the audience ~~##~~ by saying that pointless arguments could lead to death.



ResultsPlus Examiner Comments

The character answer shows understanding, the candidate clearly visualises the scene in the performance answer and there are points about character and plot in the answer to (c).



ResultsPlus Examiner Tip

Manage time effectively to write a full response to question c.

Question 2

- (a) Candidates generally understood this scene well and had lots to say about Lady Macbeth. Most popular answers covered, 'evil', 'wants to be a man', and 'power hungry'. Some answers compared her speech here to some of the things the witches say earlier, and some stronger candidates pointed out that she is two-faced and manipulative to get what she wants. Answers were well backed up by quotations and many candidates attempted to explain the quotations by focusing on key words.
- (b) Most candidates began by focusing their performance suggestions on showing the love between Macbeth and Lady Macbeth, then having her step away from him as her mind starts to dwell on the plan. They just stopped short of suggesting how this could foreshadow the collapse of their relationship but it was implied in several responses. Although many suggestions remain clumsy, exaggerated and often absurd, candidates were much better this year at giving reasons and explaining effects on the audience.
- (c) The theme of cruelty seemed to give a lot of scope for students to stretch themselves. Weaker candidates chose straightforward acts of cruelty such as the killing of Macduff's family or Banquo, or the actual murder of Duncan. Stronger candidates took a much more subtle approach, looking at Lady Macbeth's taunting of Macbeth's manhood to make him do what she wanted, or the witches' original meddling in Macbeth's life and what that led to. This allowed candidates to explore the characters and how they responded to the act of cruelty and the overall consequences, with several discussing Shakespeare's ideas about women and cruelty.

This response was awarded full marks for (a) and (b) and just edged into band 3 for (c).

In the extract Lady Macbeth is presented as a ~~woman~~ ~~uncomfortable~~ ~~in her body~~ ~~character~~ character who is willing to do anything for power. Evidence to support this is when she says "that my keen knife see not the wound it makes". The word knife links to violence, which is what she is willing to commit an act of so Macbeth can become king. This suggests she is desperate for Macbeth to be king.

In the extract we learn that Lady Macbeth knows how evil she is. Evidence to support this is when she says "unsex me here" this suggests that she knows how evil & twisted her

(Section A continued) planned actions are that she shouldn't even be allowed to be a woman because she is asking to be 'unsexed' as she knows her plan is evil.

In the extract we learn that Lady Macbeth is controlling of Macbeth. Evidence to support this is "look like the innocent flower but be the serpent under it" this is Lady Macbeth telling Macbeth how to portray himself which suggests she is trying to control him and tell him what to do. She could also be described as manipulative as she is telling Macbeth her thoughts hoping he will agree.

b) I would have Macbeth perform the lines 'my dearest love, Duncan comes here tonight' ~~and~~ facing Lady Macbeth while

(Section A continued) delicately holding her hand ~~manuscripts~~ and looking directly at her because this could show to the audience that Macbeth and Lady Macbeth may both be thinking the same thing but without actually stating that either of them have a plan. I would then have Lady Macbeth perform the lines "and when does he need?" leaving go of Macbeth's hand and turning to face the audience to show them she has an idea. I would also have her raise her eyebrows and moving her head from side to side to show she is almost in deep thought about her 'idea'. The raising of the eyebrows may build up ^{suspense} ~~excitement~~ for the audience.

and Lady Macbeth on who look excited as her eyebrows raise and eyes widen. I would then have Macbeth perform the line "tomorrow, as he purposes"

(Section A continued) saying the word "tomorrow" looking at the audience so they almost feel involved and him have a serious facial expression to show it isn't a very long time therefore they need to plan their actions quick & carefully. I would then have him say "as he purposes" moving his head towards Lady Macbeth to show ~~there~~ there is a sense of urgency for them to configure a plan.

c) Cruelty is also seen in the play when Macbeth actually does kill King Duncan. Cruelty is important because it causes characters to commit specific acts to get what they want.

