



Examiners' Report

June 2024

Int GCSE English Literature 4ET1 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2024

Publications Code 4ET1_01_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

Introduction

This paper is comprised of three parts:

Section A: Unseen poetry (20 marks)

Section B: Anthology poetry (30 marks) and

Section C: Modern Prose (40 marks).

The total number of marks available is 90. This is a closed book examination; however, candidates are provided with a clean copy of the anthology poems for the examination.

The most popular Anthology question was Question 3 and the most popular prose text was, once again, *Of Mice and Men*, where there was almost a balance of responses across Questions 6 and 7.

The second most popular text was *To Kill a Mockingbird* and *Things Fall Apart* was third favourite. There are still very few entries for *The Joy Luck Club*, but the number of responses to *The Whale Rider* has increased slightly.

Centres should remind candidates to write their responses in the correct area of the answer booklet and to check that they have crossed the correct question number. It does not matter which order candidates attempt the questions, but they must make sure that responses are written in the correct space.

The full range of marks was awarded for this paper, but there were very few gaining marks in Level 1. Most candidates gained marks in Level 3 or above. There were some extremely good responses that were above and beyond expectations at this level.

Candidates that did well in the Poetry sections:

- thought about the deeper meaning of the poem(s)
- explored language form and structure skilfully
- analysed language form and structure together, rather than in separate paragraphs.

Candidates that did well in the Prose section:

- used short embedded quotations
- had a good knowledge of the context and how it impacted the text
- weaved the context into the essay, rather than bulking it on at the end
- answered the question clearly.

Candidates that did less well:

- had less knowledge of the text
- used long quotations or provided narrative responses
- bolted on too much context at the beginning or at the end of paragraphs.

The points above are similar to those mentioned in previous reports, which supports the belief that overall, the performance of the paper was very similar to past series.

Question 1

Question 1

Unseen Poem: *Unfinished Poem* by Barrie Wade

Unfinished Poem performed really well as an unseen poem, as it was accessible to the majority of candidates. It lent itself well to extempore analysis but it had enough subtleties in meaning to allow the more able students to develop detailed and intricate responses.

This was a highly accessible poem, with the less successful students being able to access the meaning, but the stronger students flourishing with their successful analysis. The majority of students discussed the connection between humanity and nature, with nature being celebrated in the poem. Capable students were able to explore the significance of structure and how the cyclical structure tied to the poem's title. The more successful candidates were able to look at how structure and language intertwined, with a focus on the repetitive nature of the poem, and the enjambment. There was also a large percentage of responses that achieved marks in the top level, attesting to students' ability to successfully engage with the text.

The responses of weaker candidates were limited to basic ideas about nature as beautiful and as existing in a cycle without any depth or detail of analysis. The strongest candidates were able to recognise and explore the nuances in the speaker's implied message about the sanctity of nature and mankind's responsibility to nurture and protect it. This exploration and interpretation of the text was supported accordingly with detailed analysis and judiciously selected textual evidence. Stronger candidates also explored a wider range of points and their responses were balanced across language and structure. The poem as an extended metaphor for the relationship between parent and child was common across most levels of responses.

Our first exemplar is a Level 2 response.

SECTION A

Unseen Poetry

Question 1

In the poem "Unfinished poem" the writer presents nature in this poem in many different ways.

This poem is about a tiny seed/nature, and how you should always give love to the things you want to keep. This poem is laid out in a traditional form, each stanza has four lines.

The quote "wait for the shell to split" describes someone waiting for the flower which is described as a shell, to open up and become a beautiful flower. The writer's choice of language is metaphorical. It says things are like something else.

This poem includes lots of words that make the reader or audience shiver. The writer speaks in such a descriptive way, and overall this poem is also speaking about happiness for example "watch their happy visiting" shows that bees lay on 'fragrant flowers' and it open to them to come a rest.

The quote "Here is ~~tender~~ the tender shoot, breaking through warm soil." This shows the root of the 'flower to be' is growing and is shooting up from the 'warm soil' to become something beautiful.



ResultsPlus
Examiner Comments

This response is largely descriptive with some comment on language, form and structure. The candidate begins with some comment on structure and goes on to consider the 'shell to split', although there is some misinterpretation. Other examples include the 'happiness' and 'beauty' in nature; however, the brevity of the response hinders progress. There is some understanding of the poem.

Level 2, 8 marks



ResultsPlus
Examiner Tip

Candidates should select specific words and phrases from the poem and formulate point, evidence, and explain answers for each example provided.

Our next example gained marks in Level 3.

SECTION A

Unseen Poetry

Question 1

In the poem it talks about a seed and its journey while growing from the ground. ~~The writer uses~~ ~~the~~ ~~repetition~~ ~~in~~ ~~the~~ ~~poem~~ In the poem the structure ~~that~~ is a ~~three~~ three line stanza, with six stanzas and a short five word sentence to end the poem. At the beginning of each stanza the writer ^{uses} a descriptive skill, which is repetition. He begins each stanza with "Here" and then explaining what the person has in his hand.

~~For~~ For example when he starts the poem, "Here is the tiny seed" and then ~~after~~ in the new stanza, "Here is the tender shoot" and so on,

The reason the writer starts off his sentences like this is, he may be saying or linking to the next part of the flowers life and in the beginning of a new stanza is the start of a new part of life.

For example if comparing the beginning sentence of a stanza and the ending stanza it explains, "Here is the tiny seed" ~~which~~ ~~may~~ ~~to~~ he may be saying tiny seed as in tiny ~~baby~~ ~~babbling~~ ~~babbling~~ baby, and in the final stanza the first sentence is, "Here is the shrivelled pod", as in a old person in his final stage of life.

He also starts the poem the same way he end it with, "Here is a tiny seed" This may ~~show~~ be the writer saying the cycle of life when ~~one~~ ends there is always a new one. A new seed.



This is a sound response that demonstrates an understanding of the meaning of the poem. The candidate begins with a comment about the seed's journey, some structural comment and the use of repetition, 'Here is'. The candidate goes on to comment on the life-cycle of a plant and possibly how this connects with a person in 'his final stage of life'. The conclusion suggests the cyclical nature of life. There are some underdeveloped ideas and more coverage would have benefited this response.

Level 3, 10 marks



A very useful acronym is PETER: Point, Evidence, Technique, Effect on Reader – as this addresses the points in the mark grid.

Our next exemplar gained a mark in Level 4.

SECTION A
Unseen Poetry

Question 1

The writer presents nature in 'unfinished poem' as a cycle. This is done through ~~text~~ descriptive skills, language, structure and form.

At the opening of the poem we start with a title of 'unfinished poem', this may suggest that the writer ~~thinks~~ ^{views} nature as 'unfinished' or never ending. Saying that it continues, like a cycle.

moving into ~~the~~ the actual poem, dramatic irony is present throughout the poem as the audience are aware of the process of growing a flower. making what happens in each stanza predictable for the reader.

The form of the poem is six stanzas which all have three lines each. In each one a new step of the process of the flower growing happens. suggest the structure is a guide almost on how the cycle works.

The writer is using direct speech, like a command because of phrases used such as 'Here is the' and 'cover it with earth'. It's like the water is giving the reader orders, Direct speech is used throughout the poem, symbolising how important the nature is to the ~~reader~~ writer, and really emphasising what he's saying by being direct.

The writer uses personification to show the growth in the flower, 'breaking ~~through~~ through the warm soil' shows the quick growth in the cycle. The writer also talks about the bees and how ^{they're} 'happy visiting'. ~~Suggesting~~ ^{presenting} nature ^{as} is useful for other plants as well. By giving the plant and bees human characteristics this presents nature as lively or shows signs of life.

The writer uses metaphors to show the care and efforts put into the cycle of the flower. Once a shoot has appeared out the soil the writer says 'water it with love'. The use of the metaphorical word 'love' shows the writer is devoted to the flowers care. This also the same

idea is repeated when the writer says
- 'shelter it with care'. meaning the writer
presents the nature as precious and cared
for.

The writer presents nature as precious in
the poem. The 'bud' of the plant is described
as a 'velvet bud'. Velvet is an expensive
material, suggesting the bud is a delicacy
presenting its importance ~~to the reader~~ and
hierarchy in nature. By using the metaphor
word 'velvet', this presents the flower worthy
and significant.

Anaphora of the ~~phrase~~ statement 'Here
is a tiny seed' happens right at the
start of the poem and at the end.

~~This emphasises~~ The repetition emphasises
how important it is that we have
experienced a full cycle of nature.

phonetics are used, ~~to create the~~ syllabance
(the use of the 's' sound) happens here:
'see its slow' as well as 'shriveled'
& and 'shell' are both in the same
stanza representing the 'l' sound. The phonetics

~~making~~ ^{make} the text for ~~catching~~ the reader more eye catching drawing them in, making the reader interested in what going to happen next in the steps of growing a flower.

The tone ~~in~~ the poem is ~~is~~ a tone of excitement, the writer is very interested in the cycle. We know this because of the high level of detail that the writer goes into such as 'moist with morning dew' and 'slender stalk'. presenting the nature as exciting to watch grow.

The writer presents the excitement, ~~importance~~ the worm, the care ^{and} the ~~liveliness~~ liveliness of nature and the cycle of it in a 'unfinished poem'.



The response is focused and detailed, and the analysis of the language, form and structure used by the writer and their effect on the reader is sustained. Fully relevant examples support the response.

The candidate begins with comments about the cycle of life and how the title links to this. Comments are made about the use of dramatic irony (not normally linked with poetry), but a valid point is made about how the process of the growth of the plant is almost predictable. Other points include: the use of direct address, personification, the effort required for growth, the use of repetition, how 'velvet' is an expensive material, the use of anaphora, phonetics (sibilance) and tone. There is much relevant comment here, but ideas are often very brief and underdeveloped.

This is a thoughtful and sustained response.

Level 4, 15 marks



Encourage candidates to comment on the overall meaning of the unseen poem and to cover all areas of the poem in their analysis.

Our final example was awarded full marks.

SECTION A
Unseen Poetry

Question 1

In Wade's 'Unfinished Poem' the themes of new life and the beauty of nature. Wade presents this beauty through the delicate life of this seed which gets a "fragrant flower", but ends up "rattling in the cold wind". Wade could have presented this to display the eternal beauty of the nature, and even from a "tiny seed" Can a "fragrant flower" bloom.

Wade presents the care this seed needs as ~~to~~ you should "water it with love" where the gentle assonance of the "w" ~~present~~ emphasises the nature in which this seed needs to be taken care of to help it to bloom. Wade could also have made this poem an extended metaphor for life and how everyone needs to be taken care of with "love". Furthermore, these conditions for nature to bloom in are presented through the venerable lexis "palm" to highlight how gentle this seed needs to be taken care of, and further emphasises how the seed needs "love" and care for it to

blossom into a flower. This also could ~~be~~ link to an extended metaphor as it highlights the loving conditions humans ~~are~~ ~~have~~ need to grow up in.

Wade also presents ~~this~~ the beauty of nature as ~~there~~ is "Here is the fragrant flower" where the use of floral metaphors enhances the gentle flow of these flowers as the metaphors enhance to the reader that the flower is "fragrant" implying the beauty of something like a rose, further enhancing the fleeting beauty of this seed. Furthermore, Wade's use of sibilance due to it having a "slender stalk" further emphasises the beauty through the comforting sibilance which Wade could have used to highlight the beauty of this seed at all stages in its life cycle.

Wade also presents the ~~beauty~~ beauty of nature through the plant's transition through its life cycle! Wade further uses sibilance to "see its slow unfurling" to display the grace in which this ~~the~~ plant is "unfurling" and how it should be seen due

to its beauty and grace.

