



Examiners' Report

June 2023

Int GCSE English Literature 4ET1 01R

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June 2023

Publications Code 4ET1_01R_2306_ER

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Introduction

The Summer 2023 series was very successful; the 4ET1 01R paper performed well and was very similar in performance to previous series. Centres are once again congratulated on preparing their candidates so well for all three areas of the paper.

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).

Paper 1 is externally assessed and the total available marks is 90. This is a 'closed book' examination; however, candidates are provided with a clean copy of the anthology poems for the examination.

The unseen poem for question 1, *My Parents Kept Me*, performed well with the full range of marks awarded. The most popular Anthology question was question 2, with two named poems to compare. Question 3 was slightly less popular, but there was almost a balance in responses seen for both questions. More details are provided later in this report. The most popular prose text was, once again, *Of Mice and Men*. Question 6 was slightly more popular than question 7, but the number of responses for each were almost balanced. 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 for this text was slightly higher than *The Whale Rider*.

Centres are asked to remind their candidates about writing their responses in the correct area of the answer booklet and to ensure 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 areas.

The full range of marks was awarded for this paper, but there were hardly any 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 and feedback received from examiners has been very positive.

Candidates that did well in the Poetry section:

- Thought about the deeper meaning of the poem(s).
- Explored language form and structure skilfully.
- Analysed and integrated language form and structure points together, rather than in separate paragraphs.
- When comparing Anthology poems, provided a balanced exploration of both.
- Considered the effect on the reader.

Candidates that did well in the Prose section:

- Used evidence, such as short memorised quotations, paraphrasing, and referred to a range of specific examples or episodes within the chosen novel.
- 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.
- Did not provide enough examples.
- Provided narrative responses.
- Bulked on too much context at the beginning or at the end of paragraphs or did not explicitly refer to context.

Question 1

Candidates responded to the poem on various levels. All seemed to express sympathy with the child who was bullied. A few lost some focus when discussing the boys who terrified the child and there were needless comments about parenting skills and how they could be better. Those who read a little more in-depth noted that the boy probably came from a wealthier background than his tormentors. Many picked up on the torn clothing and 'thighs showing through rags'. The 'rough' children's hostility to the boy was noted in most of the responses.

The boy's lisp was picked up and there were some sympathetic comments on this disability and how it hampered his getting to know the other boys. Many noted the dehumanisation of the boys as dogs. The more thoughtful responses also noted how 'my world' was mentioned and how both sides were totally alien to one another. Thus, emphasising the hopelessness of the situation. The physical toughness and strength were often noted and the paralysing fear felt by the boy. The more confident candidates picked up on the fact that the children who were rough were free and that the child was restricted. A few of the very confident candidates commented on words like: sticks and stones may hurt my bones... – noting how untrue this was. Only very few inferred that the boy seemed to envy the rough children their freedom and how the boy in fact wanted to fit in. Quite a large number commented on the fact that the parents 'kept' the boy away from rough children, but in doing so did him a disservice. The last lines about forgiveness were interpreted in several ways. A few noted the ambiguity of the last two lines. Some commented that possibly this was autobiographical, with the poet reminiscing on his traumatic childhood.

Structure was mentioned – the three quatrains and the regularity of the poem reflecting how this treatment was meted on a regular basis. Caesura and enjambement to create a build-up of memories. Some noted that the title was the same as the first line, as if emphasising the boys lack of freedom and creating a sense of entrapment.

Examiner comments include:

'There were **very** few answers in level 1 – the majority were level 3 and above, and a sizeable number in level 5, with quite a few achieving 20/20 – there really were some astonishingly intelligent and perceptive responses.'

'Many responses were quite formulaic – PEE or variations thereof – but this helped some candidates to gain marks in level 3.'

Two exemplars are included for this question. This first one is a level 3 response.

In the poem "My parents kept me," poet Stephen Spender recalls the trauma she experienced as a child, while ironically mocking her parents' attempts to protect ~~her~~ her.

Spender immediately answers the question posed by the title, answering that their parents "kept me," from children of poverty. This can be seen as the poet describes "their thighs showed through rags." The use of the noun 'rags' holds connotations of poverty and describes to the reader that the parents kept her from ^{children of} poverty. The reader may initially feel sympathy as these kids are described as throwing "words like stones," however the poet quickly makes it clear that they were not the ones who they should have been protected from.

Instead, Spender describes the actual danger in the second stanza, describing "I feared more than tigers their muscles like iron". The use of the noun 'tigers', combined with the comparative 'more' demonstrates the fear felt by the speaker, especially compared to the prior described poverty. In this stanza the poet's decision to use ~~enjambment~~ enjambment further supports this idea, suggesting that

the speaker has more to say, and ^{to} remember, about the bullies.

In the final stanza, Spender invokes pathos in the reader by revealing that they ~~wished~~ to seek compassion from their tormentors. This is revealed in the final line of the poem, stating "I longed to forgive them." Here, the use of 'longed' creates a desperate tone, indicating how the speaker's sense of empathy wished to forgive their bullies. This ~~was~~ subsequently creates a sense of pathos for the speaker.

In conclusion, the poem "My Parents Kept Me" mocks the speaker's parents for their prejudice against the ~~poor poor~~ while recalling the tormenting of their bullies, invoking a strong sense of pathos in the reader.



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Examiner Comments

In this response, the candidate demonstrates an understanding of the poem, but coverage and close analysis are not sustained. Comment is made about how the child is kept from 'children of poverty' and how feelings of sympathy, empathy and pathos are conveyed. Some specific words and phrases are explored and the use of nouns, comparatives and enjambement are identified.

Level 3, 11 marks.



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Examiner Tip

Candidates should try to explore the complete poem, not just a small part of it.

This second response gained a mark just in to level 5.

The writer presents childhood as a sad ~~of~~ and full of pain as presented through a series of events of bullying. This is seen when the author uses a simile such as "words like stones". This suggests that children were mean or not as they threw words of "stone" which suggests the pain that comes with hearing such shabby or mean comments. ~~The~~ The word "stone" could also suggest that the children's words were harsh - so children at such a young age shouldn't even be able to speak such mean words to peers or even bully.

The writer also presents childhood as a time of freedom or a time to be wild whilst also criticising childhood through the use of listing to present the wild and enthusiastic nature of children but also the poor mannequin many children had. This is seen ~~that~~ in the first stanza where the author says, "they ran in the street and climbed cliffs..." This is quite nostalgic and it reminds ~~at~~ the reader of their childhood when they would run "in the street". This creates a serene atmosphere and a sense of longing.

However the author seems to also criticise ~~his~~ childhood and possible the children he would have faced which were of bad mannerism as they "Thrown words like stones". This simile suggests that some children lived a childhood that was too free and referred to how they ~~did~~ did not know how they affected him through their painful "words of 'J.Fine'" which also refers to bullying.

The author shows his childhood as one of isolation where he was secluded from others. This is seen when the author uses a personal pronoun in "my parents ~~have~~ kept me from . . .". This quote shows to the reader that his parents had isolated him which creates a sense of loneliness and could possibly hint on how he had no friends. This creates quite a negative image of the parents. However the author also seems to refer to how his childhood experience ~~is~~ where rough and refers to how he was bullied which gives a more possible image of his parents as it suggests they are protecting or shielding him from a childhood experience of pain & misery and bullying.

The author does not stick to a certain rhyme scheme ~~throughout~~ throughout the poem and it seems

to hint that his childhood ~~was~~ experiences were negative as each time he faced something worse from children "throwing 'mud' at him to 'words like stone' which shows the unpredictable nature of the children and how they treat him. However, the author seems to use a controlled number of lines (4) in each stanza which suggested the controlled nature of his childhood as his parents isolated him from the wild children, or it could also hint that he faced such miserable childhood experiences each time. The controlled nature suggests that the bullying would never change which presents his childhood experience as a short story, evoking pathos and pity for his childhood self.

The writer's childhood experience was quite sad in which he seemed to live in quite a hostile environment with "children who were rough" suggesting that the children in his area were very wild and they also "wore torn clothes". This suggests that his childhood could have been spent in poverty.

The child also went through bullying as some children "copied" his lip. This suggests that the writer had a hard childhood experience with little to no friends and he did not enjoy his childhood to the fullest.



This is a particularly successful response and an assured understanding of the poem is presented. There is cohesive evaluation of the interrelationship of the language, form and structure used by the writer and their effect on the reader. The candidate refers to specific words and phrases and identifies a range of techniques, such as similes, listing, personal pronouns and some structural comments are made. The candidate suggests that the child's life is 'sad and full of pain' as a result of bullying and that the poem criticises childhood. Other points include the child's sense of longing, loneliness, isolation, and the protection and control of the parents. The response does come to an abrupt ending and some areas could have been explored a little more.

Level 5, 17 marks.



For the poetry questions, a most useful acronym to follow when writing responses is PETER: Point, Evidence, Technique, Effect on Reader, as this addresses the assessment objectives.

Question 2

Most candidates were able to write about both poems and thoughts about life.

All candidates noted that *If* – was a poem giving advice to a son. Some included a little context as well as mentioning that Kipling was inspired by Leander Starr Jameson, who was a hero in the Boer war and the man's character as he saw it was the 'blueprint' for this poem. All noted that challenges must be faced and overcome in order to succeed in life. Many noted that this was a dramatic monologue. For *Prayer Before Birth* all candidates noted that it was a prayer to God asking him to protect them from everything evil on earth. One or two of the more confident candidates noted that this poem was written at the height of the second world war and how it created a frightening world for the child to be born into.

The differences in language were compared. More secure candidates noted that Kipling's language is confident, a man sure of his destiny and giving advice to his son. One candidate called the poet 'An Imperial Gentleman'. The regular structure of the poem appears to express confidence. Candidates also noted that the child's fears are mentioned in more straightforward, if nightmarish language. A few noted that the child was almost ordering, even challenging, God to hear them and protect them. Some commented about the structure of the poem being different – its irregular stanzas seem to emphasise the child's increasing fears of entering a corrupt world. However, some noted the more positive notes about nature. So not all doom and gloom!

As always with the anthology poems, not all candidates found a balance between discussing and comparing the technical aspects of both poems and a holistic approach. Marks were lost because of a lack of interpretation or little direct references to the poets' craft. Overall, though challenging, candidates did well within their ability ranges.

Two exemplars are included for this question; the first is a level 3 response.

