



Examiners' Report

June 2024

Int GCSE English Literature 4ET1 01R

Edexcel and BTEC Qualifications

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

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



Giving you insight to inform next steps

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

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

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

Pearson: helping people progress, everywhere

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

June 2024

Publications Code 4ET1_01R_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

Introduction

This paper is comprised of three parts:

Section A: Unseen poetry (20 marks)

Section B: Anthology poetry (30 marks) and

Section C: Modern Prose (40 marks).

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

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

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

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

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

Candidates that did well in the Poetry sections:

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

Candidates that did well in the Prose section:

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

Candidates that did less well:

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

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

Question 1

Unseen Poem: *Leisure* by W.H. Davies

'Explore how the writer presents thoughts about life and the beauty of nature in this poem.'

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

Most candidates identified Davies' theme that the pace of life is such that we spend too little time enjoying, and many also noted the sibilance of the 'stars' simile and the personification of nature as 'Beauty' at lines 9 – 12.

On the other hand, remarkably few candidates noted that Davies answered the question propounded in his first stanza in his last, and only a handful saw the differing significances of the sheep and cows, the squirrels and flowing water. Nearly everyone picked up on the rhyme scheme and the anaphora in terms of structure, although no-one picked up on the awkward scansion forced upon line 11 by the requirements of the rhyming couplet.

Most candidates had a decent range of points to say about this and there were relatively few responses of level 2 or 1. Most candidates got the overall themes of the poem celebrating nature and most of these also got the message that humankind often spends too much time being busy which takes them away from being able to appreciate nature. There were some misunderstandings, with a few thinking that the poem was telling them that humans ought not to waste time standing and staring.

A good proportion of the responses discussed the language choices in terms of the nature imagery and picked out some of the narrative meanings in each stanza. Language comments tended to be based on the lexical choices and imagery and only a few stronger responses looked at rhythm and metre, picking out that the regular metre reflected the business and pace of modern life which prevented people from taking time to appreciate nature. Very few responses speculated on the context of the poem or why humans were too busy.

Most candidates found something relevant to comment on in the poem. The vast majority picked up that the poet's message was to encourage us to stop and appreciate life, some linking this to the hectic state of our world. Most picked up on the use of repetition and cyclic structure, with quite a number identifying that the poet answered their own question at the end of the poem.

Candidates wrote well about form and structure. Many commented on the use of rhyming couplets and the brevity of the couplets reflecting the poet's message about the hurried nature of life.

A few candidates identified a literary strategy but did not provide supporting evidence or explanation of its effect. Caesura was commonly mentioned but very few candidates did more than name check; in many cases, it was not clear that the term was fully understood.

There are four exemplars for this question gaining marks across the levels.

Question 1

In the poem Leisure the writer presents his thoughts ~~of~~ on the beauty of nature in many ways. In the first stanza the writer signifies how life is only filled with care, ~~of this stanza~~ ~~the writer~~ with a question ~~the writer~~ "What is life" which he answers with "If, full of care". As the writer sees life as meaningless if filled with care. The writer of the poem also signifies that there ~~is~~ isn't enough time to admire the beauty of nature as were too busy caring to do so. The writer also uses the simile ~~streams~~ "streams full of stars like skies at night" to further on emphasize this beauty.

The poem is structured in 7 stanzas that ~~are~~ contain couplets with the ^{rhyme scheme} ~~rhyme~~ 'AA' throughout all stanzas.



In this response, the candidate considers the beauty of nature and how the writer poses a question and answers it at the end. There is comment about not having enough time to admire the beauty of nature. A reference is made to the use of the simile and there is comment in relation to structure. The brevity of the response hinders progress, as there is only 'some' close analysis of language.

Level 2, 6 marks



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

Our second exemplar is a Level 3 response.

The theme of life and nature is presented as a beautiful thing and melodic thing through the use of rhyming couplets: "carell... stare". The rhyming couplets are present all throughout the poem and it creates a sense of rhythm and melody which may imply that nature is beautiful like a melody of a song.

In the poem, the beauty of life and nature is presented as a beautiful thing but it ~~does not~~ will not last forever as the ^{anaphora} repetition of "no time to..." emphasizes that we have no time to admire the beauty in which nature and life has to offer because it might be ~~dis~~ is being destroyed. The writer may be hinting at the reality of climate change and how nature ~~is~~ is being ~~destroyed~~ destroyed by ~~humans~~ by us humans.