Wade also presents the end of the Seed's life in the 'Unfinished Poem' to present the beauty even at the end of life. The "Shriveled pod" highlights the beauty of what can be made from nature as it is "rattling in the cold wind" where the onomatopoeia of "rattling" emphasises the beauty within and not just on the outside as "shriveled" has connotations of old age and death, whereas this is contrasted by "rattled" as it displays that there is something inside waiting "for the shell to split". This could also have been used by Wade to display the extended metaphor of life as ~~too~~ humans too get old and "shriveled" yet still have ~~beaut~~ beauty within and are a part of nature.

Furthermore, Wade presents the cyclical nature of nature through the repetition of "Here is the tiny seed" at the beginning and end of the poem to display how nature constantly repeats itself and displays the eternal beauty of nature to the reader. Moreover,

The lack of enjambment could ~~ex~~ highlight the time in which each stage takes place in and how it takes time for a "ling seed" to blossom into a "fragrant flower". The rigid structure of the poem could also emphasises the rigid nature of life and nature and how it will continue in a cyclical structure.

Wade presents the beauty of nature ~~ex~~ through ~~his~~ ^{their} floral practices of "fragrant flower" and the gentle sibilance of "slender stalk". Wade also presents the beauty inside even when plants get old through the onomatopoeia of "mattling" which Wade includes to display the beauty in all of nature.



This response is a cohesive evaluation of the interrelationship of the language, form and structure used by the writer and their effect on the reader. Relevant examples support the response.

There is a quiet confidence displayed in this maturely expressed response. The candidate begins with the delicacy of the seed and the 'eternal beauty of nature'. There is consideration of the extended metaphor linking to human life, together with the 'floral fricatives' and 'comforting sibilance'. The extended metaphor is further explored through the 'grace' of growth, the end of life and 'connotations of old age', nature being cyclical, references to structure and finally concluding with a reference back to the question. A range of terminology is employed throughout the response and includes: assonance, metaphors, fricatives, sibilance, onomatopoeia, repetition and structure.

Level 5, 20 marks



Candidates are not expected to use all of the answer space in order to gain a mark in the top level. Extra space is provided to account for those candidates with large writing. Extra paper should NOT be used.

If a candidate opts to answer questions in a different order, this is fine, but do remind them to use the correct answer space in the answer booklet. For example, if starting with Prose, write the prose response in the correct prose area. Each section of the paper has a specific starting point in the answer booklet.

Question 2

Question 2

Anthology poetry

'Compare the ways the writers express their feelings in *Half-caste* and *Remember*.'

There was generally very good knowledge and understanding of the Anthology poems, *Half-caste* and *Remember*, directly addressing others expressing thoughts and feelings. Most responses focused on the question and made their points relevant to the idea of feelings. Many candidates demonstrated a keen awareness of elements such as tone, theme, figurative language, rhythm, stanza structure, and enjambment. These students were able to provide detailed and insightful analyses, which contributed to their higher marks.

Weaker responses offered what seemed almost notes on the poems without development. Few responses were brief and, though valid, failed to expand their arguments and points. They wrote two or three paragraphs giving a narrative overview of the poems, which meant even less discussion.

Despite this, it was encouraging to see many students engaging with the poems thoughtfully and making an effort to explore the various poetic techniques employed by the authors. The ability to consider similar and different aspects of the poems demonstrated a positive understanding of the poem.

Candidates were able to produce effective comparisons in terms of language, form and structure with the best candidates providing a detailed analysis of the sonnet and free verse and relating form to meaning.

The idea of feelings lent itself excellently to the selected poems. This allowed candidates to springboard into some very sophisticated answers for this question.

Students generally engaged more with *Half-caste* than *Remember*, the theme of 'feelings' led to a broad range of approaches and answers.

Our first exemplar was awarded a mark in Level 2.

SECTION B

Anthology Poetry

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 2 ☒ Question 3 ☒

Both 'Remember' and 'Half-caste' present their feelings that ~~society has on stage~~ life on the views that society has about life.

Rossetti, writes about remembering after people die, ~~and~~ improving them to not be sad but to be happy and remember the good times, 'Better by far you should forget and smile.' Whereas, Agard, writes about remembering people when they are alive, not excluding people.

Both poems, similarly write about how to not forget about people in the present and remember them for the things they did.

Agard's poem has an irregular rhyme scheme, spelling phonetically, whereas Rossetti has a one stanza, consisting of a regular rhyme scheme, ~~spelling her~~ with the correct spelling and not spelling phonetically.

Both poems express their feelings through their writings, targeting the points in where society struggles to speak up.



In this rather brief response, the candidate demonstrates some understanding of *Remember*, although comment in relation to *Half-caste* is less secure. There are some underdeveloped comparisons and contrasts, but the candidate does attempt to include some relevant examples. There is comment about Rossetti wanting to be remembered, but wants people to be happy, not sad. There is a reference to the use of phonetic language in *Half-caste*, but understanding of the poem is not demonstrated. There is some here.

Level 2, 8 marks



The Anthology poetry question assesses AO2 (language, form and structure) and AO3 (comparison). Use the mark grids in the mark schemes to guide you when marking mock examinations.

This second response gains a mark in Level 4.

SECTION B

Anthology Poetry

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 2 Question 3

In *Half Caste*, by John Agard, and *Remember*, by Christina Rossetti, feelings are ~~expressed~~ ^{potently} expressed. However, feelings are expressed ~~in~~ with different attitudes, methods and tone.

In *Half Caste*, John Agard opens his poem with the declarative sentence 'Ewww! mistabing on one leg'. This immediately highlights his humorous attitude and sarcastic tone. Additionally, describing himself 'standing on one leg' ~~shows himself~~ ^{emphasizes} his mocking attitude towards those who use the phrase 'Half Caste'. Agard continues with the imperative 'Explain yourself' as he ~~wants~~ ^{doesn't} to understand what they mean by Half Caste. Agard chooses to write the sentence phonetically so that the reader reads it the same way he pronounces it and as a result he has his shoes and sympathy with him. It also highlights ~~the~~ ^{his} pride ~~in~~ ^{for} his accent. The poet ~~can~~ further exemplifies how he believes the phrase 'Half Caste' is pathetic and stupid as ^{he} begins to provide examples where two things mixed, formed a beautiful outcome, such as 'when Picasso mix red and green'. This again highlights his feelings of pride ~~in~~ ^{and} the use of colour mixers provides a direct example on how two races can produce something beautiful. The writer repeats again his use of colours, such as the 'black and a white key' to further prove ~~how~~ ^{the} stupidity behind judging ~~someone~~ ^{someone} based off the colour of their skin.

Moreover, as a poet begins with personal pronouns in the final stanza to ~~the end~~ make the poem more personal and serious. He uses enjambement to continue the flow as this is a representation of his thoughts. Additionally, it doesn't give the person ^{that he} who is directing these questions towards a line to respond as they wouldn't have an explanation. The phrase 'I dream half a dream' suggests that he isn't capable of fully achieving his dreams due to racism. Finally, he ends it by stating that those who call him half caste are actually the ones who avoid listening with the 'whole of you ear' or looking with 'the whole of you eye' or thinking with the 'whole of you mind' which emphasizes the feelings of frustration he has towards them.

In contrast, Christina Rossetti, in Remember, starts her lyrical poem with the imperative 'Remember me'. This perhaps indicates ~~her~~ her desire for attention and authority. However, we later discover ~~she~~ with the repetition of 'Remember me' that she is actually desperate not to be forgotten when she ^{is a euphemism that} goes into the 'silent land'. The description of death as a 'silent land' shows ~~that~~ she is afraid of death but rather the idea of being forgotten. ~~The~~ Rossetti further ~~emphasizes~~ ~~the~~ forces the listener to remember her when she evokes sympathy through the polysyndeton 'Nor I halt turn to so yet turning stay' as it forces the listener to truly imagine this moment.

However, in line 9, Rossetti shifts from feelings of desperation to acceptance. The volta highlights that she no longer desires to be

remembered, but rather ~~forgot~~ to remain forgotten. It highlights her change of tone and overall ~~to~~ development into a ~~more~~ more mature persona.

Overall, *Half-caste*, a ~~three~~ poem with three unequal stanzas, ~~to~~ to highlight how the poet wishes to break the norm, shows extreme feelings of disgust but pride. Contrastingly, *Remember*, a one stanza poem to reflect the writer's chain of thoughts, expresses deep feelings of ~~love and~~ fear and need in the beginning but shifts to a feeling of love and acceptance.



ResultsPlus
Examiner Comments

This is a focused response that includes some detail, especially in relation to *Half-caste*. There is less coverage of *Remember*, which hinders progression in the level. For *Half-caste* a range of points have been made, such as the use of the declarative, sarcasm, mocking tone and the imperatives. These ideas are supported with relevant examples. When discussing *Remember*, the candidate comments on the use of the imperative, polyptoton and the volta, but more could have been included.

Level 4, 20 marks



ResultsPlus
Examiner Tip

Candidates should demonstrate an understanding of the two poems, compare them and explore the use of language, form and structure, and use relevant terminology where appropriate.

Question 3

Question 3

Anthology poetry

'Compare the ways the writers present being alone in *Half-past Two* and one other poem from the anthology.'

The most popular comparison was *Half-past Two* with *Hide and Seek* where the loneliness of childhood events was explored. Ideas leading to the sense of being alone included the fear of an authoritative figure, the contrasts between the boys' reactions to finding themselves alone, the confusion and uncertainty of what would happen next. Some felt there was an aspect of child cruelty and there was also an appreciation of the importance of time and waiting in both poems. *War Photographer* was also a popular choice with the sense of being separated from the world and unable to communicate their innermost thoughts to others through words – one because they are unsure of what the situation is and the other using photographs to communicate instead. *La Belle Dame* was also considered with the knight being left alone for eternity.

Candidates often created a comparison between the two poems, without focusing directly on loneliness, especially when looking at 'Hide and Seek' where they tended to explore childhood in general. The most successful candidates intertwined both structural and language analysis between both poems in a fluid manner.

Our first exemplar is a Level 3 response.

SECTION B

Anthology Poetry

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 2 Question 3

Both "Half-past two" and "Poem at Thirty-nine" present loneliness in a multitude of ways.

In "Poem at Thirty-nine" the writer is immediately told of the writer's loneliness. "How I miss my father.", especially the verb "miss" conveys the idea of loneliness. The same verb "miss" also ~~emphasises~~ creates the sense of perpetual loneliness as it makes it seem as if the yearning for the writer's "father" is long lasting which is further backed by the adverb "how".

"Poem at thirty nine" also creates a sense of loneliness by ~~setting~~ presenting a list with things that the writer's ^{father} used to do ~~with their father~~ and how they do them now. "He cooked like a person | dancing | in a yoga meditation." and "Now I look and cook just like mine." The fact that the ~~the~~ writer tries to imitate their father shows how much they want to see ~~the~~ him again.

On the other hand, "half-past two" the loneliness of the writer is given through the description of an event, rather than reminiscence.

The loneliness is presented through the writer's inaction which causes them to be forgotten. "I forgot all about you." the teacher said in stanza eight.

This presents the loneliness of both the teacher and the student as the teacher is lonely due to even having forgotten about the student, while the teacher student is lonely due to the teacher's mental absence.

The loneliness of the student is also presented by their actions: "I knew he'd escaped for ever." The idea of escaped for ever creates a sense of loneliness due to the long time period that seems to have happened and that the student had "escaped." Together this creates a sense of perpetual loneliness but also a sense of happiness.