~~In the poem "It"~~ Both poems "It" and "Prayer Before Birth" present the main idea of life, however ~~"It"~~ Kipling presents life to be more positive and if you work hard enough you can be successful whilst MacVicar presents life as a negative and cruel. Kipling presents life as good and successful if you are able to achieve all those listed goals. The repetition of "it" shows that it is difficult to be successful and that the process to become a man is hard but if you are able to overcome it then you will become a successful and joyous man. Similarly, MacVicar ~~presents the life as~~ ^{On the other hand, ~~positively~~} ~~On the other hand,~~ MacVicar presents life as negative and difficult, as she was a very negative language with the use of deathly imagery and bloody imagery "death", "blood" show how much effort needs to be put in order to live a good life which could also reflect how they feel life isn't good. ~~the~~ sense of

Similarly both poems describe how difficult it is to achieve a happy and successful but Kipling gives the reader a hope of reaching all the demands and showing us the becoming a man though requires lots of work ~~to~~ ~~worth it~~ that it is worth it. Whereas MacVicar proceeds to ~~expl~~ explain the hardship of life, she then informs us that if the demands aren't met then she would rather die, "otherwise kill

me" it shows that MacVieze sees life as difficult and not worthy if you have to go through so much trouble. ~~Moreover the~~ In addition, ~~Moreover both poems uses~~ ~~both poems uses~~ both poems ~~are~~ repeatedly use imperatives like "don't" "walk" "O how me" "O rehearse me", "O provide me" ~~to show the desperation here for~~ different reasons as Kipling uses it as a didactic tone, instructing his son on what he has to do here for MacVieze, it is a sense of desperation to God hoping that his demands can be met.

Obviously, Kipling is talking to his son ~~who~~ which shows that he wants his son to be successful and truly understand how to become a real man. whilst MacVieze is talking to her younger self who is still inside her mother's womb as she has already been through all the suffering and ~~hope~~ hope that she can warn her ~~young~~ younger self about the future ahead so she doesn't have to suffer as she understands the pain.

Both poems are written in ~~free verse~~ and iambic pentameter which can ~~suggest that they both~~ mirror a heartbeat which also can reflect that both writers wrote this with their heart and that the ~~heart~~ the poems are heartfelt as these reflect their life opinions to the future generation or themselves.



This response begins by comparing how the two poems are positive and negative, but both consider difficulties in life. The candidate explores the use of repetition and imperatives, but some ideas are a little repetitive. There is little coverage of *If-* and some 'grey' areas, such as the part about the 'unborn child talking to her younger self'. Overall, a sound understanding of both poems is demonstrated; however, coverage and close analysis of language, form and structure are not sustained.

Level 3, 16 marks.



Section B, Anthology – candidates need to consider language, form and structure. Poems must be compared and the effect on the reader considered. Remember that context is not assessed in either of the poetry questions.

This second exemplar is a level 5 response.

In both ~~poems~~ If- and Prayer Before Birth it talks about society and how difficult it is to stay out of trouble. In the poem If- the writer is giving advise. However, in the poem Prayer Before Birth it talks about if it's worth coming into this life.

Both poems have very different structures. In the poem If- it is layed out in four stanzas of equal length to show the preparation and the devotion put into the advise given. Whereas, in Prayer Before Birth it is layed out in 8 stanzas of unequal length, this could indicate how as you read it ~~tal~~ gets worse. This could highlight how in life as you grow up you get more venrable to ~~the~~ the pressure of society.

They both use very similar poetic techniques. In the poem "If" the writer repeats the word "If" throughout the poem. The use of the ~~enging~~ anaphora is to highlight how the world is full of consicuneces and you have to know how

act to prevent and from aggravating a situation. Kipling gives advice to his son and the readers. He says "If you can trust yourself when all men doubt you: He is advising the reader that you should trust your instinct even if people around you don't believe it and doubt you. But to also take into consideration of their doubt, ~~he~~ says this is shown when he says "But make allowance for their doubting too: To not ignore all the comments you get and instead instead consider it. Similarly in Prayer Before Birth MacNeice uses anaphora to give importance to her statement, she says "I am not yet ~~born~~ born". She repeats it throughout the poem to emphasize that she doubts being born and if it worth it. It also highlights how she is still in her mother's womb ~~and~~ and how safe it is from the cruel, insensitive world she is about to be born into. ~~She says~~ ~~with wise lies lure me"~~ The

~~They~~ ~~to~~ Similarly in both poems they use imagery to convey their thoughts of life. In the poem Prayer Before Birth she says "with wise lies lure me". The use of the word ~~lure~~ "wise" indicate that the lies will come from someone who is popular and respected ~~or~~ which can

make her fall into the trap and believe whatever lies they tell ~~the~~ her. So she is afraid of being born into this life and regretting it. In the poem If- he says "If you can dream and not make dreams your master." The use of the imagery is to emphasise how yes you can dream but don't rely on those dreams, to have realistic goals were you can accomplish them. Because if you rely on dreams you would probably get disappointed so don't let those dream control you is what Kipling is trying to inform the reader.

Both poems have a rhythm and rhyme. In the poem If- at the end of the line 18 and 20 he ends ~~with~~ his lines with ~~touch~~ and ~~much~~ toss and loss. Both of these words rhyme and this is to emphasise how sometimes you take a chance on something but loss and that is how life works. The rhythm in ~~pr~~ Prayer Before Birth is shown when she says "fall and roll"

The tone of If- is ~~very~~ friendly but also give clear instructions of how to avoid ~~trab~~ trouble. He is ~~giving~~ giving advise to ~~be~~ not only his son but to the reader because it is good advise and everyone can benifite from it. The tone of Prayer Before Birth is very vivid and dark, it is clear that ~~Mac~~ MacNeice ~~has~~ ~~but~~ views society and life now as very dangerous and not worth coming into. very different ways, in the poem If- he uses They ~~be~~ both end in with \checkmark motivating language ~~lines~~, in the poem If- he says "yours is the Earth and everything that's in it" He uses this metaphore to highlight how the world is his and everything in it. However, in Prayer Before Birth she says "Let them not make me a stone and let them not spill me otherwise kill me". this is a very vivid ~~to imagery~~ ~~to~~ metaphore, to highlighte how MacNeice has no hope for this life and society.



The response is a cohesive evaluation of the interrelationship of the language, form and structure used by the writers and their effect on the reader. A varied range of comparisons are made throughout the response and ideas are supported with relevant examples. Often, selective words or phrases are explored in some detail. The candidate identifies that both poems consider society and the difficulties or dangers faced throughout life. A range of techniques are considered and are included effortlessly within the response, such as structure, repetition, metaphors, anaphora, imagery, tone and more. The response is assured, but some examples could have been explored further.

Level 5, 27 marks.



Keep quotations succinct, as illustrated in the exemplar, and integrate them within the response.

Try to provide some balance of coverage.

Question 3

The question worked as intended and, again, the full range of marks was awarded. The most popular second poem choice was *Poem at Thirty-nine*, although a range was seen, including *My last Duchess*, *Sonnet 116* and *La Belle Dame* (used in some cases successfully to compare different types of love – filial love and sexual attraction). *Sonnet 116* was noted for being didactic explaining what true love is and there was the anger and frustration of Thomas's *Do not go ...*

My Last Duchess surprisingly proved to be quite a successful pairing – with candidates noting how the poem turned the whole idea of love on its head. Possibly one of the least successful with candidates was *Remember* mentioning that the poet was being selfish, often not commenting on the final line of the sonnet. As with question 2 there was not always the balance between a holistic approach and a strict technical analysis occasionally bordering on feature spotting.

Again, a very impressive set of responses were seen with only one or two misreadings or misunderstandings.

A level 3 exemplar is provided for this question.

Both poets William Shakespeare and DH Lawrence describe their love for another person in their poems, sonnet 116 and Piano.

Both poets use the last phrases of their poems to emphasize to their audience their love for another person. In piano, "I weep like a child for the past" tells the reader the poet wants to be with his mother again. ~~and how~~ This shows Lawrence's love to his mother, as ~~see~~ he has not been with his mother for a "vista of years", and yet still wishes to be with her in the past. Similarly, in sonnet 116, Shakespeare's statement of "If this be error... I never writ, nor no man ever loved" is also a declaration of how the poet ~~we~~ loves another person. Shakespeare has famously written dozens of poems and plays, making his statement of "if this be error... I never writ" a declaration of how him not loving this other person as likely of him having never written. Furthermore, ~~if~~ ^{the} ~~gives the~~ the quote gives the impression that Shakespeare values this person more than his writing, cementing ~~to~~ just how much he ~~do~~ has love for another person, much like piano.

Both poets also use structure to describe their love, albeit in different ways. The poet of Sonnet 116 writes his poem in the sonnet structure, with one stanza and a rhyming couplet. As sonnets are primarily known for their love poems, writing in a sonnet immediately signifies the love Shakespeare feels for this person. Furthermore, the single stanza and rhyming couplet ~~show~~ visually show how both the poet loves. This is ~~done~~ seen due to the declaration of love (the poem) not being broken up, and the rhyming couplet is that; a couplet, showing how they are together as one.

On the other hand, Pinao uses structure slightly differently to describe their love. Instead of writing in the structure of love like Shakespeare, Lawrence instead uses rhyming to have the structure pay homage to his mother, ~~an act of~~ having the structure be an act of love. We can see throughout the poem Pinao the lexical field of song, with "singing", "piano", "mastery of song" and "appassionato", ^{showing} ~~suggesting~~ just how much music meant to the poet's mother and just how much she loved song. This, ~~or~~ The poet, as ~~an act of~~ ~~love~~ a display of love to his mother, uses an AABB rhyme scheme ~~as~~ as a way to mimic a song, knowing his mother loved music and in turn describing his love to his mother in his rhyming.



The candidate compares *Piano* with *Sonnet 116*, beginning with a statement saying what the two poems are about. A range of examples are given. The first examples tend to paraphrase rather than analyse; however, later in the response, the candidate uses selective quotations to exemplify the 'lexical field of song'. A sound understanding of the two poems is demonstrated, although much more coverage and close analysis could have been included. The response is not sustained, but meets the criteria for a mark at the top of the level.

Level 3, 18 marks.

Question 4

This was the less popular option for this novel. Most responses mentioned that Dill is Scout's childhood friend and some noted that he came from a dysfunctional home. There were occasional comments about his pride in being able to read, even at his young age, noting that he came from an educated background and how education was prized. Some noted that his character was based on that of Truman Capote.