The poet's use of descriptive language ~~show~~ illustrates the water and life as being beautiful: "Streams full of stars like skies at night". The use of simile highlights the beauty of nature by comparing the ~~light sky~~ streams with the stars as if sparkles and reflect light. Furthermore, the poet describes nature as a human:

"No time to turn at beauty's glance// And watch her feet, how they dance!"

This use of personification shows that nature is full of life and is ~~dance~~ dancing.

The poem is written in a cyclical structure ending and starting with "We have no time to stand and stare". The cyclical structure puts an emphasis on, reminding the reader of what to do. Furthermore the alliteration of 'stand' and 'stare' emphasises ~~the~~ these two words.



ResultsPlus
Examiner Comments

This is a sound response that demonstrates an understanding of the meaning of the poem. The candidate begins with comment about nature being a 'beauty thing' and the melodic nature of the poem. A range of relevant points is made and the candidate comments on the use of rhyming couplets, anaphora, simile, personification, alliteration and the cyclical structure. Points are rather brief, but relevant examples support the points made. Further development of ideas and more consideration of the effect on the reader would have benefited this response further.

Level 3, 10 marks



ResultsPlus
Examiner Tip

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

Our third exemplar is a Level 4 response.

In *Leisure*, Davies presents nature's beauty and the philosophy of life as something that people disregard and take for granted, ~~presented~~ suggested through a range of language techniques and structural forms.

The author uses rhyming couplets throughout the poem, providing an ~~AA~~ AA BB rhyme scheme. There are seven couplets separated as stanza, making the poem 14 lines long, which could be argued that it is in sonnet form. This would be fitting as the poem is somewhat an ode to nature and describes the beauty of it, evident through the personification of nature entirely and referring to it as 'Beauty'. However, the poem is not written in iambic pentameter, like a typical sonnet. Instead, each line consists of 8 syllables. This gives the poem a rhythmic, lyrical flow^{*} which can be reflective of the steadfast paragon of nature.

Moreover, the use of caesura within the poem allows for the reader to pause after certain lines, giving them a moment to let the words linger. This may be because the poem implies that "we have no time to stand and stare," giving the reader the impression that the caesura forces a momentary pause. Enjambement can also be seen in the poem on two occasions "...the boughs/and stare..."

"mouth can / which that...". This adds to the flow of the poem so that it can be read more naturally, aligning with the nature of life.

The poem begins ~~and~~ with "What is this life, if full of care", which questions the meaning of life, and implies the reader to think about it as well by looking there. The final stanza of the poem begins with "A poor life this is, full of care", alluding to how the ignorant manner of humans ~~the~~ towards nature ~~is~~ led to a dull, mundane life. The final line of the poem, "we have no time to stand and stare", is a repetition of the second line in the first stanza. This has implications of the cyclical structure of life. The anaphora of "No time to" further builds on this idea as the ~~is~~ repeated refrain reinforces how people continuously fail to appreciate the natural world from the beginning to the end of their life.

The poem was written in 1911, shortly after the Industrial Revolution, and three years prior to World War One. This could possibly be a reference to the effect of industrialisation and how oblivious people have become to the Earth due to the new capitalist focus.

* exacerbated through sibilance, "streams full of stars like skies"



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

The candidate begins with comments about the 'philosophy of life' and how we take nature for granted and goes on to discuss how people fail to appreciate nature enough. Within each paragraph, a wide range of terminology is employed and some ideas are maturely expressed, such as the 'lyrical flow' and the 'steadfast paragon of nature'. Further coverage of the poem would have benefited this response.

This is a thoughtful and sustained response.

Level 4, 14 marks



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

Our final response for this question gained a mark in Level 5.

The ~~poet~~ Davies presents the beauty of nature as overabundant and important to the speaker (likely Davies himself) and suggests that ~~life~~ ~~needs~~ people should take time to relax and emphasises its importance in many ways. This is portrayed through the iambic ~~pent~~ tetrameter which creates a sense of wonder.