The candidate compares *Half-past Two* with *Poem at Thirty-Nine*. The response shows an understanding of the range of language, form and structure used by the writers and the candidate compares and contrasts the two poems; however, the response to *Poem at Thirty-Nine* is more secure and, at times, understanding of *Half-past Two* is less convincing. The candidate comments how the speaker misses her father and how in both poems loneliness offers some degree of happiness, as both are able to 'escape', which is an interesting point. There is just enough here to slip this into the bottom of Level 3.

Level 3, 14 marks



Candidates must compare the two poems. Practise using discourse markers: 'On the other hand', 'whereas', 'however', 'this is different to', 'this is also seen', etc.

Candidates should regularly refer to the question in order to maintain focus.

Our second example gained a mark in Level 5.

SECTION B

Anthology Poetry

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 2 Question 3

~~Half-past two~~ and ~~hide and seek~~ ~~isolation~~ - being alone

P1 - being in your own world when alone

HPT - stanzas 7-8

HHS - line 11

P2 - HHS - doesn't realise he's alone to the end

HPT -

The writers present being alone in Half-past Two and Hide and Seek in similar and different ways. Both written stories show how when alone you enter your ^{own} world sometimes living in denial of your isolation. And they both show many differences in being alone.

Fanthorpe ~~she~~ demonstrates being alone in Half-past Two by the enjoyment between stanzas 7 and 8, here we see the child escape to his own world using sensory images to help us imagine, "distant make his ^{Further} original noise." The enjoyment shows how to the child the two worlds blur to make one making him live in a false reality until he is brought back by his teacher. This is similar to Vernon Scamell who shows ~~the~~ the child's denial and false sense of hope that he is not alone also giving him a false sense of reality. An example of this is the use of short sentences on line 11, "hide in your blindness" shows the child

is hiding away from the world so he does not want to grow up but in return is hiding in false comfort and everyone will be excited for him when he returns. But they are not.

~~Both~~ ~~writes~~ also show how quiet being alone is, and how it ~~is~~ Farthing uses

Scornell shows how being alone can be quiet and make you feel empty.

This isolation is ~~highlighted~~ highlighted by the single stanza separated one child by himself. This with the silence on "sacks in the toolshed when like the scabbard"

give an eerie tone and a sense of quiet. This contrasts to the harsh conditions

used "salty dark" foregrounding a harsh lesson the poem entails. This is

different to in Half - part two as Farthing doesn't make being alone feel

like a lonely existence, due to the personification of the clock, "the clockface, the little eyes," This shows how just because you are alone doesn't mean you must feel

isolated as you can have company if you look hard enough.

One other point that you could infer from title and seek about being alone is

that just because you are around people doesn't mean you aren't alone. The use of pronouns

"they" repeated throughout the poem make the boy feel a sense of angst knowing they

are there. However he doesn't realise he is still alone as even though they are present

they have no regard for him, ~~leaving~~ leaving him behind. This loneliness is shown prominently

at the end of the poem as we don't hear ^{the} others and when the boy comes out of the

hiding he is alone. This is shown by the personification of the ~~tree~~ garden, "the

darkening garden watches." It being night also adds to the ~~unpleasant~~ menacing atmosphere.

This is different to Half - part Two as even though he is alone he still has

people who may not be present in that moment but are present in his life making him

feel not alone. This is shown by the compound words "time for my kids time" and

"Grattire". These ~~comparisons~~ ~~comparisons~~ words are used to show the boy normal routine that he finds security in. "Grattire" being a part of what shows his trust in his grandma and feel safe when with her now feeling alone or isolated.

~~One other way~~ Being alone is also presented as sometimes suffocating in "Hide and Seek" as Scarron uses alliteration of "dark damp smell of sand moves in your throat" to show the child is sick of being alone and hiding and so decides to stop being alone. But at that point it is too late, which could also imply that if you are alone once you will always be alone as you find too much comfort in that feeling and get lost. ~~This is different to Half-Past Two that presents being alone as sometimes as a good thing and is never forever.~~ ~~The idea of being alone is important could link to the structure of the poem.~~ This can be seen as similar to Half-Past Two that also presents being alone as a good thing due to the use of tercets for each stanza. This gives a sense of being incomplete and uneasy as if you are alone you are never fully complete or happy. However Farthing shows that being alone isn't forever and can sometimes be good as it helps you face fear. An example of a ~~form~~ fear is the -beaver. At the start of the poem there is capitalisation when talking about her, "She said", ~~This is unlike the~~ ~~to be~~ ~~display~~ the child's intimidation by the teacher. This is unlike the end where the teacher doesn't use capital letters anymore and when she moves the word "scuttling" is used to describe it. Showing the child is not scared anymore and that time alone helped him become more confident in himself not feeling so small.

In conclusion, both poets write about being alone in their poems in different ways. Farthing shows it can be a sad thing but if for too long you begin to feel incomplete. While Kamek shows it as a bad thing that can lead to you being alone forever.



ResultsPlus
Examiner Comments

The candidate compares *Half-past Two* with *Hide and Seek*. This is an assured response that offers a cohesive evaluation of the interrelationship of the language, form and structure used by the writers and their effect on the reader. A range of relevant points is made and supported with evidence. The candidate employs a wide range of terminology, including: enjambment, sensory imagery, sibilance, personification, compound words and more.

Some examples could have been developed a little further, such as the example of the teacher who comes 'Scuttling' back into the classroom. Nevertheless, understanding of both poems is assured.

Level 5, 27 marks



ResultsPlus
Examiner Tip

Candidates are advised to spend approximately 40 minutes on the chosen Anthology question. Candidates should attempt responses to past papers within this time allocation.

Question 4

Question 4

To Kill a Mockingbird

'Discuss the theme of understanding others in the novel.'

Responses were largely very successful with very few marked in the lower levels. Weaker candidates mainly focused on understanding, or lack of understanding, in terms of race relations. Stronger candidates were able to explore different versions of understanding and to widen their focus to a range of different characters and events in the text. The best responses were able to recognise understanding as a fluid and progressing process that served to build the character of the children in the text.

The following is a Level 4 response.

SECTION C

Modern Prose

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 4 Question 5 Question 6
 Question 7 Question 8 Question 9
 Question 10 Question 11 Question 12
 Question 13

In 'to kill a mockingbird' by Harper Lee, the theme of understanding plays a huge role and is shown through characters like Atticus, Boo Radley, Bob Ewell. As well as characters it is shown through the trial. The theme of understanding is not just embraced but also neglected in the ~~text play~~ novel.

To begin, Atticus Finch, the father of Scout and Jem, is one of the characters who embrace the theme of ~~the~~ understanding and even shares his knowledge. 'You never really understand a person until you climb into his skin and walk around in it'. This quote from Atticus to Scout emphasises Atticus's morals. The reason for Atticus taking on Tom Robinson's case is partially the fact he believes everyone deserves to tell their story. Atticus teaches his kids about understanding, this is because the novel is narrated by Scout and it's about her childhood. In order to kill it she had to learn how to understand and respect others which she did through her father.

This novel was set in Maycomb during the ~~1950s~~ 1930s. One character in this play, Boo Radley, was a very misunderstood man by everyone due to fact he was different and also because of his background. In the novel Dill came up with the idea of trying to get Boo out his house. ~~At~~ Everyone in Maycomb makes up rumours about Boo. 'he eats squirrels and mice', 'he killed his father'. Due to these assumptions Boo has got a bad reputation. This is an example of people neglecting the theme of understanding others. Instead of taking time to know Boo they already decided what he's like. This neglection creates the theme of Boo being one of the mockingbirds in the novel. Therefore the theme of understanding others developed the concept of Boo being a mocking bird and not being allowed to get on with life.

A major section of the novel is surrounded by the Tom Robinson trial. The theme of understanding others is shown here. Whilst Atticus, Scout and Jem are trying to help Tom to share and understand his story no one else does. This is because at the time this play was set, society were opposed to believing a man over an innocent woman as well as a black over a white. It was incredibly sexist and racist but it was also

realistic to the time. By this time in the novel Scout and Jem had realised they need to understand others. 'There's one kind of folks, folks', this quote from Scout shows the destruction of her mental barrier separating those who are different as she now sees and understands everyone deserves the same.

In the novel, the character of Miss Maudie supports the theme of understanding others. She is similar to Atticus in the way she thinks. Miss Maudie wears overalls and teaches Scout about being herself. 'You can be a ray of sunshine in pants' this quote emphasises the fact it doesn't matter what you wear as long as you embrace yourself. Miss Maudie shows Scout that she understands how Scout feels and others should accept and understand everyone is unique. This is a helpful message which Scout holds on to when embracing her inner self.

In conclusion, many characters play a big role in the theme of understanding others. Due to this some characters contrast each other which further develops the theme because you see both sides and how they differ.



The candidate demonstrates a thorough knowledge and understanding of the novel and this personal response is sustained. After the introduction, the candidate considers Atticus' morals and how he takes on Tom Robinson's case. Comment is made about Scout learning about 'how to understand and respect others' through the father's example. The response then goes on to explore understanding through the character of Boo, Tom's trial and Miss Maudie. All points are relevant, although they could have been developed further to include more details. There are some contextual points, but context is only dealt with briefly.



Examples can be specific episodes or events within a novel. They do not have to be quotations.

Question 5

To Kill a Mockingbird

'How is Calpurnia important in *To Kill a Mockingbird*?'

To Kill A Mockingbird has proven to be a text which enables candidates to produce exemplary responses. What was particularly impressive was the way in which candidates embedded their extensive knowledge of context into their writing.

The majority of candidates understood the role of Calpurnia in the text, in terms of a focus on Lee using her to present race relations in America. A number of students engaged with evidence tied to Walter Cunningham's visit to the house and Calpurnia taking Jem and Scout to church. Other points included: how Calpurnia acting as a mediator between the different communities; Atticus making sure that Calpurnia is seen as an integral and important member of the family and in some respects is presented as equal to Aunt Alexandra in the eyes of the children; Calpurnia being a key figure in shaping Scout's response to the community, teaching her how to respect others, and Calpurnia acting as a mother figure referring to Scout as 'baby' and 'honey', showing a caring familiarity.

On rare occasions, the range of evidence was not strong, with students making more general comments about her character across the whole text. The variety of social historical context was largely pleasing, with strong reference to the racism and the role of women within the society.

This next response gained a mark in Level 3.

SECTION C

Modern Prose

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 4 ☒ Question 5 Question 6 ☒
 Question 7 ☒ Question 8 ☒ Question 9 ☒
 Question 10 ☒ Question 11 ☒ Question 12 ☒
 Question 13 ☒

Calpurnia is important in 'To Kill a Mockingbird' because she shows ~~that~~ Atticus as a character. The main ~~the~~ themes about the ~~the~~ novel and Maycomb is racism and prejudice, it's known that the black community people are seen as lesser individuals than white people in Maycomb and overall America during the 1930s which the novel takes place in. ~~However~~, with Calpurnia being the maid in Atticus's household, it shows that Atticus is a different man and he's against the prejudice. Calpurnia is basically part of the Finch family, even though she's a maid and working for Atticus, she's not treated any different from other family members. This is really unusual as it's not likely for black people to be treated the same as white people during that era. Calpurnia being part of the Finch family is a foreshadowing to the future ~~in~~ in the novel. As Atticus is ~~the~~ one of the few people

that stands up for the black community. Her having Calpurnia around and trusting her, ~~not~~ disregarding her skin color, foreshadows the trial and Atticus being the only person willing to defend Tom Robinson, a black man against a white world. This is one reason ^{why} Calpurnia is important in the novel, she's there ~~to~~ as a device to introduce us to Atticus's character early on ~~in~~ in the story.