(Section A continued) For this specific part in the play Macbeth is cruel and murders King Duncan for his own benefit, when ~~the~~ King Duncan hasn't done anything to deserve it. I think the theme of cruelty shows to the reader how selfish the characters can be such as Macbeth and Lady Macbeth as the acts of cruelty they commit show they are only thinking of themselves, as by killing King Duncan Macbeth became one step closer to becoming king.



ResultsPlus

Examiner Comments

Clear, supported points are made in answer to (a); each line is considered in the performance answer; the (c) response tells us what we learn about the characters involved in the chosen scene.



ResultsPlus

Examiner Tip

Make sure you allow enough time for a substantial answer to (c), which is worth 10 marks.

Question 7

- (a) Candidates generally wrote confidently about Lennie, mainly focusing on his childlike behaviour and his dependence on George. Many candidates interpreted his offer to go and live in a cave as kindness – caring about George and not wanting to burden him – whilst the better candidates recognised a more manipulative side to the character, again comparing him to a child that threatens to run away. A lot of students recognised animal imagery in the way he crawled around the fire and compared his need to be close to George as the way a dog needs to be close to his master.
- (b) The two main things that candidates picked out about George were his short temper/frustration, shown by short, harsh sentences, 'Whatta you want?' and his ability to recognise when he's gone too far, shown by the adverbs, 'quickly' and 'searchingly'. Others identified that he cares for Lennie really, and behaves like a father to him – although these responses rarely mentioned language features directly. Successful responses identified adverbs, short sentences, harsh language, questions, and certain key words.
- (c) Staying together. By far the best responses for this question focused on the part where Lennie, George and Candy agree to collaborate. These responses often covered the context of migrant workers and the American dream successfully. They discussed the characters of the three people in this scene and what staying together would mean to them, and they were able to place this scene structurally as the high point of the novel. Other responses covered Candy losing his dog, and Curley's wife staying with Curley, although these responses often forgot context and sometimes invented scenes that didn't occur in the novel. This question remains challenging for students who have to identify and comment on a single relevant scene whilst interpreting 'importance' and including relevant reference to context.

This response scored a band 3 mark for all three sections.

A) From the extract we learn that the character of Lennie is childish. We see this when ~~the~~ Steinbeck says; "Lennie crawled slowly and cautiously." ~~This~~ ~~the~~ Crawling is something done by babies, this suggests that Lennie is not acting his age. We see that he has a disability ~~at~~ This suggests that ~~he~~ he is like a child who has to be looked after by a parent, which in this case is George.

We also ~~the~~ understand that he ~~is~~ does not like to upset George or get him angry. We see this when he says; "I was only foolin' George. I don't want no ketchup." This shows that he is trying to ~~cover up~~ slyly lie to George to make him feel better. This shows that

(Section B continued) he ~~is so~~ likes George and is scared of him too. Also we understand that he ~~does not like the idea of~~ George has a strong friendship with is feeling bad for making George ~~upset~~ get angry which shows that he cares about George.

We also learn that Lennie is very sweet towards George. We see this when he says; "I'd leave it all for you" This suggests that he is very generous and ~~is willing to share~~ does not mind giving the ketchup all ~~to~~ ~~eye~~ George. This shows that the relationship between George and Lennie is very strong and the both of them are best friends/brothers.

(Section B continued) **B)** George uses the word 'swell' to describe how he imagines his ~~time with~~ life would be without Lennie. This suggests that Lennie annoys George and that he gets bored of Lennie. Also we understand that George has no peace with Lennie because he is childish, we also understand that George gets tired of being responsible for Lennie.

Steinbeck says; "George looked quickly and searchingly at him. 'I been mean, ain't I?'" ~~This shows that~~ George the word Mean is a simple and basic word to use, this suggests that George has to use basic words to speak to Lennie. We also understand that George regrets being rude to Lennie which show that they have a very strong relationship. The words ~~that~~ quickly and searchingly shows that George really cares about Lennie and panics when he cannot see him instantly and gets worried.