This response gained full marks.

Dill is a quintessential character in Harper Lee's bildungsroman, coming-of-age poem. Dill is a character who Harper Lee employs to reflect prejudice, friendship and hardship during the Great Depression in 1930's America.

To start with Dill is an unbiased and unprejudicial character, this is seen after Mr Gilmer's cross-examination of Tom Robinson through his dialogue with Scout, "well he's just a negro" / "I don't care one speck it makes me sick... plain sick" Dill cries at the prejudice Tom Robinson faces when Mr Gilmer calls him "boy" repeatedly. The seemingly natural prejudice and disrespect Mr Gilmer conveys makes Dill angry enough to defend him from Scout's weak protest "he's just a negro". Dill's emphatic response is enough to remind us that he is not infected by "Maycomb's usual disease": prejudice. All across America slaves were used to help boost the economy since the first slave was brought into Virginia in 1619 up until 1865 after

the end of the civil war and the 13th amendment banning slavery. In the years after the black codes established in 1865 made the Jim Crow era in America inevitable, which continued the prejudice towards the African American community. Dill's defence for Tom Robinson as a white child suggests a turning point in America's history, one that gave way to the Civil Rights movement in 1950's and 60's America, that no doubt influenced Harper Lee while she wrote the novel. Dill's sudden defence of Tom Robinson and by extension the African-American community (as he says, "no one deserves to be treated like that") marks a point where some white people began to fight prejudice, such as Harper Lee herself.

Dill has an interesting and profound relationship with the Finches, "Summer was everything... most of all Summer was Dill!" Scout's ~~own~~ statement that Summer was everything good and that Summer was Dill highlights their relationship. It is clear ~~we~~ that they are good friends when she mentions Dill is her "permanent fiance". In a letter Dill states ~~the way~~ he "loves her". Dill and Scout's relationship is quite similar to that of Harper Lee and Truman Capote, who met in a southern city in Alabama, Monroeville. Maycomb seems to be based off Monroeville and similarly Dill seems to be based on Harper Lee's best friend

Truman Capote. Both Harper Lee and Truman Capote explored gothic and macabre stories about the underbelly of southern America. Dill and Scout are clearly good friends which makes Dill's role in the story more visible to the audience.

Dill is a character who represents a loss of innocence and a symbol of maturity. At the start of the book he states "My name is Charles - Bobbar Harris" and "I can read" his simple introduction to Scout and Jem is humorous as a result of the awkwardness created by their dialogue. However as the book progresses so does Dill.

Dill states, "There's not one thing I can do about folks except laugh at them... I'll join a circus and laugh my head off" Dill's statement is poignant as it reflects the lack of power he has as a child, his realisation that he is powerless makes him appear ungrateful. Aunt Alexandra says, "don't say that Dill, it's not becoming of a child... It's cynical" Dill replies "It's not cynical if it's the truth is it?" Dill and Aunt Alexandra's dialogue reveals that Dill is wiser than most children his age but that it was at the cost of his innocence. His loss of innocence is due to prejudice, which also affected many other innocent children and adolescents. In 1931 the Scottsboro trial sentenced several adolescent African American boys to jail for a crime they did not commit. It was reviewed around

the world as a miscarriage of justice and still is seen that way in modern America. After the 1954 Brown vs Board of education case that made the segregation of school children unconstitutional, Ruby Bridges became the first African American child to attend a previously white school in 1960 where she faced the protestors and had to be escorted to school. This event led to Bridges becoming an activist against prejudice. Both of these events probably influenced ~~the~~ Harper Lee.

Dill is a character who subtly reflects the Great Depression in America. His relationship with his family is strained, ~~since~~ "they buy me what I want... now that you got it - go play with it" despite Dill receiving what he wants he is dissatisfied because his parents refuse to play with him. It seems that his parents think that by giving him what he wants they don't have to mind him. This inaccurate view could be a result of the increased value objects had during the Great Depression in the 1930's after the Wall Street bank collapsed in 1929.

Dill is an imaginative, creative and funny character, "wonderful things floated through his dreamy head... he preferred his own highlight world" Dill is shown to have an incredible imagination throughout the story creating stories where "a passing farmer fed him peas" or when

he escapes and ~~heads to a~~ tends to a camel. Dill's seemingly limitless imagination is one of the reasons Jem and Scout like him so much as they act out plays of Boo Radley. It is this imagination that seems to be the root cause of Boo's fascination with the Radley's, specifically Boo Radley. In a dare Dill bets Jem the "gray ghost" that Jem won't touch the front door. Dill seems to know that "Jem never declined a dare" but is willing to lose the book to see if he can cause a reaction from Boo Radley.

Contextually the gray ghost is a book that bears striking parallels to *To Kill a Mockingbird*, a group of children chase 'stone's boy' to catch him for the so called crimes he has committed. ~~they~~ Once they discover ~~they~~^{he has} committed no crimes they forgive him. It is very possible that Harper Lee and Dill were both inspired by this story.

Ultimately Dill is an important character who creates humour and happiness in *To Kill a Mockingbird* while also reflecting darker contextual information. In the end he is yet another child who loses their innocence along with Jem and Scout.



This is an outstanding response that fully explores the character of Dill and his relationship with Scout and Jem. An assured and perceptive understanding of the character is demonstrated and all points are supported with contextual points that are integrated throughout the response. The candidate comments on how Dill reflects 'prejudice, friendship and hardship', is 'unbiased and unprejudicial', and is imaginative, creative, wise and funny. The candidate also recognises how there is a loss of innocence and how Dill is a 'symbol of maturity'. There are some extremely well-remembered quotations and the inclusion of smaller details, such as when Dill proposes to Scout, enhance the response further.

Level 5, 40 marks.



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

Question 5

Candidates discussed the concept of law as opposed to justice and how these two are sometimes incompatible. Atticus' and the Sherriff's decision not to prosecute Boo Radley was the prime example. Tom Robinson's trial and the miscarriage of law were the most frequent considerations. Most responses were written confidently, displaying a thorough or assured knowledge of the text and themes. References to the novel and context were relevant.

Two exemplars are included for this question. This first is a level 2 response.

In "To kill a Mockingbird" the theme of law plays a pivotal role in it. Harper Lee uses the theme of law to highlight the inequality which was prevalent in Maycomb. Maycomb represented a microcosm of the Southern States which have a rich history of prejudice and an ongoing one. ~~The law is a~~ The theme of law is used to show the ugly side of people, and despite Atticus attempt to convince Scout and ^{Gen} ~~Gen~~ that "the courts are the great levelers in our society, they both soon find out otherwise. As To kill a Mockingbird is a Bildungsroman, the theme of law and injustice tie together to influence Gen and Scout, because as they realise the law is not reliable they begin to mature and question their ~~big~~ beliefs, the theme of law adds a value of introspection to Gen and Scout.

The theme of law is central to *To Kill a Mockingbird* because it ties the story together and it leaves a greater impact on the reader.

The trial of Tom Robinson is used a lesson for the reader, a lesson which teaches them that not all men and women are equal.

So in conclusion, I strongly ~~agree~~ agree with this statement. The theme of law is an integral part of this novel as it has a profound influence on the story and characters such as Jem and Scout.



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Examiner Comments

In this short response, the candidate considers how Scout and Jem learn that the courts are not 'the great leaders in our society' and that 'law is unreliable'. The first page tends to be more generalised and lacks specific examples. There is a brief mention of Tom Robinson's trial towards the end of the response, but it is not explored in any detail. There is some knowledge and understanding of the novel with some brief contextual references. More examples from the novel and further development would have benefited this response.

Level 2, 13 marks.



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Examiner Tip

Try to refer to a range of examples from throughout the novel, not just one area.

This second exemplar gained a mark in level 5.

~~Law~~ Law is enforced in many scenes in the novel but law isn't the ~~central~~ most crucial thing. ~~Law~~ Having law doesn't mean there will be justice. ~~In~~ ~~For~~ Atticus once told Mr. Scout that 'It doesn't matter who it is the people who make up the jury. It shows that the law is meaningless because the people making up the jury is the one who vote for guilty or not. And the people are with prejudice and racism, so they will vote for Tom to be guilty & despite Bob's testimony is suspicious. And there are bugs in the loopholes in the jury system because they cannot view the case itself impartially, they so then the law can't serve justice. Even if Tom goes under the law, goes into the court, he is still treated unfairly and wrongly so law isn't important.

Moreover, there are people who take law in their own hands such as Bob Ewell. He ~~tries~~ ^{attempts} to attack the children because Atticus makes him ashamed and exposes him in front of everyone, so he tries to bring justice to by himself but in a wrong way. ~~It~~ And Bob burgle into Judge Taylor's house, followed Helen. These are all illegal action actions but the law

doesn't charge or ~~control~~ control him. The evil people did so many bad stuff and still not yet reported and live ~~to~~ however he wants obviously show that law is useless in Maycomb. ~~Aside~~ Besides, the Ku Klux Klan also ~~#~~ takes law in their own hands. They ~~promote~~ ^{promote} white supremacy and ~~law~~ wants to kill ~~*~~ all the black in Maycomb, and this is actually inappropriate because the black didn't do anything wrong however, the idea of ~~the~~ lynching the black is supported by the white and thinks this ~~is~~ is also a way to serve justice. It shows that law isn't important because people create their own law and ~~no~~ as long as the majority agrees to it, it ~~is~~ silently became an ~~is~~ official ~~is~~ law.

However, I agree that law is ~~is~~ the central in the novel somehow, because most of the scenes and events are linked with law, ~~no matter law that bring~~ such as the Jim Crow law. The churches is ~~such a holy place is~~ but the white gamblers ~~is it~~ and also separated ^{into} days for the white ~~*~~ and black to go in. ~~It~~ This event suggests that the segregation in Maycomb ~~is~~ is severe. As Dolphus Raymond married a black woman, he has to be criticised, it ~~is~~ is unnecessary but the people in Maycomb still ridicules him. ~~As~~ So he ~~drinks~~ pretends to drink ~~alcohol~~ alcohol under the paper bag suggesting that he obeys that law of ~~and~~ banning alcohol on street ~~but~~ and he says 'I think I should give people a reason for doing so' also suggests that the ~~law~~ of Jim Crow Law bring people in Maycomb a troublesome life.