Another part where Calpurnia's importance is shown is when she takes Jem and Scout to the black church with her. This is ~~an~~ important because Calpurnia is introducing the children to ~~the black community~~ The Black community. During this part it is ~~shown~~ implicated that the children are not really welcome because they are white. This makes the children realize that the damage ~~the white~~ Racism has done to ~~them~~ black people, subconsciously forcing them to dislike white people. This scene is important because Calpurnia implicitly teach the kids what is going around them, causing them to open their eyes and mature.

The main reason that Calpurnia is important in ~~the~~ 'To Kill a Mockingbird' is that she's a narrative device, at the first chapter, she's used to introduce us the readers to Atticus showing ~~to~~ that

he's against prejudice. After that in the story she's used to show us the black community from the inside, making us see both sides of Maycomb. These are why Calpurnia is important to progress the story and world building.



ResultsPlus
Examiner Comments

In this response, the candidate demonstrates a sound knowledge and understanding of the novel. There is personal engagement with the question and relevant examples have been provided. Comments include: racism, prejudice, Calpurnia being a part of the Finch family, her role as housekeeper, Atticus' support of the black community, Calpurnia taking the children to her church, and being a link between the black and white communities. The point about Calpurnia being a narrative voice is inaccurate. There are some contextual points. Ideas could have been developed further and included more specific details.

Level 3, 22 marks



ResultsPlus
Examiner Tip

The response should be driven by evidence from the text, but remember to include contextual comment in support of the points made.

Question 6

Question 6

Of Mice and Men

'Explore the significance of Curley in the novel.'

Of Mice and Men was a popular choice among candidates. There were many confident and assured responses discussing Curley's significance in the novel. Candidates highlighted that Curley is a symbol of power and is intimidated by Lennie's physical appearance. They also noted Curley's jealousy and his significant reaction to the death of his wife. However, a few responses lacked an exploration of the context and the broader significance of Curley's character. Overall, candidates demonstrated an understanding of Curley's role and importance in the novel.

Weaker candidates understood the basic role of Curley in the novel, but largely just re-told the events of the text. A number of successful candidates looked at the relationship with Curley and his wife, as well as other ranch members. They referenced Social Darwinism and 'survival of the fittest,' especially in relation to the ranch hierarchy and the ranch as a microcosm of society. Candidates have clearly researched a range of social historical context, such as facts regarding Hoover, Roosevelt and Steinbeck's letter to the actress Clare Luce. Occasionally the former was placed in with limited reference to the actual wording of the question.

Some responses did tend to fall a little into a narrative retelling of Curley's main plot moments, but these were rare and most responses fully engaged with the question.

Our first example for this novel gained a mark in Level 2.

SECTION C

Modern Prose

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒
 Question 7 ☒ Question 8 ☒ Question 9 ☒
 Question 10 ☒ Question 11 ☒ Question 12 ☒
 Question 13 ☒

~~with~~ Curley isolates and oppresses his wife. It says, "Cotton house dress." The verb ~~is~~ ^{'cotton'} ~~house~~ ^{'cotton'} represents that Curley isolates his wife in the house, because Curley ~~is oppressing~~ ~~his wife~~ thinks his wife should stay home all day. This is because Curley is oppressing ~~in~~ and isolating his wife in the house. Furthermore the 'cotton' house dress represents that his wife is wearing a cheap dress that should only be worn in the house, where she is isolated & oppressed by Curley. It says, "Fingernails were red." The noun 'red' suggests that Curley's wife is trying to look good in the house, because Curley is keeping ~~her~~ her at home. This is because she was insecure and wanted to

bring attention to herself. Due to Curley isolating and oppressing his wife. Furthermore Curley is also insecure due to ~~him~~ his wife being the only woman in the whole ranch. In the 1930s women were exploited.

Curley oppresses the ranch. It says, "Whitewashed walls." The dull 'w' sound represents that everyone in the ranch feels oppressed and is isolated, because the ~~ranch~~ whitewashed walls represent isolation & oppression. This is because there is no future in the ranch for any of the workers. Furthermore the ~~poor~~ workers in the ranch can not leave due to all of them being migrant workers and finding another job would be difficult. It says, "rattle of the halter chains". The verb 'chains' represents everyone in the ranch is oppressed and ~~is~~ isolated, because



The candidate demonstrates some knowledge and understanding of the novel and supports the response with some relevant examples. When exploring the significance of Curley, the candidate tends to focus on his relationship with his wife and his oppressive nature. The candidate also comments on aspects of language, which is not assessed in this part of the paper. There is some hint of contextual comment. There is some rewardable material here.

Level 2, 14 marks



Remember AO2, language, form and structure, is not assessed in this part of the paper.

The following is an exemplar of a full marks response.

SECTION C

Modern Prose

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 4 Question 5 Question 6
Question 7 Question 8 Question 9
Question 10 Question 11 Question 12
Question 13

Within the 1937 Novella, 'Of Mice and Men', Steinbeck utilises the character of Curley to epitomise the consequences of an individualistic society, allowing him to criticise American isolationism and the socioeconomic divide of the ~~1930~~ Great Depression era within this social commentary. Steinbeck has carefully crafted Curley as an openly powerful and violent character utilising his position as the boss's son to reflect power onto the ranch hands. Furthermore his contrast to the character of Slim and his meritocracy allows Steinbeck to convey a critical tone about the people in the places of power at the time. Additionally, Curley's treatment and lack of care towards his wife epitomises the patriarchal society of the 1930s allowing Steinbeck to outwardly criticise the ~~and the~~ stringent gender roles of the time.

Steinbeck utilises the openly violent character of Curley to highlight the normalisation of violence ^{as a result} ~~because~~ of the Great Depression; Curley's napoleonic complex

and ~~instinctually~~ instinctual violent tendencies allows Steinbeck to critique the violent climate of the individualistic society of 1930s America. Curley's instinctual reaction to his wife's death epitomises the normalised violence of the Depression era. 'I'll shoot him in the guts', ~~A~~ Curley's reaction to his ~~wife~~ wife's death is not compassionate instead he ~~is~~ emphasises his violent nature. ~~So~~ This could be a result of the Great Depression making Curley a victim of the Darwinian Society around him with the idea of 'Survival of the fittest', Curley has to be violent to survive and contradict the competitive climate of the 1930s. As 25% of America was unemployed throughout the Great Depression, Curley's instinctual violence may be a direct consequence of a competitive climate. Furthermore, Steinbeck crafted Curley's character as a boxer and ~~as~~ he has a large involvement within the fight scene of chapter three, 'his rage exploded', Curley's explosive ~~tempe~~ temper linking to his normalised violence allows Steinbeck to critique those outwardly violent to the most vulnerable, personified by Lennie within the microcosm of the ranch. As Steinbeck ~~is~~ comments on the normalisation of violence in 1930s America through Curley, violence in society could link to the lack of care provided by the ^{republican} government of the time as Hoover believed

in 'rugged individualism' and Laissez faire, 'leave alone'.

Steinbeck's purposefully crafted a stark contrast between the characters of the boss and Curley against Slim emphasising the socioeconomic divide of the time and lack of mentoracy within leadership positions.

From the start of the novella, Steinbeck emphasises Curley's lack of mentoracy as he is not 'the prince of the ranch', Slim is. Even as the boss's son,

Curley must utilise violence to demand respect

however Slim is described ^{as} ~~of~~ being able to lead 'without demanding respect'. ^{Slim is described} ~~and is described~~

as 'being able to shoot a fly off a bull's back...

without hurting the mule', not only showing his

'Master craftsmanship' but also his compassion

for the animal. This is contrasted by ~~of~~ Curley as

Curley's character openly targets the most vulnerable,

Lennie - who is linked to animalistic symbolism - , this

emphasises Curley's ^{and predatory} cruel nature within the ranch.

Additionally, this ^{predatory} ~~cruel~~ nature in leadership is also

epitomised by the boss's treatment of Crooks as he

'gives him hell when he is mad', characters like

Curley and the boss target the most vulnerable to

show their power over them. Steinbeck may do this

to critique those in leadership positions such as Hoover

^{did not}

Within 1930s America this resulted in Hoover-villes and violent ways such as the Bonus Army using tear gas to get rid of protesting soldiers demanding their bonus from ~~World~~^{World War One} in the early 1930s. This could mirror the Boss and Curley's use of violence to show power and stop any opposition towards their power. Crook is a very intelligent character, symbolising African Americans within the microcosm, the Boss's poor treatment of him could reflect the treatment of white superiority groups like the KKK on African Americans in the 1930s. Only allowing S.I. of African Americans to vote in Mississippi because of lynching and other violent practices. Steinbeck may utilise this to criticise the coherent treatment of those vulnerable ^{by those} because of higher power such as the police to criticise the lack of progress for civil rights and equality within 1930s America.

Through the character of Curley Steinbeck writes his relationship and ill-treatment of his wife to criticise America's patriarchal society and rigid gender roles.

Curley's wife's loneliness epitomises his mistreatment of her, 'do you think I like to stick in that house all the time?', her loneliness as a result of Curley's lack of care for her results in her becoming

women toward crooks 'I could get you strung up a tree so easily', Steinbeck utilizes ~~for~~ the consequences of Curley's mistreatment of his wife to criticise the patriarchal society of the time and how if change does not occur most people will become victims of violence and abuse in society and abuse others almost creating a vicious cycle. This could link to how in the 1930s mistreatment of women was normalised and 9/10 husbands ~~beat~~ beat their wives. Within his social commentary, Steinbeck challenges the abuse towards women within his expression of Curley's ~~wives~~ wife's loneliness. 'I can't talk to nobody but Curley or else he gets mad', by exposing the consequences of trying to escape her entrapment / loneliness Steinbeck also emphasises Curley's violent character. This also links to within the 1930s ~~the~~ married women were seen as the property of their husbands and also with the increase of domestic goods in households with 7/10 households owning a vacuum ^{in the} by 1930s, women were even more now expected to stay in ^{their} ~~the~~ homes to take care of their husband now from the help of new domestic goods. Steinbeck critiques this domestic role of women with of Mice and Men to emphasise to the reader the need for change in women's rights in 1930s America. pushing

for change in society. 'Don't you think I know where they all went? even Curley', the fact that Curley can go to a 'cat house' and Curley's wife 'can't talk to nobody but Curley', epitomises 1930s patriarchal society and how women had very little to no power. Steinbeck purposefully emphasises the contrast to directly critique patriarchal tendencies in society and further push for change in the treatment of women.

Overall, the character of Curley is carefully crafted to epitomise a patriarchal and violent climate 1930s America, by challenging his normalised violence and illtreatment of his wife Steinbeck can openly criticise the treatment of the most vulnerable in society especially women. Furthermore, Curley's clear contrast to Slim means Steinbeck can comment on socioeconomic divisions within society and the normalised/institutional violence of those in leadership positions.

* Slim is shown to 'like the others wear jeans and small denim jacket', 'contrasting', 'he wore highheeled boots to prove he was not a labouring man; and like the boss he wore highheeled boots'. The contrast shows how Curley and the boss had the need to

present their power through their appearance whilst Slim doesn't. This allows Steinbeck to critique Curley's lack of meritocracy and highlight the richer needing to show they were not involved of those poorer, criticising the large socioeconomic gulf of 1930s Depression era America.



ResultsPlus
Examiner Comments

The candidate demonstrates an assured knowledge and understanding of the novel and there is assured personal engagement. A range of points have been made and these are supported with examples from throughout the text.

When discussing the character of Curley, the candidate comments on: his powerful and violent nature, how it provides a contrast to Slim, his relationship with his wife, his lack of compassion, his temper and experience of being a boxer, how he targets the most vulnerable on the ranch, his power through appearance, and more. Contextual points are made throughout the essay.