And finally George says; "Cause I want you to stay with me." This suggests that even though Lennie annoys George he still

(Section B continued) wants to stay with ~~George~~ him.

This shows that they are like brothers and he cannot leave ~~at~~ Lennie alone because he knows he will not be able to survive and this is why he wants to take care of him.

~~This also shows that~~ The word ~~mean~~ 'me' shows that George wants Lennie to stay with himself, this also suggests that he has not got anybody else.

C) People staying together is also important when Lennie and Curley's wife stay together. ~~This~~ In this part we learn that the character of Curley's wife is very lonely and is not being treated fairly. We also learn that ~~the~~ she had a dream which was to become famous and have nice dresses. This shows us that Curley's wife is ~~still~~ not as mean as she ~~to~~ seems, we start to understand the side of the story.

We learn that Lennie is also very lonely and ~~he~~ likes playing with ~~her~~ Curley's wife's hair. This shows that he is childish. Later on in this part we see how strong

(Section B continued) Lennie is sad how he accidentally harms ~~them~~ people/things. This suggests that he is ~~not~~ ~~paranoid~~ paranoid when he thinks about George not letting him pet the rabbits and getting angry at him.

~~the~~ ~~we~~ ~~see~~ ~~in~~ ~~the~~ This part of the novel is important because we understand how lonely Curley's wife actually is. We see the importance of ^{the} relationships between George and Lennie because Lennie has George but Curley's wife does not which suggests that she could be jealous of their friendship.

This is ~~an~~ unusual because in the 1930's America people did not have friends, they tend to travel on their own to make it easier and cheaper due to the lack of money people had because of the great depression. This

This part of the novel was significant as a whole because it lead to the death of Curley's wife which then lead to Lennie's death, this then stopped George living his dream.



ResultsPlus
Examiner Comments

This is an efficient response where the candidate has spent sufficient time on all three questions.



ResultsPlus
Examiner Tip

Remember that the (b) question requires you to focus on language, even though it might refer to a specific character.

Question 11

- 11) This required candidates to write an article on respect. Many candidates had strong opinions on this topic. Some tended to follow the bullet points and use them almost as sub headings to divide their article into three parts. However, quite a few candidates addressed deeper issues in society such as respect for people of different race/religion/sexual orientation. One or two linked the topic to current events quite successfully. The majority of responses to this question fell into band 4 or band 5 with paragraphing and punctuation handled accurately.

This response was awarded band 5 marks for all assessment objectives.

plan: Informal writing.

Paragraph 1:

What respect is and which celebrities have respect.

paragraph 2:

Why respect for others is important.

paragraph 3: Problems caused by lack of respect. e.g. Teens and adults

paragraph 4: An example of what lack of respect is. Quote

paragraph 5:

How people can show more respect.

Respect. What is it? Respect is something you give to someone as soon as you meet them. It's something that you as a person would like to get or gain off someone. for example

(Section C continued) We may give people respect without even knowing it, such as famous people. When you have people such as the Queen, you automatically give them the respect they deserve because of their title. Respect is something that gives you loyalty to a person and you treat them with only the best qualities you have.

~~Some people say~~ Have you ever heard someone say "I wish you would give me the respect I deserve?" Whether it's a parent, a school teacher or even a friend. This is because all some people want off you is respect. Some people want respect because they think it shows some sort of maturity and loyalty to them. Some want it because they believe it makes them look strong and important.

~~Their~~ There are many problems caused by lack of respect. I can think of many reasons as soon as I say it, but don't worry I'm only going to give a couple of examples. For example, teenagers tend not to give any respect to anyone, as they are at an age where they think they can run the world, but in reality they can't.

(Section C continued) They believe they are superior to others but let's not kid ourselves they should be giving adults respect as they know what it feels like to be a teen and all they want to do is give you help and teach you about life. Another example is, adults. Adults are very mature people but sometimes they can forget that they need to set an example to ~~others~~ others and younger peers. This can happen in a work place. ~~they~~ Some people who are high up in their work place such as a boss or a deputy feel like they are in control of people so it feels like they can talk down to their other colleagues but really it's making them ~~losing~~ lose respect for you. So if you are one of those people remember treat people with respect or you won't get any.