The ~~poet~~ writer suggests that "leisure" is important. This is (~~first seen as this is~~) evident as this is the title of the poem which gives it importance. The iambic meter also creates a beat similar to a heartbeat which may be used to show how, just like how the heart is crucial for ~~humans~~ relaxation is just as important. ^{the writer} He may be using the rejected form at the ^{and end} start of the poem to criticise how hard people work and how society forces people to only work and not appreciate the world around them. The regular line and stanza length creates a sense of regularity which may ~~be~~ mimic the (~~mundane~~) mundane lives ~~and~~ that we ~~lead~~ ~~an~~ led

in fall, as more countries become industrialised.

The beauty of nature is ~~perhaps~~ described as being ~~wonder~~ wonderful. This is evident through the verb "stare" which ~~has connotations of~~ suggests the speaker can be lost in nature ~~stare~~ and its beauty. The ~~wonderous~~ nature is nature is also presented as wonderful through the rhyming couplets throughout which create a harmony and as a song could be ~~and~~ considered as the ultimate expression of emotion, Davies used the rhyme to highlight the happiness that nature is able to bring.

~~Nature is a~~ The beauty of nature is also presented to be an escape from reality and the difficulties of life. The description of fish as "stars" presents the fish as providing hope. The North Star is often thought to guide people and so by describing ^{a part of} nature as a star, Davies highlights the positive effect that nature can have upon the people who embrace it. This is ~~extended~~ followed by "stars at night" and as ~~the~~ the sky can be a symbol of hope and peace, Davies suggests that after war is over (typically at night)

only then is our people's life. However, if they embrace the beauty of nature, they can have peace at all times of the day, even in "broad daylight".

The beauty of nature is also presented as powerful. The personification of beauty as ~~the~~ ^{an} ~~it~~ ^{is} on line 9, "Beauty's glance", gives importance to the nature. The capitalisation of "Beauty" makes it stand out on the page which portrays its importance. The fact that nature also "glance[s]" gives nature human like abilities which perhaps ~~that~~ ^{that} is used to show how nature should not be ignored, just like no human should be. ~~The~~ ~~the~~ Nature is also described as "dancing" on line 10 which suggests that nature is a place of joy and happiness. This is contrasted with the "poor" life of us humans which has a tone of despair. (1) ← Page 5

The writer presents life as too demanding. The refrain of "no time" creates a chat like tone. The "Time" is usually viewed as something precious and to neglect it or to miss time creates a sense of ~~the~~ despair.

The (chanting / chant) chant like tone may act as a plea to readers to help change how society is and change what how humans live so we have more "time" and freedom. Nature could be a symbol for freedom in the poem as the vastness of nature could mirror the vast opportunities that we have. However the freedom is trapped between the chores we spend our time completing as the description of nature and freedom and ~~Sandwiched~~ sandwiched in-between the harsh reality of life. The fact we ~~are~~ ~~cannot~~ have "no time to stand" could suggest the current ~~state~~ ~~of~~ ~~visions~~ of us are not the best visions of us and so much growth can take place.

Overall it can be seen that Davies presents to ~~us~~ beauty of nature ~~as~~ ~~is~~ ~~or~~ wondrous, ~~important~~ (and ~~is~~) and important. He used the poem to present his thoughts about life as one which is not being lived to its fullest and one that has so much more ~~to~~ room to become
(1) The power of nature is also seen as we are described as being "beneath the boughs". This visual difference in height makes ^{by current} human life seem insignificant compared to what can be achieved and what is out there.

better and "smile" is more "wait till" maybe
can "enrich" us.



ResultsPlus
Examiner Comments

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

The candidate considers how nature is 'everlasting' and how 'leisure is important', and that people need to take time to appreciate 'the world around them'. The candidate goes on to explore how nature is wondrous, a means of escape, powerful, symbolic of hope and representative of the freedom it gives us. A range of terminology is employed and ideas are supported with fully relevant examples. The response is confident and assured, but not all areas of the poem have been considered.

Level 5, 18 marks



ResultsPlus
Examiner Tip

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

Question 2

Anthology poetry

'Compare how the writers present remembering in *Piano* and *Remember*.'

There was generally very good knowledge and understanding of the two named Anthology poems. Most responses focused on the question and candidates made their points relevant to the idea of remembering. Many candidates demonstrated a keen awareness of elements such as tone, theme, figurative language, rhythm, stanza structure, and enjambment. These candidates were able to provide detailed and insightful analyses, which contributed to their higher marks.

There was quite confident discussion of form and structure. Most identified the use of sonnet form in *Remember* but did not discuss its relevance particularly successfully. Most identified the careful patterning in *Piano* and offered interesting comment on why the poet had chosen this approach.