~~Furthermore~~, Furthermore, Atticus is one of the main character and he is a lawyer ~~at~~ ~~at~~ indicates that law is important and is the main idea of the novel. As the quote "Lawyers, I suppose, are children once" at the start of the ~~novel~~ novel ~~at~~ already look the ~~#~~ novel with law. Atticus is ~~is~~ always teaching th his children about law ~~and~~ showing that he thinks law is a crucial part in life and ~~to~~ everyone ~~that~~ should obey laws. And ~~in~~ there are ~~at~~ still people believing law ~~is~~ like Atticus in Maycomb, which is Judge Taylor, he ~~at~~ appoints Atticus to be the lawyer for Tom suggesting that he ~~thinks~~ law ~~has~~ has hope that law can ~~to~~ serve justice ~~is~~ with Atticus's help. Atticus also thinks that ~~for~~ every ~~to~~ wrong done should undergo law system even if he knows it is ~~for~~ ~~fault~~ ~~faulty~~ a faulty, ~~and~~ He insists that Tom ~~is~~ ~~the~~ kill Bob ~~is~~ and doesn't think ~~to~~ his son can get away from law and examination ~~every~~ even if they are blood-~~is~~ related. However, Heck Tate says "Let the dead bury the dead" showing that he understands ~~to~~ law isn't everything and ~~people~~ ~~take~~ ~~law~~ ~~in~~ ~~their~~ ~~own~~ ~~hands~~ ~~to~~ ~~law~~.
as long as justice is served, it is

I think law is central in this novel but it isn't essential and ~~of~~ effective. There are more ~~ones~~ to look at other than law, because law is about conscience and as long as the mentality of people in Maycomb don't change, they still have the ~~Maycomb~~ Maycomb ~~what~~.

disease, the law is laughable. And ~~although~~ there are characters like Ben ~~being~~ being isolated but it is not a law, but ~~poor~~ and he is not black but people still treat him poorly. They call him 'malevolent malevolent phantom' and spread rumors of him. Rumors can ruin a person's life and destroy a person but it is not a law. ~~People say say~~ Maycomb people being conservative and for people with different family names can not climb up social status there is not a law but people follow it. There are many unspoken laws and rules and ~~would be changed~~ in this novel, ~~the~~ ~~the~~ Maycomb people are also trapped in their mindset and live in the non-existing law, ~~so~~ so I don't think law is the central, ~~the~~ the focus should be the mentality of the Maycomb people.



This is a confident and maturely expressed response. Initially, the candidate considers how law is not the most crucial thing and that having law 'doesn't mean there will be justice'. Later, the candidate counters this argument when recognising how life in Maycomb affects everyday life, such as the segregation laws. Examples include the way in which Bob Ewell takes the law into his own hands, Judge Taylor asking Atticus to take on Tom Robinson's trial and Atticus's role as a lawyer. All ideas are supported with relevant contextual comments and the candidate provides a thoughtful response. More examples of where the law is evidenced throughout the novel could have benefited the response further; but a secure mark in level 5 is appropriate.

Level 5, 35 marks.



Context must be included in responses; however, there does not have to be a balance of coverage between novel and context, as responses should be literary not historical essays.

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

Question 6

Candidates responded well on the theme of power. There was obviously physical power, in this case Lennie, but how that did not necessarily mean real power and influence. There were discussions on the abuse of power – Curley being the prime example and then Carlson. Many candidates homed in on inherited power – Curley and earned power as in Slim. Some discussed real power and illusionary power – an interesting example was that of Slim. One candidate noted how he has power among his peers on the ranch, but he is only a ranch hand and hence would lack power were he taken out of the ranch. Whereas the Boss has real power. Lack of power was discussed – using primarily Crooks, then Candy and Curley’s wife as examples. Curley’s wife, despite her lack of power, was noted for displaying what little she had when she was intimidating Crooks. And even Crooks showing his power over Lennie. Interestingly, relatively few candidates commented on the power George had over Lennie.

There did not appear to be many problems with incorporating context into the responses and in some cases it detracted from the body of the response. The more confident candidates were able to incorporate the context seamlessly into their responses.

Three exemplars are included for this question; the first is a level 3 response.

I agree with 'several characters have little or no power at all.' This is because this book was ~~written~~ set during the great depression when people with money still had power leaving the poor powerless. This was also a time of racism where people of color would be treated inhumanly giving them immediately no power in general.

The first example of power in this book ~~was~~ is Curley. Curley is the boss' son giving him power because of his father owning the ranch. He feels like he can boss ~~every~~ everyone around because of ~~at~~ others not having ~~any~~ more power than him. Other characters such as George and Lennie Lenny ~~do~~ barely have any power as they are new to ~~the~~ the ranch, Lenny having less power than George as he has a ~~no~~ mental ~~dis~~ disability not being able to think straight.

Crookes is also a great example of having no power at all. This is because he is a person of ~~or~~ color and people ~~was~~ could say anything to him without consequence, for example when Curley's wife said, "I can hang you ~~with~~ so quick, it's not even funny." This is a direct death threat giving Curley's wife no consequence as she is in a position of higher power. Power also comes from respect. For example Slim has been at the ranch for a long time and everyone looks up to him in a way and listens to what he has to say giving Slim a little power.

Power can also be seen ~~hierarchically~~ hierarchically as the boss being the one in most power at the top and Crookes being at the bottom because of his status as an African American. Giving the other workers little to no power at the ranch having to obey orders all day to be able to ~~be~~ desperately save up some money as they are in barely any position of power.



In this response, the candidate begins with some contextual comment and briefly comments on characters who have little, none or some power within the novel, such as Curley, George and Lennie, Crooks and Curley's wife. Each character is briefly considered, but very few specific examples from the novel are provided to support the points made. The lack of development hinders progress. However, a sound knowledge and understanding of the text is demonstrated. There is some relevant comment on the relationship between text and context.

Level 3, 20 marks.



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

This second exemplar is a level 4 response.

Of Mice and Men is a novel written by John Steinbeck to portray what life was like for people living in the 1930's America. I agree that a lot of characters in the novel had little to no power. People like Curley or Slim had power on the ranch because Curley is the boss' son and Slim was the "prince" of the ranch and ~~was~~ the best worker at his job. However, the social hierarchy played a huge role at this time, and a lot of people were put at the bottom of the hierarchy, such as Curley's wife as she was a woman, Lennie and Candy who were either old or had a disability, or Crooks, being a person of colour. Curley's wife had very ~~little~~ little power on the ranch. She was ~~say~~ addressed ^{as} 'Curley's wife' ~~which~~ throughout the ~~novel~~ novella, which indicates that Curley ^{held} had a lot of power over her and that she was not worth having her own identity. The men on the ranch also ~~called her~~ referred to her using derogatory terms, such as "bitch", "tramp", "jail bait", "that" and "tramp", which proves that she lives in a misogynistic society where men are in power and have no respect for women. She also had "rouge lips" which shows that she was seen as femme fatale, but ~~that~~ it could also connote that she was expected to look nice for Curley. In 1930's America ~~at~~ after the Great Depression and the ~~the~~ Dustbowl, ~~a lot of women~~ there was high ~~an~~ unemployment, which also resulted in many women not being able to get jobs and a lot of men ~~that~~ ~~could be~~ ~~an~~ getting employed. This slowly turned the society misogynistic and led to women ~~having~~ having to stay home and become housewives. Women were expected to take care of chores and at the same time, look nice for their husbands. However, Curley's wife did have a little power, which is shown when she ~~was~~ ^{threatens} Crooks, ~~she~~ saying she could get him "strung up on a tree so easy". This quotation proves that Curley's wife is aware that even though she may not have any power against the other

men on the ranch, she definitely has more power than a ~~coloured man~~ person of colour. At this time in America, racism and segregation had reached high levels, and people of colour were getting lynched for things they may not have even done. Lennie had no power ~~at~~ on the ranch due to his disability. ~~Lennie's~~ Lennie's disability is portrayed using the noun "paws" and that he "snorts like a horse". He is zoomorphized but it is also shown that he is disabled. Disabled people had no power ~~at~~ at this time, and they sat at the bottom of the hierarchy. Candy had no power because he was never considered. Carlson wanted to ~~shoot~~ ^{shoot} Candy's dog because his dog was old and ~~smelled~~ "smelled". Candy had his dog ~~since~~ "since he was a pup", which shows the strong bond between the two. The ~~Great~~ Dustbowl had caused many people to move and a lot of them were separated from their family and had no one, so the fact that Candy had formed such a strong bond with ~~his~~ his dog shows that it was something special, since no one had companionship ~~in~~ in 1930's America. Slim then told Candy "if he was ~~made~~ old, he would damn kill himself" as well, which could insinuate that it was aimed at Candy a little bit. At this point in time, if you were old or disabled, people believed that it was better if you killed yourself, and they believed that you were good for nothing. ~~Crooks had absolutely no power on the ranch, being the only African American on the entire ranch.~~ Crooks was the "only black man on the ranch", which shows that he ~~had~~ ^{had very little} ~~absolutely~~ no power. Not only was he ~~a person of colour,~~ ^{an African American,} but he was also the only African American ~~in~~ in the entire ranch. ~~Every~~ Every person who lived in the ranch called him a "nigger", proving the amount of racism he went through. He knew how easy it was for Curley's wife to get him lynched and therefore he went quiet. He had a "crooked spine" which proves how hard he works on the ranch. It also shows that the Jim Crow laws were put to work, which state that slavery is not permitted unless they are ~~imprisoned~~ imprisoned. Crooks slept in a little room in the barn which could connote that he was basically ~~imprisoned~~ imprisoned, and the amount of work he did along with the racial slurs he was called could imply slavery. The fact that Crooks was kept in the barn, away from others shows how segregated he was. Segregation was when African American's ~~there~~ ^{were kept} ~~there~~ completely separate.

from the lives of white people. There were separate bathrooms, separate water fountains and separate places to sit in public places for black and white people. Whilst Crooks ~~has~~ ^{exposed} a lot of racism and had basically no power, he ~~used~~ ^{abused} his tiny amount of power ~~being~~ against Lennie. Crooks starts to taunt Lennie about ~~him~~ George and Lennie's relationship, telling Lennie that George won't "come back" and that George is going to leave him. He did this out of jealousy because ~~Crooks~~ unlike Lennie, Crooks had no companions and he didn't have anyone to ~~talk~~ speak to. ~~That is but for~~
~~I agree~~ Therefore, I strongly agree that several characters had little or no power at all.