Level 5, 40 marks



ResultsPlus
Examiner Tip

Context is assessed in this part of the paper. Remember, context should support the points made and not be included in a separate paragraph.

Responses are marked holistically, primarily led by the level of understanding and examples given from the text. We do not split the marking 20/20 for knowledge and context.

Context should not outweigh evidence from the novel.

Question 7

Question 7

Of Mice and Men

'In what ways is death important in *Of Mice and Men* ?'

This question was highly accessible, with a number of candidates being able to chart the different deaths in the text. Those students who had a more discerning approach, explored death in relation to Steinbeck's intentions regarding the futility of community, life and dreams. This essay was particularly well-covered in terms of social historical context, as through looking at death, you can actually explore the ranch as a microcosm, Social Darwinism, factors surrounding mental illness in the 30s, the role of women and other key factors influencing 1930s life.

Most students tended to hop from character to character or various plot moments explaining why death is important but more able candidates perceptibly explored this in relation to context which was well established throughout most essays – although there was some standalone comment about disabilities, gender inequality and Great Depression with no real link to the question.

From the responses seen, this has been an accessible question with candidates analysing the theme of death from the mouse to Lenny. Some very strong candidates wrote about spiritual and metaphorical death as well as the literal. Strong candidates were able to write about foreboding effectively.

More successful candidates explored the idea of symbolic death such as the American Dream, marriage, hope, the nuclear family, humanity, etc. However, some less successful candidates only made very tenuous links with death and went off on tangents that suited other themes but did not necessarily answer the question.

This first response gained a mark in Level 3.

SECTION C

Modern Prose

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 4 Question 5 Question 6
 Question 7 Question 8 Question 9
 Question 10 Question 11 Question 12
 Question 13

In the novella, *Of Mice and Men*, written by John Steinbeck, death is considered very important. Throughout ~~to~~ the whole novel, there are a series of deaths, all but ~~one~~ ^{two} caused by Lennie. The deaths caused by Lennie were all accidental ~~due~~ due to Lennie's mental disability. ^{he is described as a 'crazy bastard' by George} At the start of the novel, Lennie is found by George shaking a dead mouse, which Lennie had killed before by "petting it too hard". The connection of death to Lennie at the start of the novel immediately foreshadows the other deaths later on ~~in~~ which lead to his own ~~death~~ ^{fare}. ~~The importance of death throughout the novel also creates tension.~~ The death of the mouse also links to the title of the novella, which was inspired by a poem by Robert Burns, called "To a Mouse", where a mouse's home gets destroyed and everything ~~is~~ is "gang aft agley", this shows the title already foreshadowing the events of the novel.

The importance of death in the novel also creates tension, for example when Carlson shoots Condy's gun, the silence is emphasised creating a tense atmosphere in the barn, ~~then~~ and Carlson uses his "luger shotgun" to kill the dog, which foreshadows Lennie's death as he is later killed by George with that same gun. Death is also significant as it ~~ruins~~ destroys George and Lennie's dream, and presents broken dreams. The idea of the American dream during the Great Depression was nearly always impossible for itinerant workers, Steinbeck shows this by every single character never completing their dream.

When Lennie kills one of the puppies, this shows ~~and foreshadows~~ how out of control he is and how also his and George's dream is immediately thwarted from the start, "Why did you have to get killed, you ain't so little as mice", Lennie doesn't understand that it is his fault, this also foreshadows the death of Curley's wife, Lennie is known to like to touch soft things, therefore when Curley's wife enters the barn and allows him to stroke her soft hair, as the same thing has happened with the soft animals before, the same is to happen to her. When Lennie realises he has killed Curley's wife he says

"I done a bad thing" ~~and~~ and ~~he~~ he gets as far away from the barn as possible.

When George finds out he has killed Curley's wife, Candy asks George about the dream, George knows that the dream has died, due to Lennie.

When George finds Lennie, he shoots him with Carlson's luger shotgun, used to kill Candy's dog, he does this as he tells Lennie about the dream, as he shoots Lennie, he also kills the dream along with him. The importance of death in the novel shows that no one in 1930's America could fulfill their dream or be happy, as George loses his best friend Lennie, along with the dream, Candy loses his dog, and Curley loses his wife. This also presents how all ~~itinerant~~ itinerant workers were alone as they were all just working for themselves trying to get by, Steinbeck shows this by destroying every relationship by death.

In conclusion, death is important in 'Of Mice and Men' ~~as it is why the American dream is thwarted and~~ as it is how Lennie and George's dream ~~is~~ is destroyed which shows the American dream being thwarted.



The candidate demonstrates a sound knowledge and understanding of the novel and theme. This is a personal response, although it does tend to drift into some narrative when discussing Curley's wife's death, but the critical approach is regained. Comments include: Lennie causing accidental deaths, foreshadowing, the relevance of the title, Candy's dog and the dead puppy, Curley's wife's death and the death of dreams. There are several very good examples, but each of them are dealt with rather briefly. There are some contextual comments in support.

Level 3, 22 marks



Encourage students to avoid narrative (the retelling of events) without personal comment between examples.

This second exemplar is a Level 4 response.

SECTION C

Modern Prose

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 4 Question 5 Question 6
 Question 7 Question 8 Question 9
 Question 10 Question 11 Question 12
 Question 13

Of Mice and Men is a novel written by John Steinbeck it is about two migrant workers that travel around in America to find work. The play is set in the 1930s. This was a shocking time for ~~the~~ America because of the great Depression and the ~~great~~ Dustbowl. Many people had to leave their homes and families to work as migrant workers to get a ridiculous amount of money. Only rich people could possess a piece of land or a farm. In the novel there are many different themes ~~are~~ including the ~~theme~~ importance of death.

Death in of Mice and Men is quite important because throughout the novel many animals and characters die. Starting from small to big. Because at first we encounter death when George and Lennie travel to the ranch. Lennie is petting a dead mouse that he had killed because he is unaware of his strength.

The second death that happens is the death of Candy's dog. He gets killed by Carlson. "I'll get my luger!". The dog was Candy's last real friend but he was old and sick. In the novel are many themes of discrimination and one of them is Age discrimination. And because Candy's dog was old and useless he got killed off. And Candy sees a reflection in that dog of himself and the constant fear of living alone: and that he soon might be asked to leave the ranch ~~to~~ because he is old and useless.

The next death is the death of a small puppy that gets killed by Lennie again because of his unawareness of his strength. "I just wanted to kid him George!". This shows his childlike behaviour ~~be~~ that is caused because of his mental disability.

The ~~last~~ death that causes everything to ~~escalate~~ is the death of Curley's wife. "And then she didn't move anymore. Lennie had broken her neck!". Curley's ~~wife~~ wife at that time was roughly sixteen. Because

~~shows~~ her parents made her marry Curley. This shows how women were treated back then and how ~~the~~ ~~author~~ John Steinbeck presents her. "Curley's wife." she is nameless which shows that she is objectified as Curley's belongings. Which shows her how low women were treated back then.

The last and most tragic death is the one of Lennie. Because he had caused Curley's wife's death he had to flee the ranch and "Go hide in the brush." like ~~for~~ George told him to if anything ~~to~~ bad should happen. So he hides there till George finds him. At that time mentally disabled people were treated ~~very~~ ~~bad~~ like animals. They were tortured put into cages and sometimes even killed. George knows this and to prevent all of that he tells Lennie about they're imagined ranch where they can "live of the fatta the lan'." and where Lennie can "tend the rabbits." He does all this to calm Lennie to then shoot him in the head at the same place where Candy's dog was killed because it is ~~a~~ the best painfull and quickest ~~way~~ way. George also uses Carlson's luger the same gun Candy's dog was killed with. So he basically dies like ~~as~~ a dog. After Lennie is dead

Slim comforts him by saying "you had to... you had to." This shows how Slim wants to show ~~George~~ George that it was not his fault but ~~his~~ the only way to save Lennie from worse, who knows what Curly would have ~~done~~ ^{done} to him.

To ~~review~~ reviews everything again. Death plays a major role in this novella because without death it wouldn't have been ~~as~~ as ~~tragic~~ tragic and dramatic as it is. It is also important in many ways because it links many different scenes with each other and shows the reader now that if you are not careful enough you end up bad your self.



This is an interesting response. There is thorough understanding and knowledge of the novel and the response is sustained; however, the point about Curley's wife's parents making her marry Curley is incorrect. Nevertheless, we mark positively and award what is right. The candidate explores death through the progression and severity of deaths from the mice at the beginning through to Candy's dog, the puppy, Curley's wife and Lennie. There is an attempt to include some contextual comment for each example. The conclusion actually deals with the question and suggests that the deaths in the novel are 'tragic and dramatic' and each one binds the story together. There is sufficient thoughtful comment to place this in Level 4.

Level 4, 27 marks



Although film versions can be good teaching resources, candidates must be made aware that not all film versions are a true representation of the novel. Some film versions include details not included in the novel(s). Of course, candidates should be writing about the novel and not the film.

Question 8

Question 8

The Whale Rider

'In what ways can Kahu be considered a heroine in *The Whale Rider* ?'

Successful candidates looked at the importance of Kahu as a heroine, giving a voice to female representation in terms of the writer's intentions to provide a Maori female hero for his daughters.

Students also explored the changing attitudes of Koro in how he develops his response to Kahu after her ability to empower the clan, through Whale Riding. The majority of candidates explore Kahu's role in defying the norms of women, and utilising her as an anomaly against the patriarchal Maori culture – more successful students explored the significance of her name and her status as the Whale rider. Those who discussed specific events like the birth cord, her finding the stone, her cultural dance in school, were able to have a discriminating grasp on evidence.

The majority of responses to this text were very successful.

The following gained a mark in Level 5.

SECTION C

Modern Prose

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 4 Question 5 Question 6
 Question 7 Question 8 Question 9
 Question 10 Question 11 Question 12
 Question 13

~~It was important to Witi Ihimaera to make the hero~~ Witi Ihimaera was originally inspired to write ^{The Whale Rider} ~~this book~~ when he was living in New York and witnessed a whale in a Hudson River. During ~~this time in life~~, 1986, one year before The Whale Rider was published, there was a ban on commercial whaling. Commercial whaling means they killed whales, but it was important to ban this as whales were becoming extinct. This shows that at this time in life, whales were significant. This could have also been an inspiration to Witi Ihimaera writing 'The Whale Rider'.

After deciding to write the book, Witi Ihimaera was encouraged by a time where his daughter asked him why in all movies "the boy is the hero and the girl is always the one who is helpless". He wanted to show his daughter that girls can be the hero, too.

Despite Kahu ~~not~~ being the hero of the story, this wasn't always recognised by other characters. Kahu was born into a very male dominated family, of which desperately wanted her to be a boy. Out of everyone, Kahu very clearly loved her great-grandfather, Koro, the most. However, Koro is ~~in~~ a person who is

passionate about keeping traditions. Koro is sexist and believes only males can be a true leader or hero. So therefore because of this, he is very ignorant towards Kahu.

This ignorance causes conflict in the family, especially the relationship between Nanni Flowers and Koro. Nanni Flowers was born into and grew up in a ~~female dominated~~ strong female family, quite different to what she was born into. Because of this Nanni Flowers sees something very special in Kahu, almost like she always knew she was the hero. Nanni Flowers believes it is not right for Koro to completely put off a relationship with Kahu just because she is a girl. They are often ~~&~~ arguing in the novel, ~~which~~ mostly over Kahu. It is clear that Nanni Flowers very often says she will 'divorce Koro' (but then she never actually does) and she also states "we don't argue, he argues and I win".