Candidates found a great deal to compare and contrast in these poems, not only in language, form and structure, but also in mood and message. The majority picked up on the essentially sentimental nature of *Piano* and contrasted it with *Remember's* essentially pragmatic approach to the notion of loss and bereavement. Rhyme schemes, enjambment, caesura and end-stopping were all identified and commented on, and many candidates made useful comment on what we expect of a sonnet. Able candidates also noted the volta in *Remember* and contrived a plausible case for comparing it with a putative volta at line 9 of *Piano*. One exceptional candidate also pointed out the contrived (and hence ineffective) rhymes at lines 9 and 10 of *Piano*.

The parallels between the poems on the theme of remembering seemed accessible and most candidates had at least two pages of points to make. Some candidates did not comment on the bittersweet quality of remembering and how remembering brings both pleasure and pain, and this seemed like something that marked the stronger candidates from those engaging with the poem at surface level only.

Candidates did seem to be far more confident discussing *Piano*, where their comments ranged more widely across the poetic features. Responses to *Remember* were more limited in scope, with much comment on the 'silent land', 'hold me by the hand' and the contention between remembrance at the start and forgetting at the end.

Our first exemplar is a Level 3 response.

In the poems 'Piano' and 'Remember', they both use remembering in different ways. For example, in Piano the writer is remembering their childhood alone and all the memories of a scene caused by his surroundings, a piano with a mother and child with music. On the other hand the poem Remember is about making someone ^{else} remember the memories of the person and ones they created for as they will not be there anymore.

The poem Remember has the theme of death and sadness as it is about the writer ~~passing~~ or character passing on in life and preparing their loved one for the future which is seen when the writer uses "Remember me when no more day by day". Furthermore Piano uses the themes of childhood and memory in the poem due to the sudden memory of his childhood ~~they~~ want to relive.

Remembering in both poems is used to create sadness and not other emotions, in Piano this can be seen when the memory causes the writer to cry and "my-

manhood is cast", meaning they feel weak and like a child again
for they "weep like a child". This sadness is caused
by the want to relive the memory and/or time of childhood
as they have gotten too old and want nostalgia.
In comparison "Remember" is consoling someone else's sadness
from remembering, this is evident in line 9-10 through
"yet is you should forget me for awhile and afterwards
remember, do not grieve." Warning them that they won't care
if they are forgotten then remembered again but don't
be sad or grieve them again.

Both poems have rhyme but only Piano is structured
with 4 line stanzas and a AABB rhyme scheme
whilst there are no clear stanzas or rhyme scheme
in Remember making a feel of the poem being
personal through the use of no stanzas or rhyme scheme.
The title and word 'Remember' is repeated through the poem
Remember 5 times making a clear theme of helping
someone accept that they will just be a thing of the
past whilst Piano does have the theme of remembering,
there ~~is~~ is no repetition ~~use~~ use of the word until
the last line, 'rememberance' and 'past' but the title
of the poem is repeated as well, in every stanza.

To conclude, the writers present the use of remembering in different ways, one of the past and one for the use of the future after they leave.



ResultsPlus
Examiner Comments

In this response, the candidate demonstrates a sound understanding of the two poems. There is comment about remembering childhood and remembering in the future. Points are made about death and sadness, nostalgia, feeling sad and being weak 'like a child'. Overall, there is little coverage of the two poems and some ideas are repeated. More close analysis of specific words or phrases would have benefited this response. There is some attempt to explore structure.

Level 3, 15 marks



ResultsPlus
Examiner Tip

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

Our second response gains full marks.

Both poems present remembering as sorrowful and as a way to grieve for their lost loved ones. In "Piano" the persona laments how the music being played "Betray me back, till the heart of me weeps to belong."

The metaphor "heart of me weeps to belong" is forceful and represents how the persona is forced into remembering his ~~passed~~^{late} mother and their shared experiences.

the dynamic verb "weeps" ~~is forceful~~ has connotations of losing control in grief and presents how the persona has lost control of his emotions and is overwhelmed by this memory that was triggered through music. Similarly,

"Remember" explores how the persona wishes for her beloved to remember her after her death, by ~~exactly~~

proclaiming "Remember me when I am gone away / Come far into the silent land;". The euphemism "silent land" refers to death and expresses the persona's

desire to live on in the memories of her significant other after her death. The repetition of "gone away" supports this by emphasising her departure and her fear that she will be forgotten, ~~instead~~ as she

implores her partner to not forget her.