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In this sustained response, the candidate considers characters with some, little or no power on the ranch. The characters of Curley and Slim are considered as having some power in the social hierarchy of the ranch; however, characters such as Curley's wife has little or no power, except for the time when she threatens Crooks. Crooks is considered as having least power and comments in relation to segregation are included in this section. The candidate also explores the character of Candy, who has no power over characters like Carlson, who shoots his old dog. Some thoughtful comments are made and the candidate answers the question when concluding that some characters have little or no power at all.

Overall, the candidate demonstrates a thorough understanding of the novel and a sustained critical style is adopted. Contextual details support the points made and relevant examples are provided.

Level 4, 30 marks.



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Examiner Tip

Ensure context is integrated throughout the response and not included as a bolt-on at the end of a paragraph.

This final response gained a mark in level 5.

In *Of Mice and Men*, John Steinbeck diffuses the role of power amongst the characters on the ranch. Power is diffused unequally; some characters obtain all the power and abuse it, whereas others have little or no power at all. Power is presented as a controversial factor which contributes to the conflicted events that take place on the ranch.

I agree with the view of 'some characters having little or no power at all' as in *Of Mice and Men* power is artificial, earned or disregarded to some characters.

Several characters, one of them being 'Crooks' have little or no power at all. Crooks is presented as a 'stable-hand' who has no power amongst the characters in the ranch due to factors such as: race, discrimination, racial segregation and white supremacy. Crooks, being a black man constantly faces racial segregation within his stance amongst characters on the ranch. Crooks has been named a 'nigger' which outlines the image of 'slavery' acting as his shadow due to his race whilst characters on the ranch, racially segregate him with offensive terms and abuse their power due to white-supremacy. As Crooks was a black man, the idea of 'power' for him was out of his reach as his racial status neglects any possibilities of him obtaining power. Crooks is aware of the characters' negligence towards him due to his race as he inquires 'cause I'm black?' as a derogatory response to the opposing race, where he feels the degrading sensation by the treatment of the other characters on the ranch. Therefore, it is mentioned that Crooks has a "little shed near the edge of the barn"

which is underlined by his sense of isolation from the rest of the characters on the ranch. As Crooks is immediately represented as a 'disregarded' figure due to his race; his home status follows this path as he is isolated from the rest of the workers on the ranch. Crooks, additionally, is described as having a 'crooked' back as this is a reflection of his automatic obedience and respect to the rest of the workers on the ranch as his stance and postural approach could symbolise his subservient nature to the rest of the workers. Crooks' treatment is a result of the 'great depression' where the 'black people' were seen as a bleak and the idea of white-supremacy dispersed; causing black people to be racially segregated, seen as slaves to obey the whites and discriminated.

Another character, resembled with little power would be Candy. Candy is an old man whose best friend is a dog. Candy's age automatically isolates him from the rest of the workers on the ranch as his value disintegrates, where he is known as: "old Candy", "old swamper". The word "old" mirrors the workers' view of Candy, not seeing past his age which has resulted in him not being of much use therefore cannot obtain power amongst the other workers on the ranch. Moreover, the quotation "we knew you'd mess this up" reflects the ease the workers feel to degrade Candy's abilities due to his old age, therefore the fact that he 'messed up' comes in no surprise to them as they had known this before-hand.

Curley's wife is a character who contemplates with the role of power

as she has little power against her husband 'Curley', thus being called 'Curley's wife' which reflects her figure as a possession to Curley which suggests he 'owns' her due to her identity being disregarded as she has no name, automatically removing any power she has against Curley. However, she is also feared in a sense due to being 'Curley's wife' as she is a promiscuous figure who attracts danger when she is with men, which demonstrates some power she might have. However, in the patriarchal society women were subservient to men therefore had no power over them and were there to obey them. Within the novel, Curley's wife is described to have "rouge full lips" or "wearing a red dress" this could signify the idea of women seen as objects to men for the purpose of entertainment, neglecting their identity and describing their appearance which attracted men. As a matter of fact, Curley's wife was the only woman on the ranch which suggests the domination of the male gender, approving stereotypes.

On the contrary, characters like Curley who obtained a lot of the power were amongst the ranch workers. However, Curley was presented as a figure who obtained his power artificially due to his status. Curley is the "boss's son", and wore "high-heeled boots" as Curley was the son of the boss, power was handed to him automatically due to the status of his father which leads to the workers being fearful of Curley as his role was dominated. Curley was a short and short-tempered man who

Additionally, received his power artificially as he wore "high-heeled boots" which allowed him to enhance his status to obscure his insecurity of his height and regain power, increasing its artificiality. Curley ~~is~~ is described as having "his hands closed like fists and was in a slight crouch" which mirrors the idea that he is always ready for a fight to make the rest of the workers feel threatened by his power.

Whereas Slim, represented as an antithesis to Curley, has most of the power on the ranch as he is respected and liked. Slim is described to fit all the male stereotypes where he is, "tall, strong" representing him as a figure other workers look up for. Slim is described as the "prince of the ranch" and a "jerk line skinner" who symbolises a moral compass, where he is the "prince" due to his likeable nature which causes Curley to feel threatened by him as his power is earned due to his qualities and doesn't have artificial power like Curley, therefore the ranch workers will have Slim's side in a case of conflict between Curley and Slim which is why Curley avoids this as the migrant workers have the side of Slim.

In conclusion, I agree with the view and I believe several characters have no power or little power, however can be controversial and some characters have all the power.



The candidate demonstrates an assured understanding and considers a range of characters within the novel with little or no power, and those with some or all of the power. The candidate maintains a focus on the question. Examples include: Crooks, Candy, Curley's wife, Curley and Slim. For each character, some developed and thoughtful comments are made and supported with relevant examples. When discussing Curley, the candidate comments that he has power, but this is artificial as he is the Boss' son. Curley is seen as Slim's antithesis and that Slim is highly respected as he has earned his power through his skills as the jerkline skinner.

Overall, an assured understanding is demonstrated and points are supported with relevant contextual comments. Further development of some ideas and more contextual comments could have benefited this response further.

Level 5, 35 marks.

Question 7

Slim's character was analysed in varying amounts of detail. Candidates looked at his relationship with Curley, George and Candy. Candidates noted his relationship to Curley's wife and how flirtatious he appeared to be; his politeness to Crooks; his comforting George. His pragmatism was discussed – his agreeing to let Candy's dog be put down, drowning a litter of puppies. There were discussions on how he was not judgmental and compared favourable to Curley when it came to authority and respect. Some noted how detailed his description is in comparison to some of the other characters. Less confident candidates would tend to describe Slim and mention some of the characters linked to him. More successful responses discussed how he was linked to various themes in the novel – leadership and friendship for example.

There are two exemplars for this question; the first gained a mark in level 4.

Question 13

Steinbeck represents Slim's relationships with others on the ranch in *Mice and Men* as understanding. Slim understands other people's problems and has helped comfort many of them. This is evident in the quote "I can tell a mean guy from a mile away". This quote said by Slim, it describes to the reader how Slim is a perceptive person, that he is a very social person and can ^{get to} know a person's personality and characteristics quite quickly. The ~~word~~ revealing action "tell" suggests to the reader that Slim ~~is able~~ knows how to talk to people, he knows when they are in a bad situation and when they have ill-intentions. This is further proven in the novella when Slim comforts Candy on the death of his dog and when Slim ~~is~~ backs up Lennie after Lennie was beaten. This can be linked contextually, to the idea that Slim understands the importance of companionship during an era of isolation. Because during the 1930s in America, most people were lonely ^{er} and isolated, they had no company when ~~was~~ travelling from job to job. This further reinforces why Slim had ~~had~~ ~~George~~ indicated to George that his bond with Lennie is rare and special during these times. The effect on the reader is that they would feel happy that Slim cares about his yellow workers and they would probably hold more ~~favor~~ ~~in~~ favour towards Slim.

Steinbeck's intention is to portray the positives of companionship in the ranch through Slim, and how Slim feels like it's his duty to help and support those he works with.

Steinbeck presents Slim's relationship with others on the ranch in *Of Mice and Men* as respectable. This is evident in the quote "prince of the ranch". This quote describes Slim as someone all the ranch workers respect and look up to. The reader can also infer that Slim is someone the ranch workers can turn to for help if there is a problem. The high position "prince" describes someone of royalty. This can be linked back to Slim as it implies that Slim has a lot of authority on the ranch and is the one giving orders to the ranch workers on what to do and what not to do. Contextually, in 1930s America, there was a social hierarchy, where the people with the most authority were on the top while those with lower authority were ^{below that} ~~at the~~ ^{at the} bottom and the lowest being those without authority. This can be linked back to Slim as it shows the reader how Slim is at the top, when it comes to authority among the ranch workers in the social hierarchy. This is because Slim ~~is the~~ ^{is} seen as masculine and understanding, which leads to and makes the ranch workers look up ^{to} him ~~and~~ ^{as} a role model, ~~the ideal kind of~~ and respect him, the ideal kind of man during the 1930s America. The effect on the reader is that their respect for Slim would increase drastically and those who want to be like him would look up to him. Steinbeck's intentions is to portray the social hierarchy through Slim's position ~~on~~ on the ranch, and to portray Slim as a respectable man, a reason why he has so much authority.

Steinbeck describes Slim's relationship with others on the ranch in *Of Mice and Men* as valuable. This ~~states~~ implies how Slim is a valuable person to the ranch owner and ranch workers. This is evident in the quote "master ~~craftsmen~~ craftsmen". This is how the ranch workers described Slim, as a ~~good~~ person who perfected what he does. The reader could also construct the idea that Slim was respected so much because of his great ability to do his job. The adjective "master" describes Slim as a very skilled and hard working individual. Another reason of why the workers on the ranch listen to what he says. Contextually, in 1930s America, a great depression occurred which put a lot of people out of jobs and in financial trouble, many businesses and companies also went bankrupt leading to ~~more~~ even less jobs available. This can be linked back to Slim^m, who is a very skilled and talented individual and ~~that~~ the idea that he was working in the ranch ^{could mean} because he couldn't find any other open job positions that were better than a ranch worker. Which could further suggest that many skilled and qualified people like Slim couldn't find better job positions leading them to ~~also~~ also work in a ranch. This meant that many ranches could have skilled workers like Slim who are valuable to the ranch owner and ranch workers. The effect on the reader is that they ^{may} feel sympathy for Slim that he has to work in a ranch even though he is quite skilled and could have got a better job. Steinbeck's intention is to express through Slim how there was a scarcity of available job during the great depression, in 1930s America, leading to many people having to work on a ranch or do some agricultural work.