Have you ever heard the quote? "Treat others as you would like to be treated" This is a quote used in many schools and work places as it often reminds people to show respect to others or you won't gain it off them. This is because they ~~it~~ ~~or~~ want to feel as if you can ~~approach~~ ~~approach~~ ~~approach~~ approach anyone at school

(Section C continued) or work because everyone everyone is an equal individual. This quote makes you ~~and~~ feel like you be confident in who you are and no one will judge.

finally, people can show more respect to you by just smiling ^{at} someone and asking if you are ok. That might be hard for someone to do because they might struggle with it. If that's you have a go ask if someone is ok and trust me you will gain respect off people trust me it will work. ~~Remember. Respect.~~ ~~What is it?~~ Respect can open many doors of opportunity such as a better job so don't forget respect is everything. ~~Remember.~~ Respect what does it mean to you.



ResultsPlus
Examiner Comments

This candidate argues the case in a structured and thoughtful way.



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Examiner Tip

Plan your response, preferably in paragraphs.

Question 12

(12) Candidates were required to write the text of a speech about making the most of school life. Candidates generally seemed to be more comfortable writing in the format of a speech with the majority addressing their audience directly, opening and closing appropriately, and using features such as rhetorical questions to engage their audience. Candidates have clearly been taught persuasive language features very well. As for the actual content, most students were able to reflect on their time in school and come up with a range of sensible suggestions, from listening in class to joining out of school activities. Many adopted a mature tone, presuming they were speaking to much younger students, and many used colloquialisms, reflecting the fact that they were talking to peers. There were a large number of band 5 responses for this question for AOi/ii, although a large number of students tended to forget about regular paragraphing.

This response was awarded marks in band 5.

School, college. How many of us when we hear either of those two words feel slightly sick? I know I do. Everyone has different views on school and the time they spent there, and I can tell you now I DESPISED IT. But if somebody asked me to go back, I would. In the blink of an eye.

Classrooms, lessons, presentations, making notets etc. One word, boring. But while your there you dont realise how important it is and what sticking in can actually do to help shape our futures. By sitting in a classroom and gaining the knowledge we need, we learn fantastic new skills ~~we discover~~ without even realising. Things

(Section C continued) Such as working as a group, presentation skills and all types of ways of learning. These will all appeal to employers in the future when you decide to look for jobs. The key thing about lesson time is do not waste it! Wasting lesson time is like shaving your head, you can't get the hair back just like you can't get the time back.

Moving on from lessons, schools and colleges offer a wide range of opportunities from joining the football team to joining chess club. These are mostly outside of school or college hours therefore they aren't compulsory but you're a fool if you don't jump to the chance to show off your talent. ~~Even~~ And even if you're lucky, sometimes you even get taken out of ~~our~~ lessons to compete, which I know I loved doing at school! But in all seriousness

(Section C continued) you never know who's ~~was~~ watching you when you go to compete. Scouts could be there, who may offer you scholarships. You never know, so throw yourself in at the deep end and give anything you fancy a go. ~~What~~ What is there to lose?

The time you spend at school is what you make it, but getting the ~~balance~~ balance right between socialising with ~~the~~ your friends and working hard is crucial. Your friends complete the whole school experience and without them school wouldn't be the same. Friendship groups will change and people fall out, like you probably already know, but spend time with your friends and appreciate that they most likely hate school just as much as you.

Like I said earlier we all have
(Section C continued) different views on school
and the ~~exp~~ what our school
experience was like. Thankyou for
listening to mine, but I'm sure
that anyone who attended
my school will agree with me.



ResultsPlus
Examiner Comments

This is clearly written with its audience in mind and is reasonably well organised.



ResultsPlus
Examiner Tip

Be fully aware of your audience when writing a speech.

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. The more successful candidates 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 show improvement when candidates adopt CRISP, or something similar, as a helpful framework.

Successful candidates manage their time effectively and complete 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

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