In Maori, ~~tradit~~ it is tradition to bury ^{someone's} the birth cord. Koro is so upset about Kahu being a girl, he absolutely refuses to bury it. So Nanni Flowers does it in secret with the help of Rawiri. During the burial, Rawiri swears he saw a spear. Spears are a very significant Maori motif, ~~especially~~ as shown in this novel. This is a key representation from the start of Kahu being ~~to~~ the 'Whale Rider' and hero to the story.

Along with this, there are a variety of different ways ~~to~~ throughout the novel that shows us Kahu will be ~~the~~ ^{The} Whale Rider. A key element and representation of this is Kahu's relationship with nature. She is seen in the book calling out to Whales

Saying "Karanga Mai" which means welcome call. This is not the only time she was seen ~~talk~~ communicating with Whales. When she was two years old, Rawiri took her to the cinema to see a film about whales. This made Kahu very sad, to the point she cried. This would have been very confusing for a watcher of her tears, like Rawiri, because it is not normal for children so young to cry over movies. It got even stranger after that, as Rawiri took Kahu to the beach afterwards, where there were whales, and Kahu seemed to be communicating with the whales, which left Rawiri in amazement.

Yes, there are multiple ways Kahu's heroic self was portrayed in the novel, such as biting her great-grandfather's toe ~~her~~, and many more, but there are 2 key parts to 'The Whale Rider' novel which signifies Kahu being the hero.

~~Kahu was her~~ ~~It is tradition in Maori~~ Many people in Maori culture are named after their ancestors, such as Porouangi (Kahu's dad), and also Kahu's younger sister who is born midway through the novel - as you can imagine Koroua was disappointed another girl was born into the family - and was named Putiputi, which means flowers. Putiputi is also Nanni flowers name. Kahu, however, was named after her most ~~key~~ important ancestor, Kahutia Te Rangī, the original Whale Rider. It is noticeable in the prologue that Kahutia Te Rangī sends a spear ~~into~~ ~~the~~ into the future, to look after further generations. This person, the hero of the story, is Kahu. Nanni flowers and Kahu's mum, Rahua, both were the ones who encouraged Porouangi to name Kahu after the original Whale Rider, and it almost give

us a sense that they both had a feeling Kahu would be special.

The second point, which most highlights Kahu being considered the hero, and probably the most important as this is when the reader knows for certain she is the hero, is when Kahu gets the stone. After Koro is unhappy with 2 new girls being born into the family, he is desperate to find 'The Whale Rider'. To achieve this, Koro puts a stone into the ocean and gathers up boys in hopes one of them will be able to get the Stone, as the stone can only be taken by the Whale Rider. But, Koro's plan fails and no one is able to receive the stone. However, one day Kahu was in a boat with Rawiri and Nanni flowers, and they told her about how Koro is attempting to get the stone. As Kahu loves Koro so much, and would do anything for him, she jumps in to get the stone. This worries Nanni flowers and Rawiri, as they didn't even think she knew how to swim. But to their surprise, Kahu not only gets the stone, but she is also seen communicating and swimming with dolphins.

It is not clear that Maori, which came to New Zealand in the 13th century, have many traditions which are highlighted in this book. One of these being that they are big on dominated tribes, usually containing one specific gender, which also consists of a chief/leader, typically the first born son. Since this novel is based around a male dominated family, it gives us the impression as to why Koro is so insistent on keeping the male tradition going.

However, by the end of the novel, when Koro realises Kahu is the true hero of the story, ~~we~~ he finally realises Nanni Flowers completely disagrees with the ignorance towards Kahu. She tries to help Koro understand this sexism by comparing it to racism, something Maori's often experience.

Koro eventually labels Kahu as the hero when Nanni Flowers shows Koro the store Kahu got while she is climbing the back of the bull whale - a tradition the most significant whale, which The Whale Rider can ride. This helps Koro realise women can be leaders, he even calls her the "best grandchild in the whole wide world" - which some would say is wrong, as she was only accepted when recognised as an important figure to the family.

In conclusion, Kahu is ~~an~~ considered a hero all throughout the book, where hints are given to the reader of her being The Whale Rider. But she had to prove herself as the hero to be loved by the one she loves the most.



The candidate demonstrates an assured knowledge and understanding of the novel. The response begins with some contextual points and consideration of Ihimaera's inspiration to write the novel. The candidate considers the male dominated Maori society and Koro's attitudes, family conflict, Nani Flowers and Rawiri's relationship with Kahu, Kahu's relationship with nature, the significance of Rawiri seeing the spear land, Kahu being named after Kahutia Te Rangi and the retrieving of the stone. There is little in relation to Kahu riding the whale at the end of the novel; however, the candidate may have been running out of time. What is here is assured.

Level 5, 35 marks



Including examples from across the novel will demonstrate a secure understanding of the text as a whole.

Question 9

Question 9

The Whale Rider

'How is cultural identity important in the novel?'

This response produced excellent answers, with a range of ideas regarding culture, including language, the significance of the whales in Maori culture, as well as the role of women in society. It was pleasing to see the variety of events which were discussed, and students were empowered to tie this to interesting social, historical contexts. Less successful responses tended to narrate the story and very often bolted-on the social, historical context at the beginning and the end of the essay, rather than intertwining it throughout.

This is a Level 3 exemplar.

SECTION C

Modern Prose

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 4 Question 5 Question 6
 Question 7 Question 8 Question 9
 Question 10 Question 11 Question 12
 Question 13

Cultural Identity is important in the whale rider because it represents the decades of decay, uprising, unity and most importantly the genesis with life. Cultural Identity is the centre of all Whangara part of Maori culture in the whale rider. An example of this is ^{the} When man met the start of life many years ago and man and life (animals) connected to each other spiritually and emotionally which led to man and life working together collectively. Cultural identity is key in Maori culture as there

were certain boundaries within the culture such as men being the leaders within the culture and women being the supporters for the village such as cooks, nurses and many more roles which shaped Maori culture and society. Cultural identity is also the most important in Maori culture because it ultimately influenced Maori culture. An example of this is "a girl can't be a whale rider" which shows that the Maori culture has stayed the same since day one and that Maori culture won't ever change. The word "can't be" shows a sense of restriction and a strength of cultural identity. Cultural identity is vital for every role in society. The words "whale rider" show that

the whole rider can only be obtained by a special individual with a specific cultural identity in the story. The quote "rules can be changed" show that cultural identity can often be associated with a set of rules in a culture and that changing rules isn't that detrimental to cultural identity. In conclusion cultural identity hugely links to culture, ideas and families.



ResultsPlus
Examiner Comments

The candidate demonstrates a sound understanding of the novel in this personal response. Relevant points are made in relation to cultural identity being central to Whangara, 'oneness', male domination and how traditions and culture are rooted in the past and how these 'rules can be changed'. Throughout the response there is a lack of specific examples; however, the use of quotations imply specific areas of the texts. The answer is rooted in culture, but more examples from across the novel would have benefited this response further.

Level 3, 18 marks



ResultsPlus
Examiner Tip

As this is a closed book examination, candidates do not have to use quotations in their Prose responses. Examples can be specific references to specific episodes in the novel studied or paraphrased quotations.

Question 10

Question 10

The Joy Luck Club

'Discuss the importance of friendship in *The Joy Luck Club*.'

There were very few responses to this text, but those seen were often very successful and gained marks in the top two levels.

A range of friends are presented throughout the novel and these can be explored through the relationships between the mothers and those of their daughters. It is through friendship that the Joy Luck Club is formed.

Candidates often considered how friendships are important because they unite the mothers, identifying that Suyuan Woo started the original Joy Luck Club in China with her three friends to cope with the terrible events of war. Suyuan establishes the American Joy Luck Club when she arrives in San Francisco.

Most candidates made reference to Jing-Mei (June) Woo, who has been asked by her mothers' friends, An-mei Hsu, Lindo Jong and Ying-ying St. Clare, to take her mother's place in the Joy Luck Club. Jing-mei learns from the other mothers that her half-sisters are alive. They ask that Jing-Mei go to China to meet her sisters and tell them about Suyuan's death, showing the depth of friendship that the mothers share.

Other considerations included how friendships are explored between the American daughters, such as the friendship between Lena St. Clair and Rose Hsu. However, these friendships also lead to rivalry, such as that seen between Waverly and Jing-mei.

A Level 4 response is provided for this question.

SECTION C

Modern Prose

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 4 Question 5 Question 6
 Question 7 Question 8 Question 9
 Question 10 Question 11 Question 12
 Question 13

In the novel, friendship is a very important theme. It is much more important to the daughters than the mothers.

The friendship between Waverly and Jing-mei Jing is significant because it is through it we can understand the love the mothers have with the daughters. In Best Quality Waverly, who refers to Jing as a "friend" argues with Jing. Waverly insists Mr Rory is a better stylist than Jing's stylist because Jing's stylist "is gay" and "he could have AIDS" and it is through this argument we understand Suyuan's love for Jing, as Suyuan gives Jing a jade necklace which is her "life's importance". This love the mothers have for the daughters is significant as the mothers base all of their decisions around their daughters. Through ~~the~~ Ying Ying's

friendship with Clifford (in marriage) we understand her sacrifices she makes for Lena as Clifford changes her ~~year~~ birthday and she "is no longer a tiger." ~~She goes on to say~~ Through this we understand she wants to ~~give~~ "give her my spirit, because this is the way a mother loves her daughter." This is significant. These friendships are significant because they help ~~us~~ us to further understand these mothers and daughters and how they interact, which is the primary focus of the novel.

In China when ~~the book was written~~ ^{the mothers were young} women were expected to stay in the house and were objectified through concubinage. This meant they did not have friends. This is important as context because it allows us to understand where ~~the~~ the mothers are coming from, in how the friendship is less important to the mothers. Suyuan dismisses the need for friendship by saying to Lena she doesn't need Wangy as a friend because she will always "move like a crab" by "moving crooked". The mothers ^{instead} see their relationships with their daughters as friendships and this is misinterpreted

from the daughters. For example in *S. Magpies*, An-mei's mother says to An-mei she can follow her "if ~~it~~ you want to", but An-mei chooses to do so, showing how much they care for one another. In *Double Face Lindo* ~~she~~ expresses her feelings about Waverly by saying "I am ashamed she is ashamed", this shows her care ~~about~~ for Waverly's opinion.

These mother daughter friendships are core to the novel and are based upon how ~~the~~ women used to stay home, because the only person they could be friends with were their mothers; in China in the 20th Century.

The mothers also have ~~a~~ ~~core~~ ~~role~~ importance because ~~it~~ helped them to achieve the American dream which was a goal of immigrants in America ~~around the 1950s and~~ ~~the~~ from 1920 ~~on~~ ever until today. Through the joy club clubs they were able to pool their cash, and made money as a group while ~~while they~~ "forget past wrongs done", this idea that the mothers can raise their children American and can succeed ~~that~~ there is ~~to~~ a large reason why they immigrated, although this was largely due to the war

between Ursula and Tanya at this time. Friendship helped the mothers to achieve this as they learned English together in church and play Mah Jong, another important theme in the novel. ~~Be~~ The friendships are important because ~~the~~ ~~mothers~~ through them we understand why the mothers move to America. Perhaps Tans used the book to represent different parts of her ~~journeys~~ families journey.

Friendships are also important because through them we can understand the daughters. Through ~~her~~ ^{Jing's} relationship with Waverly we understand Waverly loved to win as she doesn't hesitate to insult ~~her~~ ^{Jing} until she leaves "crying". This is also shown ~~at~~ at the talent show when Waverly says, "you aren't a genius like me". This helps us to understand ~~Waverly~~ Waverly, and Jing who was encouraged to "be obedient" and, this is also shown through contrast as women in America were meant to be quiet and not express their feelings ^{to men}. This all makes friendship important in understanding characters, and why women formed ~~with~~ friendships with women (they couldn't express feelings to men only to women).