The candidate demonstrates a thorough understanding of the novel. This personal response is sustained and considers a range of points about the character Slim and his relationship with others on the ranch. The candidate considers how Slim is understanding and caring, being supportive of Candy and Lennie and goes on to consider how he is respected, a role model, having authority and is a valued, skilled ranch hand. Some thoughtful comment is included and ideas are developed.

Contextual points are made throughout the response. Some ideas could have been explored in more depth and detail, such as how he supports Candy before his old dog is shot by Carlson or the ways he supports George and Lennie.

Level 4, 29 marks.



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

This second exemplar gained full marks.

Slim is generally presented as a respectable and ~~formed~~ a role model for all ranch workers. This could be seen through his interactions with Curley, Curley's wife and George.

Firstly, Slim is presented as a foil to Curley, they have a power struggle on taking control of the ranch's daily operations. Slim is ~~presented~~ ^{introduced} as "the prince of ranch" from Candy in Chapter 2. The phrase "prince" suggests a royalty-like status for Slim while he is not from the boss' family, hence this indicates that his work ethics and ^{he is highly} ~~his~~ reputation are recognized. ~~is~~ ^{is} ~~the~~ ^{reputed} among the ranch ~~men~~ ^{workers}. In contrast, the "true" son of the boss, Curley does not have the same treatment from the ranch workers. Curley is presented as a lazy ~~and~~ worker and ~~is~~ are only feared due to his past experience in light-weighted boxing, and in contrast to Slim, Curley is smaller in size which this rivalry in a way developed a "Napoleon complex" for Curley, which pretty much like the ^{19th century} French general, Napoleon, being a small ~~guy~~ and always ~~seeking~~ for power. Curley's personality makes him envious of Slim and always trying to assert his dominance in the ranch through events such as picking on Lennie, a ^{stout} mentally disabled newcomer, ~~while~~ ^{who eventually got his arm} ~~getting his arm~~ ~~cut~~ ~~off~~ ~~in~~ ~~Chapter~~ ~~3~~ ~~.~~ ~~The~~ ~~rivalry~~ ~~between~~ ~~Slim~~ ~~and~~ ~~Curley~~ ~~reflects~~ ~~the~~ ~~class~~ ~~division~~ ~~in~~ ~~the~~ ~~1930s~~, ~~after~~ ~~the~~ ~~Great~~ ~~Depression~~, ~~when~~ ~~the~~ ~~Great~~ ~~Depression~~, ~~almost~~ ~~350~~ ~~thousand~~ ~~refugees~~ ~~moved~~ ~~west~~ ~~to~~ ~~California~~ ~~and~~ ~~this~~ ~~caused~~ ~~loads~~ ~~of~~ ~~unemployment~~

but the upper-middle class (like the boss) fears of losing their social position to all those newcomers, we could observe this from the boss or Curley (his attitude towards the working class) while Slim ^{represents} the hardworking working-class, moved his way through the ~~social~~ ^{ranch} hierarchy through experience and grit while Curley on the otherhand represents the upper/upper-middle class in which they fear of the lower class of rising and overcoming their position while also need them to work for their properties to maintain their position on the social hierarchy. Curley as the boss' son does not have the power on the ranch yet but his family background could at least keep him on par with Slim on the ranch hierarchy.

Steinbeck presents this power struggle as a reminder to all the labourers in 1930s that ~~the~~ hardworking would not ~~as~~ automatically grant you success in life and by way the rivalry of Slim and Curley, he proves that ~~the~~ no matter how ~~wealthy~~ ^{spoiled} the upper/upper-middle class men are, they would still be ⁱⁿ a high position on the social hierarchy thanks to their family's affluence/~~power~~ ^{wealth} in which ~~power~~ ^{wealth} ~~is~~ ~~the~~

this realistic view in the novella may disappoint some readers as Steinbeck's criticism on this idea of hardworking crushes their long lasting belief of American Dream, which states that hardworking is the only factor to success while in reality Steinbeck is trying to deliver the message in which the American Dream is flawed and rising by writing this novella after experiencing a working as a labourer would at least awaken some people. On the other hand, some readers may actually reflect on the ~~flawed~~ ^{utopian} utopian ideals of American Dream and actually recognise the reality, ~~or~~ ^{if} that is the case then I believe Steinbeck's intention would be ~~fulfilled~~ ^{fulfilled}.

While is really the relationship between Slim and Curley as modern audience would see this as more of a normal situation ~~in~~ ⁱⁿ ~~the~~ ^{as} as we currently live in a capitalist world and class division is still an ~~unresolved~~ ^{unresolved} unresolved issue, power struggle between working class and middle class still ~~exists~~ ^{exists} and ~~readers~~ ^{modern workers} and readers.

would've sympathise Slim's position as his hardwork arguably did not pay off much in terms of his social position but in overall, both readers in 1930s and readers nowadays would see Slim as a postively as a character.

Secondly, Slim's interaction with Curley's wife is also worth pointing out. Curley's wife is the only women character that has quotes in the novella and she is often described as a "tart" and "giving slim the eye". This suggests Curley's wife lack of power in the ranch hierarchy and the fact that she has to "give slim the eye" - further suggests that she needs someone powerful to climb up the ranch hierarchy. This is a Steinbeck intent to present the only women character as powerless to reflect the reality of gender inequality in 1930s. Women were ~~expected to stay~~ ^{most} ~~in~~ ^{men} ~~at~~ ^{went} ~~home~~ ^{to} ~~work~~ ^{care} ~~of~~ ^{family} ~~in~~ ⁱⁿ 1930s America and social norms did not change much. While Curley's wife is more of a revolutionary and rebel like character in comparison to the social norms, Curley's wife dreamt to be an ^{actress} ~~actress~~ ^{actress} ~~actress~~ as she ~~revealed~~ ^{revealed} ~~to~~ ^{to} Lennie in Chapter 5, ^{just} ~~just~~ ^{before} ~~before~~ ^{her} ~~her~~ ^{death} ~~death~~. ^{As} ~~As~~ ^{the} ~~the~~ ^{agent} ~~agent~~ ^{never} ~~never ^{came} ~~came~~ ^{back} ~~back~~ ^{for} ~~for~~ ^{her} ~~her~~, ^{her} ~~her~~ ^{family} ~~family~~ ^{forced} ~~forced~~ ^{her} ~~her~~ ^{to} ~~to~~ ^{marry} ~~marry~~ Curley - a son of a ranch owner whose ^{his} ~~his~~ ^{family} ~~family~~ is pretty wealthy while Curley's wife never loved Curley and she ~~was~~ ^{is} like being trapped in the ranch hence she tries to get the attention of ranch workers, including the most powerful one, Slim. However, in Slim's position, he could not afford to ^{trigger} ~~trigger~~ ^{Curley} ~~Curley~~ once again as Slim would not want their rivalry to escalate hence Slim often ignores Curley's wife while Curley's wife could only talk to people who ~~had~~ ^{had} ~~power~~ ^{power} ~~to~~ ^{to} ~~care~~ ^{care} on the bottom of the ranch hierarchy such as Lennie.~~

(who's mentally disabled) and Crooks (who's an African American and being referred to several times multiple times) and finally, she died of Lennie's hand which eventually led to George killing Lennie in the end of the novella (chapter 6). Steinbeck intent to portray Curley's wife as a character against the social norms in to perhaps encourage more people (especially women) to stand up for themselves and not to wait until their usefulness end, like Curley's wife's death in chapter 5 while an alternative viewpoint would be Steinbeck trying to reflect the ^{harsh reality} ~~tragic~~ of 1930s to educate the next generation to advocate for change. Moreover, the fact that Curley's wife does not have a proper name like every other ^{male} character does proves the fact that Steinbeck is trying to reflect the tough times of America (1930s) and in hope that readers would stand up and change the poor situation of the country and bring America out from Great Depression. Vs modern readers may not see ~~the~~ sympathize as much as readers in 1930s as gender inequality is much less of an issue nowadays. ^{most} ~~women~~ ^{can} work and choose their own marriage ~~while a few more cases like Curley's wife~~ ^{while in contrast, most of women were seen as} property to men and does not have much rights back in 1930s. ~~Steinbeck made an impact in educating the generation after Great Depression and~~ ~~show~~ ^{how} ~~the~~ ^{was}

Furthermore, Slim also has served interactions with other characters such as ^{one of} the main character in the novella, George. George were seen as similar to Slim in terms of intelligence and both George and Slim recognized each other and sees each other as companions after Lennie's death. Slim knew George's hands were forced ~~and~~ as Lennie did kill a person and George chose to kill him himself and give Lennie the easiest death possible. ~~The~~ ~~same~~ George's quote on "ranch workers like us are the poorest in the world" during Lennie and his ~~own~~ conversation in chapter 1 ^{suggests} in some way foreshadows that George would be alone in the end, along with the description of

Saltines River before George and Lennie's ~~entrance~~^{entrance} to the scene. The description of "rabbits resting on the evening ~~and the~~ setting on the edge of the pond" matches Lennie's death scene in which Lennie is portrayed as "rabbits", which is zoomorphism as a technique used a lot by Steinbeck throughout the novella, especially in Lennie, "bear paws" "rabbits" are the most common ones, as both "bears" and "rabbits" are seen as naive and peaceful and often seen as maternal and has overwhelming physical power and "rabbits" as naive and. This matches up Lennie's personality but the use of zoomorphism could be an attempt from Steinbeck to dehumanise the workers & write as if to present how workers are losing their humanity along the way without themselves realising, for example Carlson killing Candy's dog without hesitation or Lennie killing Curley's wife ~~unintentionally~~^{unintentionally}.



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The candidate demonstrates assured knowledge and understanding of the novel. There is confident personal engagement with the question. The candidate presents a range of points about the character of Slim and his interactions with other characters. The candidate identifies that Slim is respected by other ranch workers and, as such, is a role model. He is seen as a foil to Curley and there is some exploration of their power struggle. His position as 'prince of the ranch' is considered and how he is hardworking. His interactions with other characters, such as Curley's wife and George are considered. At times, the candidate uses Slim as a springboard to demonstrate their knowledge of the text and other characters, but points are always brought back to Slim. Contextual points are made throughout the response. The more this is read, the more it confirms full marks.

Level 5, 40 marks.



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.

Question 8

There were very few responses to the question but most candidates did well. The responses for both questions were particularly strong on the cultural context of the novel. Both questions lent themselves to that kind of approach. Most of the responses were confident and displayed a perceptive knowledge of the text.

Question 9

Again, there were just a few responses to this question and the majority were very successful. As in previous series, the responses were often a joy to read.

More successful candidates looked at responsibility demonstrated by Koro, Nanny and Kahu. The rescuing of the whales and Koro's fixation on finding a male leader for future generations were considered. Those exploring Nanny considered how she took responsibility for Kahu and how she saw it her responsibility to try and change Koro's thinking.

This response gained full marks.

In "the whale rider" written by Witi Ihimaera in 1987 the theme of responsibility is a big theme in the novel. It is shown through Koro Apirana's responsibility as leader, man's responsibility in maintaining the connection with nature and Kahu's responsibility as the final spear.

In the novel, Witi Ihimaera uses Koro Apirana's disappointment when he found out Kahu was a girl to emphasize his responsibility in maintaining Maori culture as leader. As soon as Koro Apirana and Nanny Flowers got a phone call from Pororangi where he tells them that their son and rehua's new born was a girl, Koro out of his disappointment starts to neglect and hate Kahu, saying "I shall have nothing to do with her". The reason for Koro's disappointment is highlighted in the novel where he couldn't "reconcile his traditional beliefs about Maori leadership and rights with Kahu's birth" and for thousands of years the Maori tribe only had male heirs ever since the first leader

Paikae. Women's role was restricted, they couldn't vote and were certainly never leaders in the Maori tribe. Thus by Maori tradition, the "mantle of mana" usually fell from "eldest son to eldest son".

✱ This is why Koro was disappointed, as leader he is to preserve Maori culture, thus the dis-mantling of the lineage through an "eldest daughter" angered him. He starts to neglect her that he started to look for eldest sons in the tribe to become future leader, he even created "language nests" and meetings to learn about Maori culture and language, all of which females were denied access both to preserve purity of the tribe and preserve traditional female roles.

In addition, ~~the~~ witi Ihimaera emphasizes the importance of man's responsibility in maintaining the connection with nature to convey how both are connected. For thousands of years the land and sea were "yearning" and "waiting for the ~~seeding~~ gifting" this suggests that even though both existed both ~~the~~ ~~wi~~ held a very strong connection. When the founder of Whangara, Paikae had "came into the sea playing a flute" he formed a special connection with the ancient bull whale who was mourning his mother by playing ~~was~~ a sad song. The whale and Paikae could then communicate and

"as their communication grew stronger, so did their understanding and love for one another" this is shown through Paikae being the "golden human" in the whale's eyes. Through the use of the adjective "golden" the whale's awe and love and connection with Paikae is emphasized. Moreover as Paikae rode on the back of the bull whale and "became the whale rider" and found Whangara, through his transition from the matatōe canoe to the whale's back and finding Whangara, a special connection had been formed as the ~~tar land~~ land and nature say, "We had been found" and "our blessing will come soon" showing how much of an impact it made. However, in the age of commercialism in the 80's and 90's man's overfishing has led to the destruction of the connection with nature as well as the whale hunting which resulted in whales being captured for their skin and tooth as well as nuclear testing in the 90's which released radioactive substances and bombs into the sea, causing high radiation levels beneath the water which acted like a poisoning for ~~an~~ sea creatures. The ~~rainbow~~ green piece made the rainbow warrior which was purposely sunk in its attempt to stop nuclear testing all this shows humanity's cruelty. This thus emphasizes how humans destroyed their responsibility in maintaining the connection as they destroy nature which rawiri warns that "nature will take back what man had once achieved to

please his vanity". From harsh climate in Papa New Guinea Rawiri learns not to mess with nature.

Moreover, Witi Ihimaera uses kahu's responsibility as the final spear to emphasize how women can also be leaders. Thousands of years ago as legend says, Pailkai's ~~throw~~ final spear, jolted from his hand and flew for thousands of years before landing on earth. Pailkai prophesied this "final spear" to come in "a time of great need" this ~~my~~ legend had been believed for thousands of years. In present time, Rawiri being entrusted by Hanny Flowers to know the location of kahu's birth cord saw a "flash" that looked like a "spear". This makes readers curious as could this mean kahu is the final spear? Later on Rawiri notices how kahu make "eerie sounds in her throat" ~~while they were~~ which shows how she could have a possible connection with the whales. Kahu then proves her grandfather wrong at the end of the novel by convincing the bull whale and herd to swim back to sea and stop trying to kill themselves as the whale was about to die with his ~~her~~ herd singing a farewell song. Kahu says "ko kahutia te Rangi, ko Pailkai" ~~to emp~~ and rode on the back of the whale out to sea.

almost sacrificing herself for her ~~own~~ tribe, she wants them to "live forever and ever". However soon through the mother whale the bull whale realized kahu was not paikae rather the final spear and so returns he safely to land. Thus is how kahu caused the survival of the whales marking her responsibility on earth as the final spear and reformer of man and nature's connection. With Ihimaera's daughters complained about how males were always heroes in stories, so through kahu ihimaera shows the women have the responsibility of being heroic too.

In conclusion, responsibility is shown through koros responsibility in preserving traditions, man's responsibility in maintaining connection with nature and kahu's responsibility in reforming the bruised connection and saving the maori tribe.



This response shows assured personal engagement and a perceptive critical style is maintained. Throughout the response, an understanding of the relationship between text and context is integrated convincingly and a wide range of examples are used to support the points made. The candidate considers the responsibility that Koro has when trying to find a male successor for future generations and how he strives to re-establish Man's connection with nature and preserve traditions. The role of women is explored and how Kahu takes responsibility for 'reforming the bruised connection and saving the Maori tribe'. Attention to detail confirms full marks.

Level 5, 40 marks.

Question 10

As seen in previous series, responses to this novel are often very successful, with most gaining marks in levels 4 and 5. The knowledge and understanding of this challenging text is often impressive.

The majority of candidates explored the difficult marriages of both mothers and daughters and considered how difficult marriages can occur in both America and China.

The following is an example of a level 4 response.

~~Jing-Mei = represent Amy Tan~~
~~to reach water~~
~~doesn't know Suyuan well~~

Waverly-Vick ~~1st para~~ 4th para
 1st para

Difficult Marriages = Suyuan-Carrington
 Ying-Ying: disfigured
 An Mei: - George - Ben
 Wieb: tin & kyan tang-yu - 2nd para
 Rose =

1st para
 - Lora - Harold = 50/50 relationship
 diff as Harold is selfish

P
 F
 I
 S
 C
 Y

Joy Luck Club highlights the unhappy and failed marriages of the Mothers and Daughters throughout the text. Preferring the male as ruling and dominating the household.

Clifford and Ying-Ying are in a difficult marriage where Clifford does everything alone. Clifford writes Ying-Ying's ~~birthdate~~ birthdate as year of the dragon instead of year of the tiger when moving to America, causing her to lose her identity and become a "Ghost" suggesting Clifford controls the marriage and as Ying-Ying has "too much wood" she bends too easily, encapsulating she has no choice but to listen and follow Harold's decisions. In China, the women were raised to listen ~~and~~ to the husband's needs and be a good wife for them. When Ying-Ying was young her caretaker told her "a woman should be silent" causing Ying-Ying to let Clifford do everything he wants ~~to~~ without consulting her.

Another difficult marriage is ^{Lindo Jing's} ~~Huan Jing's~~ and Huan Jing's mother in 'the red card', Huan Jing you holds all the power over the relationship and forces her to do servant work. Huan Jing's mother states "let the servants teach her" ~~or~~ suggesting they don't see Lindo as his wife but as a servant for

him to order around. Furthermore the Hyon byon-yu's mother states Lirde-jong is only there to beat his child - highlighting they were not equals but she was pulled off by her parents at 12 when their house needed to produce a male heir and do ~~that thing~~ the Hyon's bidding. In ancient China women were seen as inferior and had to do the cooking and cleaning for the man. They would also have to beat the child without arguing. So in the end Lirde found that she was taught by her mother to be a young one which was to "listen to the man". On the other hand, Lera and Harold split everything equally ~~from restaurant bills to rent. Harold gives Lera a divorce paper~~ giving Hyon byon-yu the control over the relationship.

On the other hand, Lera St. Clair and Harold ~~split~~ do everything with equal input. Harold gives Lera a "divorce paper" because he thought "she lost interest" in the relationship, suggesting their equal input in decisions as Harold decided to discuss a divorce with Lirde as she looked "uninterested" as she had ~~3~~ 2 son girlfriends, showing his love for Lirde as he wanted her to find someone else that she could care for. However, Harold gives Lera ~~the chair~~ when it was due to her looking her "tiger spirit" instead of losing interest in the relationship. However, Harold ~~was~~

Lera "ice cream" without realizing she doesn't eat it until one dinner time where Ying-Ying points out to Harold when he gives her Lera's "ice cream" that "she can't eat ~~the~~ ice cream." This suggests that Harold was being consistently self-centered to refuse what was going on around him. America's views of women differed from Lera due to women's rights activists in the early 20th century where women were given equal rights to men throughout America showing how Lera all though from Chinese descent, ~~that~~ due to being born ~~up~~ in America she was raised knowing she had equal rights to men causing them to have equal input in their relationship.

Overall, many of the marriages of the daughters and mothers were unjust and unhappy. However, this is partially due to Army ~~and~~ ~~the~~ assuming all males are the same and forcing the Chinese stereotype of ^{in the society} men holding ^{for the most} all the power ~~in the majority~~ majority of the males, causing the "gay club club" to be quite sexist ~~to~~ ~~the~~ towards males and wrongly prescribes them.



The candidate demonstrates a thorough understanding of the novel through a selection of examples. The difficult marriages of Ying-ying and Clifford, Lindo Jong and her first husband, Tyan-yu, Lena St. Clair and Harold, are explored. There is an awareness of the relationship between text and context and the writer's intent is considered. More exploration of each example given could have benefited the answer further, but the response is sustained.

Level 4, 28 marks.



A short plan is always helpful, but remind candidates not to spend too long on it!

Question 11

There were a small number of responses to this question, but it was very successful for the candidates that attempted it.

Most candidates were able to explore the significance of Jing-mei with confidence. Examples included how she took her mother's place at the club and how she travelled with her father to China to meet her half-sisters. Many commented about her piano playing and her difficult relationship with her mother.