Overall + friendships is a very important idea in the novel because we can understand the relationships between mothers and daughters, why the mothers act how they do, ~~or how the mothers~~ how the mothers use friendship to achieve the American dream, and Waverly and Jing specifically in their friendship.



ResultsPlus
Examiner Comments

This is a sustained response and the candidate demonstrates thorough knowledge and understanding of the novel.

The candidate begins with points about the friendship and rivalry between Waverly and Jing-mei and continues to consider the mothers' friendships in China, together with the lack of friendships, and how this has made the mothers value friendship. Points are made about the mothers' relationships and friendships with their daughters, and how the mothers pool their money together to finance Jing-mei's trip, together with her father, to China. The response is sustained and thoughtful, although some ideas needed further clarification, development and detail.

Level 4, 32 marks



ResultsPlus
Examiner Tip

Candidates should prove to the examiner their knowledge of the text – do not assume the examiner knows everything.

Question 11

Question 11

The Joy Luck Club

'Most of the men in this novel are presented in a negative way. They are controlling and unkind. How far do you agree with this view?'

Most candidates agreed with the view that the majority of men are presented in a negative way, such as being controlling and unkind; however, Canning Woo and Rich Shields illustrate a more positive portrayal of men.

Several candidates commented on Huang Tyan-yu, Lindo's first husband and Wu Tsing an evil, wealthy Chinese merchant who raped An-mei's mother. An-mei's mother became his third concubine or 'Fourth Wife'. Wu is presented as a weak man who was easily manipulated by his controlling senior wife. An-mei considers him to be a greedy 'magpie', just like her daughter's husband, Ted Jordan, as they both flourish on those they hurt.

Other men considered included Clifford St Claire (Ying-ying's husband), Harold Livotny (Lena's husband), the controlling Ted Jordan (Rose's husband), Marvin Chen (Waverly's unfaithful first husband) and Rich Shields, her fiancé, and how Rich is portrayed in a more positive way and that he loves Waverly unconditionally.

As is often seen with this novel, contextual points are often made naturally through the various examples presented, especially with the contrasts in American and Chinese cultures.

The following gained full marks.

SECTION C

Modern Prose

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 4 Question 5 Question 6
 Question 7 Question 8 Question 9
 Question 10 Question 11 Question 12
 Question 13

The Joy Luck Club, a novel by Amy Tan, ~~retells~~ retells the story of four mothers who emigrated to San Francisco from China out of belief in the American dream. In the book, some men are presented as controlling and unkind, however, this is not always true. Perhaps, through this portrayal of men, Tan wanted to show a certain diversity of people.

Certain men in the novel are certainly presented as controlling and unfair. This is firstly the case with Ted, Rose Hsu-Jordan's husband. Although the two lovers faced challenges when trying to get married, due to the discrimination Rose faced, they faced far more adversity in marriage. Very quickly, Ted proved to be a

controlling and unfair husband towards Rose, and they grew out of relation with each other: "we were like two people standing apart on separate mountain peaks". Eventually, Rose finds the strength to stand up to Ted, much like she first overcame the discrimination she faced. Although following the second world war, immigration laws into the U.S. for Chinese immigrants were eased, they often faced discrimination and difficult legal processes.

Another controlling husband is Harold, married to Lena Yt-Edair. He decided to write each person's spending on a list, creating a gap between the two lovers. He was also his wife's boss, and would give her a far less generous salary. The arguments culminated in the case of the cat, given to Rose by Harold, despite knowing she did not have enough money to care for it. Harold also took all the decisions, like the house, which is not lost on Ying-Ying: "underneath all the details that cost so much, this house is still a barn". The vase set precariously on Harold's first table, which eventually falls and breaks.

could symbolise ~~Harold's~~ Harold's role in harming the marriage, as well as his control over his wife. This situation is reminiscent to that of China, where women were considered the inferior gender: "girls should stand still", and "a girl can never ask, only listen". Bobby Fischer, in the U.S., even declared, as a chess player: "there will never be a woman grandmaster". In China, this became particularly problematic, at the height of the one-child policy, until 2015, boys were heavily favoured. As such, today, there are millions of men in China who do not have a female equivalent.

Men in *The Joy Luck Club* are also shown as weak, and sometimes easily gullible. An example of this is Wu Tsing, a merchant in China who made his fortune in trade, and appears powerful and immensely rich. The lives of his servants are miserable, they "had no choice", and had to obey every order. However, he was himself controlled by the influential Second Wife, and is therefore portrayed as weak, though still unkind and controlling. An-Mei's mother fourth wife, had to commit suicide on a very specific date, in order to come back as a "ghost" to haunt the living.

on the first day of new year. This worked well, and demoralised Wu-Ying and Second Wife's authority, also highlighting the superstitious nature of the Chinese people. Some common beliefs include the number 4 being unlucky due to its close pronunciation with the word death, which is why "a fourth wife is less than a fifth wife", and the Chinese zodiac. 12 spirit animals thought to define one's personality and destiny.

Another example of a weak, yet still very unpleasant man is Huang Yuan-yu, Linda's first husband in China. He is presented as controlling: "he acted like a big warlord", yet, his ~~weakness~~ Linda still manages to escape following a plan. She exploited a common ~~the~~ tradition in rural China, which she described as a "stupid old-fashioned" practice, where a village matchmaker would light a double ended candle to show the union of the two newly weds. However, by blowing out the candle, and making it look accidental, she tricked those around her into thinking the marriage was doomed, allowing her to escape. Interestingly, the colour red of the candle, a sign

of good luck, fortune and prosperity could have acted as a sign announcing Linda's success.

Finally, not all men are presented in a negative light. Firstly, Rich Waverley's second husband, is shown to be a good man, who ~~is~~ loves both his wife and adoptive daughter Sherhana dearly. Although he can appear slightly insensitive, calling Linda "Linda", he still tries hard to please, despite being ignorant of the Chinese traditions imparted by the mothers from China, when they fled following the second sino-Japanese war, in which "the Japanese were in every corner of China", leading to horrific massacres like the one in Nanjing. In the end, China sustained the second most casualties of the second world war, after the USSR.

Another good-intentioned, though insensitive man is Ying-Ying's husband, St-Clair, who takes her to America, and completes the immigration papers for her. However, he changes her name to "Betty" and her date of birth ~~is~~ in The Lost Heart although

his intentions are good and he tries, he appears insensitive: "with the sweep of a pen, my mother lost her name and became a dragon instead of a tiger", Lena says. This is problematic as the tiger is a core part of Ying-Ying's identity, one animal from Chinese astrology, who shines out of bravery and intelligence. Its duality is shown in "the gold side leaps with its fierce heart. The black side stands still with cunning".

Finally, Canning Woo is shown as a kind and loyal man who accompanies his daughter to China to meet her "long lost sisters", and complete Suyuan's "long cherished wish". As such, he is shown as caring and affectionate, taking care of Jing Mei as she meets the daughters abandoned by ~~Suyuan~~ Suyuan during the war. This story is inspired by Pam's own life, as her mother Daisy once revealed she had left 3 other children from a previous marriage. Much like Jing-Mei, Pam would later learn Mandarin and travel to China both to meet with her siblings and to ~~reconnect~~

reconnect with her heritage.

In conclusion, although certain men in the novel are shown as unkind, controlling and therefore are given a negative portrayal, this is not the case for all of them.

Interestingly, women are far more numerous in the novel, and are more important perhaps giving a biased view of men.



ResultsPlus
Examiner Comments

This is an assured and confident personal response. The candidate considers a wide range of men featured in the novel, such as Ted Jordan, Harold, Wu Tsing, Huang Tyan-yu, Rich Shields, Clifford St Clair and Canning Woo. Each example contains references to the novel and some smaller details are included. Although Canning (referred to as St Clair) is presented as being 'kind and loyal', the candidate concludes that the novel presents a 'biased view of men'.

There is an understanding of the relationship between text and context and comment is made in support of the examples.

Level 5, 40 marks



ResultsPlus
Examiner Tip

For context, use past mark schemes to collate a bank of ideas.

As a starter activity, try getting candidates to list the key episodes or events where a character or theme features in the novel.

Question 12

Question 12

Things Fall Apart

'Examine the role of Chielo, the Priestess of Agbala, in the novel.'

Responses to this text are often very successful and gain marks in the top two levels. Candidates identified Chielo as the Priestess of Agbala, who is highly respected in Umuofia. Most commented on how she assists in making important decisions and dedicates herself to the Oracle of Agbala, the Oracle of the Hills and the Caves.

Several candidates commented on the significance of her role in a male-dominated society and her word is not questioned when she is possessed by the god, Agbala. She is a prognosticator, foretelling or prophesying future events.

Some explored Chielo's friendship with Ekwefi, Okonkwo's second wife, and how she is very close to Ezinma, whom she calls 'my daughter'. The events when Ezinma was ill also featured in several responses and how Chielo carried her on her back to the goddess, Agbala. In spite of Okonkwo's and Ekwefi's pleadings, Chielo warns them not to defy God's will and orders them not to follow.

Almost all responses included relevant contextual comment and some made reference to the Agbala Oracle, or Oracle of the Hills and the Caves, based on the Awka Oracle that was destroyed by the British early in the 20th Century.

The following is an assured and perceptive response.

SECTION C

Modern Prose

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 4 Question 5 Question 6
 Question 7 Question 8 Question 9
 Question 10 Question 11 Question 12
 Question 13

'Things Fall Apart', a historical novel set in 1940's Nigeria, was written in 1950 by Chinua Achebe with the aim of educating readers on Ibo society and the dangers of colonisation. The Ibo culture is one built on tradition and consistency, yet this is threatened by the arrival of the missionaries, who impose Christianity and Western ideals upon the clan. This "profound change" is reflected in the title of the novel, which comes from Keats's poem 'The Second Coming'. ~~While~~ ~~Achebe~~ Achebe spends the first part of the novel fearfully immersing the reader in the Ibo culture, ^{to create a personal connection so the effect is more striking} and he uses characters such as Okonkwo to do so. ~~He~~ ~~the~~ ~~Okonkwo's~~ ~~special relationship with Ezinma displays the~~

Chiolo's special relationship with Ezinma displays the strong community that was present in Umuofia before the arrival of the missionaries. The lack of interaction between them towards the end of the novel mirrors "the clan breaking up and falling apart." Chiolo fondly refers to Ezinma as "my daughter" ~~thus~~ demonstrating her affection for her, and caringly asks about her life as an obanije, ~~as~~ as she knew Ezinma experienced "bouts of sickness". An obanije is a child who dies only to be reborn again in their mother's womb. In Ibo society these children are often mutilated to dissuade them from returning to plague their mother. Chiolo's kindness and humanity towards Ezinma despite being ^{the voice of} a "powerful god" shows the ^{sense of community} ~~powerful god~~. By interweaving Chiolo into Ezinma's story, Achebe demonstrates the prevalence of the Ibo culture and how it permeates into all aspects of life. When Ezeani while acting as the Priestess of Agbala, Chiolo ~~demonstrates~~ reveals her affection for Ezinma by safely carrying her on her back. Ezinma's willing to go with Chiolo despite her "prophecy" in a "high-pitched voice" which should have scared her conveys the importance of community ties to the culture in Umuofia.

the gods.