Question 12

Responses to this novel are always a joy to read. The character was fully understood and most candidates explored the character in some depth. As seen in previous series, responses were very successful, often gaining marks in level 5.

Most candidates considered how Obierika is different to Okonkwo, but he is a true friend. Examples included how Obierika looked after Okonkwo's yams and visited him whilst in exile. Other points included how he reacted to Okonkwo's death at the end of the novel. Examiners considered the responses to question 12 to be more successful than question 13, especially when exploring the friendship and loyalty between Obierika and Okonkwo.

Two exemplars are included for this question. The first is a level 4 response.

Things fall apart is a post colonial novel written about Nigeria in the ~~year~~ 1890s about early british colonisation and the effect it has on the traditional Igbo people. Obeirika is Okonkwo's best friend and ~~acts~~ has a more thoughtful personality.

Obeirika ~~asks~~ acts as a close confidant and is presented as a best friend in numerous ways, he first tells Okonkwo to not kill Ikemefuna as "the boy views you like a father," and also consoles a depressed Okonkwo after he has killed Ikemefuna as an act of keeping his reputation. Okonkwo says that "he had felt better after talking to Obeirika, therefore showing the closeness of their bond. Another instance which presents this close bond is when Obeirika chooses to go see Okonkwo during his exile giving him money ~~which~~ which was ~~taken~~ from ~~the~~ Okonkwo's sold

yams) as well as telling him about other stories such as ^{Nwoye's conversion and} the massacre in Abiara Abame (where the white man killed most of the population after finding out that the tribe had killed one of their missionaries); This story is based off a real occurrence in 1905 where the colonisers killed ~~the~~ Abiara's oracle ^(Awaka) as well as massacring most of the towns people. At the end of the story, Obeirika is also saddened by the death of Okafino and blames the district commissioner for his demise.

Achebe also presents Obeirika as an accomplished and proud Igbo man, with many wives & children and having many titles. In Umuofia, men who were able to have many wives and children were respected as polygamy was common. ^{Adherence to Igbo custom} ~~beliefs~~ and traditions are also seen in Obeirika's daily life where he conducts an isa-fi ceremony where he "buys" a bride for his son with sticks and celebrates a traditional wedding for his son, ^{presenting} ~~showing~~ Obeirika as a proud Igbo man.

However, the character of Obeirika is also seen to be a timer and ~~asks many~~ questions ~~where something~~ whether some things

in the Igbo society ~~is~~ are actually necessary, ~~this~~ ^{As} ~~is~~ shame when he reflects on leaving his baby twins in the evil forest and when people burn Okonkwo's compound after to cleanse the earth. He is also able to accept and see that the Igbo society is changing when he argues with Okonkwo about the Ozo title having importance ^{for reasons for} therefore confronting Okonkwo in the ability to accept change.

Oberika is also presented as a trust worthy ^{and kind} person as Chama is able to trust him to build huts in anticipation for his return and defends Okonkwo even after his death. saying that "the white man made once respected ~~member~~ into someone who ~~cannot~~ is unable to have a proper burial."

Things fall apart is written in response to ~~other~~ novels such as Joseph Conrad's "Heart of Darkness" to depict ~~a~~ how true Igbo culture was at the time and how people were not ~~as~~ away as barbaric as ~~many~~ in characters like Oberika who ~~understand~~ many things in the Igbo society.

^{when}
 → he differs from Okonkwo [^] a ~~man who~~
 "ruled his house ^{with} ~~on~~ a heavy hand" and
 the one is uno "if maybe to get his words
 out quickly would be best,". Obierika is
 thinks about his actions byne doing pen and
 helps to keep Okonkwo from acting ^{rashly} ~~rashly~~ and
~~regretting~~ ^{regretting} ~~regretting~~, later.



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This is a confident response that demonstrates a thorough understanding of the novel and the character of Obierika. A wide range of points are made, such as Obierika being Okonkwo's best friend, how he consoles Okonkwo following Ikemefuna's murder, visiting Okonkwo in Mbanta when he is exiled, tending Okonkwo's yams. How he is an 'accomplished and proud Igbo man' and how Obierika and Okonkwo have different opinions about the changes in culture and tradition. A range of contextual points are made throughout the response.

The response is sustained and meets the level 4 criteria. Further development of some areas with more specific details could have benefited the response further.

Level 4, 32 marks.



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Examiner Tip

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 Regional IGCSE Literature paper both online and modular? Check the website for more details or contact our subject advisor.

This final exemplar received full marks.

Set ~~was~~ during the Scramble for Africa, an era of ~~the colonies~~ colonialism in Nigeria Things Fall Apart depicts the ~~the normal~~ culture and daily life of Ibo people and the ~~class~~ destruction against Christianity and colonialism. Obierika is an important character and contributes to the plot of the story as well as Achebe's presentation of Ibo culture.

Obierika is presented as the ideal male in accordance to Ibo culture. He is loyal to ~~their~~ ^{the} religion, which is demonstrated as he ~~does not~~ obeys the order to kill Ikemefuna. He ~~also strictly follows other traditions such as marriage,~~ he The Ibo religion is a core element of the Ibo society and culture and Obierika is therefore a respectful member of his society. His masculine traits are also shown

through marriage, in which he negotiates ~~the~~ bride price with his son for his daughter, presenting the ownership a father has over his daughter and the ~~the~~ marriage she is to make. By following the culture of Ibo society, Obierika is used ~~to~~ ~~by~~ Achebe to demonstrate the life of a typical male in Ibo society.

Obierika also

As contrary to ~~Obierika~~ Okonkwo, Obierika is ~~the~~ one who is able to balance his ~~of~~ conscience with the culture. While Okonkwo obeys the gods' command to kill Ikemefuna, he goes to the extent of killing him with his own hands, to prove he is not weak. However, ^{his foil,} Obierika demonstrates how Okonkwo is ^{unnecessarily} ~~very~~ extreme ~~as~~, as he presents the qualities of the ideal Ibo man: ^{loyal to their religion as well as their conscience} He respects the religion, but refrains from ~~going~~ joining the party to kill him and advises Okonkwo not to go as well for the relationship between ~~him and Ikemefuna~~ ^{as how by how he calls [Okonkwo] father} Okonkwo and Ikemefuna. In this aspect, Obierika acts the foil to the protagonist Okonkwo, to illustrate how Ibo culture is misinterpreted by its own

people like Okonkwo.

Obierika is also presented as a calm and collected person. In part 3, the Christians have taken over Umuofia, the former glory of the clan ~~is~~ is no longer, ~~while~~ ^{and} Okonkwo appears ~~angry~~ angry ~~at~~ at his clan members for ~~submitting~~ submitting to the victory of colonialists, Obierika which drives him to ~~kill~~ kill the chief missionary and his downfall. ~~By~~ ~~accept~~ This is very different to Obierika, who ~~mourns~~ mourns for the loss of ~~the~~ Umuofia's strength, but ~~he~~ chooses to accept it peacefully. ~~just~~ ~~regret~~ ~~is~~ ~~saying~~ ~~is~~. By using Obierika's ~~peace~~ ~~and~~ Okonkwo's aggression and impulsiveness to contrast Obierika's composed nature, ~~is~~ ~~is~~ Achebe presents how ~~though~~ under ~~the~~ colonialist rule, ~~the~~ people ~~is~~ could live and not be driven to suicide like Okonkwo.

As Obierika has an outburst of emotions in the final chapter, it illustrates Obierika's friendship with Okonkwo ~~is~~ ~~is~~ and the consequences of colonialism. As the ~~chief~~ ~~missionary~~ colonialists demand to see Okonkwo, they are faced with Obierika

in an outbreak of emotions, phrases such as 'buried ~~was~~ = greatest warrior of Umuofia and 'buried like a dog' was used. This also contrasts Obienka's ~~to~~ calm composure throughout most of the book to ~~to~~ ~~acc~~ accentuate the destruction caused by colonialism. His anger is used to present how ~~to~~ as Okonkwo committed suicide, which is ~~to~~ considered an abomination to the gods, he cannot be buried ~~to~~ respectfully nor by his ~~own~~ clan members, illustrating ~~the~~ the anger of Ibo men towards colonialism.

Obienka is also presented as a slightly dubious person to religion. When Okonkwo is exiled for ~~to~~ accidentally killing Erendu's son at his father's funeral Obienka is doubtful. He disagrees with the ~~to~~ decision, thinking it too severe as Okonkwo never intentionally killed the son. Though he is only doubtful in thought, and helped destroy Okonkwo's compound as ^{another} punishment, this thought demonstrates the looming flaws of the Ibo society, ~~to~~ and culture, a major

contributor to the falling out of the clan as others question or even betray their culture and religion to join the white men. Obierika's questioning, as someone loyal and fitting ideally as a man presents the critical weaknesses that foreshadows the complete breaking down of Ibo society.

~~he~~ Obierika ~~has~~ ^{is} be a significant supporting character in Things Fall Apart, from demonstrating the ideal image of a man, to the flaws in Ibo culture that caused self destruction and breaking down of the society to acting as a foil for Okonkwo to demonstrate his hamartia that drove him to his downfall.



ResultsPlus
Examiner Comments

This response demonstrates an assured understanding of both the novel and the character, Obierika. A wide range of maturely expressed ideas have been made and include: how Obierika is a foil to Okonkwo, how Obierika is 'able to balance his conscience with the culture', how he is a contrast and not as extreme as Okonkwo. How he is important in both the plot and used to illustrate Igbo culture and traditions, how he negotiates a bride price with his son, how he is calm in comparison with Okonkwo, and much more. Understanding of the relationship between text and context is integrated convincingly into the response. This answer is a pleasure to read.

Level 5, 40 marks.

Question 13

There were fewer responses to this question but, like its sister question, several of them gained full marks. The responses were, on the whole, impressive and a joy to read.

More successful candidates explored various ceremonies, such as the 'Feast of the Yam' and the actions of the *egwugwu*. The belief in the Oracle, Ezeudu's funeral and allowing twins to perish in the evil forest were also considered.

Paper Summary

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

- Please remind candidates 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 larger handwriting.
- Candidates should be reminded 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 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 from memory, 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.
- Section B, Anthology, candidates need to consider language, form and structure. Poems must be compared and the effect on the reader considered. Remember that context is not assessed in either of the poetry questions.

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>