Chielo demonstrates ^{to the reader} the power of the gods in Ibo society. ^{so} ~~and shows the reader~~ ^{when Christianity} is imposed on the clan, the reader truly understands the deep respect it has. The Oracle of the Hills and the Caves, also known as Agbala, is shown to be highly significant to Umuofia from the start of the novel. The clan consults it for many decisions, such as going to war, as it is believed if the clan "disobeys" the Oracle's advice they would have surely "been beaten". As the men of Umuofia are described as "war-like" and violence and wrestling plays a large role in their life, refraining from violence at the order of a god is shown to be very important. Furthermore the Ibo society is a patriarchal one, where the role of women is to raise children, this is seen through the proverb, "mother is supreme" and Obierika's speech to Okonkwo about the importance of the womenland. Proverbs are a large part of Ibo ^{culture as an} ~~society as they~~ oral method of passing down knowledge and tradition. The fact that the voice of such a revered God is a woman despite the patriarchal system disturbs the power of Composites within

This is reinforced as
the culture ~~has~~ many other gods were women too
such as Ani, the Earth Goddess, who a whole week of
peace is dedicated to in hopes of a good
harvest. Chielo is the highest example of the
power of female gods within the society, and
is a reflection of how women should be
treated with respect. Chielo is highly respected and
feared even by hyper-masculine Okonkwo who
"was afraid of being thought weak". When Chielo
comes to take Ezinne to be Oracle, Okonkwo
"pleaded with her". Pleading^{ing} is a more vulnerable
action, typically not shown by Okonkwo,
demonstrating that he knows her power and respects
her enough to ask and beg rather than demand.
~~Thus~~ Moreover, when Obierika declines to ~~be~~
come on the journey to kill Ikemefuna,
Okonkwo, worried, questions whether Obierika
is daring to disagree with the Oracle. This
further demonstrates the power and importance
of the God's decisions to the Ibo
culture. The lack of decisions made by gods
in the third part demonstrates the religion
fading away and Christianity taking its
place.

Chiela, a well respected figure in the community and voice of an important god outwardly expresses his discontent with the converts, demonstrating the negative impact of colonisation. Mr Kiaga, the first missionary to arrive, is the catalyst for the loss of the Ibo culture, as he sows the seeds of destruction by ~~admitting~~^{permitting} members of the clan to disobey the Ibo culture. He ~~says~~ tells the Osu, "I will not admit you" into the church unless they cut their hair. Osu are outcasts from the clan and as medicine states, they are forbidden from cutting their hair in any way. However Mr Kiaga shows them that they can ~~disregard~~^{disregard} the clan's rules and customs with no punishment, inspiring others to do the same. A woman "very heavy with child" converted to Christianity to escape the Ibo custom of throwing twins into the Evil Forest. ~~The early converts inspire others such as Nwagwu to leave the Ibo religion too.~~ Chiela describes the early converts as "the excrement of the clan". However this does not stop them from inspiring others to follow in their footsteps, breaching the clan.

This is evident as Nwoye, when he feels "the hymn" pouring "into his parched soul" converts to be "one of them" and changes his name to Isaac. The loss of his traditional name represents the loss of culture and the increasing ^{power} ~~status~~ given to the ~~colonisers~~ colonisers. Although Nwoye is regarded as an "abomination" by his father, he does not falter in his new belief. The converts take their destruction of culture too far when Oboli ^{murders} ~~kills~~ the Sacred Python, the emanation of the water god, a crime for which no punishment had been assigned as it was unimaginable that a Christian would do such a thing. This inspires others, such as Enoch, to do the same. Enoch purposefully kills ~~out~~ an egwugwu, the most sacred spirit in the Ibo culture, who acted as the jury to Evil Forces' judge before the white man ~~the~~ Reverend Smith imposed his "code of law". Chielo describes the "new religion" as a "mad dog" and ~~Chielo~~ her sentiment is shared by others such as Obonkwo, who believed the clan "must fight". However these opposing attitudes don't prevent Obonkwo himself from becoming

an "abomination" when he kills himself. It is forbidden to take one's own life in the Ibo culture, yet Okonkwo who loved his culture dearly, does so as he cannot live to watch it fracture further. Despite Chielo's perception of the new religion as a "mad dog" it is Okonkwo who will be "buried like a dog" as it is forbidden for the clan to touch his body. Despite Okonkwo's deep desire "to take everything ^{that} his father Unoka had loved" he faces the same "shameful death" and burial in the evil forest. Okonkwo's death reflects the clan's loss of hope of dying and culminates in the clan falling apart.

Chielo's role as the Priestess of Agbala is vital to the novel, as she creates a personal connection to the reader through characters like Ezinma and deepens our understanding of the culture. This makes the clan falling apart more impactful. Her defiant reaction to the changes represents the reader's emotions and she acts as a voice for Achebe to criticise the harmful changes. Consider

The novel is still widely read and studied today, it is still relevant and significant to modern readers as it demonstrates the dangers of colonialism. It reminds us not to repeat history if "new wars" will ensue.



ResultsPlus
Examiner Comments

In this exemplar, the candidate demonstrates assured knowledge and understanding of the novel. Understanding of context is integrated and there is a wide range of examples to support the points made.

Following some contextual introductions, the candidate considers: Chielo's 'special relationship' with Ezinma, her power 'of the gods', being a respected figure in Igbo culture and community, her views about Christianity and her role as Priestess of Agbala. All points are fully developed and include finer details from the novel.

Level 5, 40 marks



ResultsPlus
Examiner Tip

The attention to smaller details within a text is often indicative of higher level responses. Of course, candidates are not expected to cover every possible example in a text, but those that are included should be developed and deal with the question.

Question 13

Question 13

Things Fall Apart

'Discuss the theme of regret in *Things Fall Apart*.'

This was a very successful question and candidates were able to provide a range of points in relation to it. Many candidates explored the novel in chronological order and began with Okonkwo's regrets about his father, Unoka. Some even considered Unoka's lack of regret for his behaviour. The vast majority of candidates wrote about Okonkwo's regrets for taking part in the murder of Ikemefuna and Nwoye's regret for losing his 'brother' or friend.

Several candidates considered how Okonkwo violates Week of Peace when he beats his wife and how he shows some remorse for his actions. Others included Okonkwo's regret of being exiled to Mbanta and his 'seven wasted and weary years'. Some explored Okonkwo's disappointments and regret at the end of the novel when the clansmen do not rise up against the colonisers, and how, if he were able, he would regret his own demise and shameful death.

Most responses gained marks in the top levels.

Our final exemplar is a Level 4 response.

- Okonkwo's regret
- killing Ikemefuna
- Ezinna is a girl
- Not killing the Christians

SECTION C

Modern Prose

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒
 Question 7 ☒ Question 8 ☒ Question 9 ☒
 Question 10 ☒ Question 11 ☒ Question 12 ☒
 Question 13 ☒

One of the ^{reasons} ~~reasons~~ Achebe wrote "Things Fall Apart" is to counter the way of binary thinking in other books, presenting Africans as "savages" like in "Heart of Darkness". He writes about the violence and flaws in Igbo culture, however, through revealing the regretfulness of characters in the story, it leaves a more justified and bright impression ~~on~~ of the Africans on readers.

Okonkwo, the main protagonist of the story is presented as a violent and masculine character. Achebe uses him to present the typical "savage" presented in other books, while using him to contrast other people in Igbo culture, showing that not all people in Igbo culture are savages. Ezinna, Okonkwo's daughter has always acted more manly than his son Nwoye. Okonkwo always regretted that she was a girl, saying "if only she was not a girl." This presented Okonkwo's view on men and women, however, when he got exiled and went to his mother land Mbanta, Uchendu ^{asked Okonkwo why is} countered this view and ~~said~~ "Nwaka, or 'Mother is Supreme'?" ~~the~~ suggesting that not all people in Igbo culture have views like Okonkwo, thinking the mother is if not as important, but even more important than the father. Further when the Oracle ordered to sacrifice Ikemefuna and to kill him.

Okonkwo was specifically told "do not take part in his death, that boy calls you father", however on the day of Ikemefuna's sacrifice, Okonkwo "drew his machet, and swung it towards Ikemefuna, he was afraid of being thought weak." which as a result, he was left depressed, having "not a taste of food for two days straight" This highlights the regretfulness of Okonkwo, even he liked Ikemefuna as he made Nwaje grow more masculine and thinks of him as his son, and even though he never showed his feelings to others, this is the one time he let others know he is regretting his actions, even if not on purpose.

After the arrival of the Western messengers of Christianity, seeing the change of Igbo culture and his home town, Okonkwo was filled with anger and regret both towards the ~~messengers~~^{Church} and people of his home. After he heard of the news of one of his clans getting massacred by the Westerners, he was filled with anger and regretfulness, wondering why they haven't thought back and prepared themselves with firearms, and calling them 'weeklings', he swore to kill them all when he goes back to his home land. However, when he returned it was already too late, a church was built and some people from Igbo already changed to Christians, even his son ~~Nwaje~~^{Nwaje}, ~~was~~ joined the Christians and changed his name to "Issac", Okonkwo found out he was looking for the Church and thinking of joining before, and "threatened to kill him" as a result, after he actually joined, he was left again angered but also showed signs of depression and regret, thinking to himself why Nwaje was his son, and convincing himself he should forget him, this suggested while Okonkwo thought he was like

his father Unoka and he was "like a woman", he still viewed him as his son before, until now ^{that} he betrayed him, ~~that~~ he has lost his respect for him. In the end of the story, Okonkwo upon realising that his clan does not want to fight the church with him, instead is trying to solve it with peace, not violence, Okonkwo hanged himself in his obi, resulting from his realisation and regret that his clan will do nothing but let themselves get taken over by the Westerners, and ending his own life before that happens.

Regret is presented in "Things Fall Apart" to counter the assumption that all Africans are 'savages'. However, it is also used as a way to show maybe the Christians were the real 'savages', as they cornered and left Okonkwo feeling he had no choice but to end his own life.



ResultsPlus
Examiner Comments

In this response, the candidate demonstrates a thorough understanding and knowledge of the novel. There is thorough and thoughtful personal engagement together with the use of fully relevant examples. Examples include: contextual references to *Heart of Darkness* and its relevance, Okonkwo's regret that Ezinma is not a boy, the regret over killing Ikemefuna, Nwoye's conversion to Christianity and Okonkwo's regrets over his father, Unoka. The response is sustained. Further development and more examples could have benefited the response.

Level 4, 30 marks



Spelling, punctuation and grammar are not assessed in this paper, however, if a candidate struggles with writing, consider applying for permission to use a word processor.

Did you know that we now offer our IGCSE Literature paper online or via the modular route? Please see our website for more details.

Please check our website for the latest updates and developments.

4ET1_01_SecB

There are no exemplars for this part, as this is where unidentified responses go.

4ET1_01_SecC

There are no exemplars for this part, as this is where unidentified responses go.

Paper Summary

Based on their performance on this paper, centres are offered the following advice.

- Candidates should be reminded to write their responses in the correct area of the answer booklet. Space is provided for each part. It does not matter which order questions are attempted, but the responses should be in the correct answer space.
- Candidates should not use extra paper; ample space is provided in the answer booklet, even for the largest handwriting.
- Candidates should be aware of which assessment objectives are being assessed. Context is only assessed in Section C, Prose.
- For Sections A and B, candidates must explore the language, form and structure of the poems.
- For Section B, Anthology, candidates need to consider language, form and structure. Poems must be compared and the effect on the reader considered. Context is not assessed in either poetry Section, A or B.
- For Section C, Prose, candidates should draw on their knowledge of the text that they have studied and give examples from different areas. Candidates should prove to the examiner that they know the novel they have studied.
- For Section C, Prose, examples can be particular references to other parts of the novel such as events, episodes, character, action, and so on, that are relevant to the question. Candidates can paraphrase quotations, but exact quotations are not mandatory, particularly as this is a closed book examination. The assessment objective assesses the candidate's knowledge of the texts and not language, form and structure.

Grade boundaries

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