"Pains" ~~speaks about remembering~~ presents remembering as debilitating, whereas "Remember" presents remembering as comforting. In "Pains" Lawrence speaks about how in remembering his mother, he becomes reduced to a child by stating, "Down in the flood of remembrance, I weep like a child for the past." ~~This~~ The simile highlights how the grief caused by him remembering his mother ~~causes~~ causes him to act like a child, while the caesura isolates this simile, perhaps displaying how he is isolated in his grief. The noun "flood" has connotations of being unstoppable, implying that his grief ~~causing~~ ^{that caused} him to become like a child was inevitable once he had ~~but~~ started to remember his mother. Alternatively, in "Remember" the speaker comforts her partner by stating, "For if the darkness and corruption leave / A vestige of the thoughts ~~I once had~~ ^{that once I had}". The metaphor "A vestige of the thoughts" ~~is~~ perhaps is the persona attempting to tell her partner that he does not need to worry as her ~~memory~~ memories will stay with him for as long as he lives. This is supported by the noun "vestige" which has connotations of ~~strong and~~ permanency, highlighting how her memories will remain with him, even if he forgets her momentarily. Alternatively, the interruption in the ^{typical} Petrarchan ^{sonnet} rhyme

scheme ~~by using~~ ^{through} the lexical choice "had" could represent the internal conflict of the speaker, who ~~at~~ does not wish ~~for~~ for her partner to forget her, even for a moment.

Finally, the two poems present remembering as emancipating and essential. In "Piano", Lawrence ~~claims how~~ ~~that~~ reveals how memories of his mother have momentarily freed him from ~~society's~~ ~~social~~ society's expectations of a man by stating, "The glamour of childish days is upon ~~me~~, my manhood is cast." The metaphor of his ~~manhood~~ manhood being cast refers to how ~~the~~ in grieving for his mother, he has let go of society's expectations of being a stoic man and has become emasculated, allowing for him to grieve freely. This is supported by the pre-modifying, qualitative adjective "glamour" which implies that the speaker had realised that his grief had let him release his masculinity, allowing him to properly grieve his mother. In "Remember", the persona advises, "Better by far ~~if~~ you should forget and ~~smile~~ smile / Than that you should remember and be sad." The poem is written as a petrarchan sonnet; however, the last line is not written as a rhyming couplet. Some may interpret this as the speaker not giving the poem a sense of finality, ~~so~~ to display her inner conflict and how she still wants her husband

to ~~have~~ remember her; however, I believe that this choice was to ~~leave~~ make it so that the poem represents how life goes on. I believe that the persona deliberately deprives the poem of a sense of finality to inform her partner that even though she has passed away, it is not the end of his life and that her memories will live through him, accompanying him through his unfinished journey.



ResultsPlus
Examiner Comments

This is a confident and maturely expressed exploration of the two poems. The candidate begins with comments in relation to *Piano* and how the speaker is 'forced into remembering his late mother' and how in *Remember*, the speaker wishes to be remembered and implores her partner not to forget her. Perceptive points are made about remembering being both 'debilitating' and yet 'comforting' and these ideas are fully developed within the examples that follow. Further points about internal conflict and how remembering is 'emancipating and essential' add to the success of this response. Subject terminology is used confidently and embedded within the examples.

This is an impressive response that is assured and perceptive.

Level 5, 30 marks



ResultsPlus
Examiner Tip

Candidates should demonstrate an understanding of the two poems, compare them and explore the use of language, form and structure, and use relevant terminology where appropriate (as illustrated in the example).

Question 3

Anthology poetry

'Compare the ways the writers present giving advice in *If -* and one other poem from the anthology.'

Poem at Thirty-Nine was a good poem used for comparison. Many candidates commented on the reflective tone of the poem and how the father provided Walker with life-long lessons or advice. Some responses to *Poem at Thirty-Nine* were stronger than the responses to *If -*.

Several candidates compared the named poem with *Do not go gentle into that good night*. Although Thomas's villanelle is less advisory than pleading, many candidates made some very good comparisons and contrasts, not least because there were so many differences to note and comment upon in terms of language, form and structure. It was interesting that only the ablest candidates noted how rich and subtle is Kipling's apparently simple verse, compared to its opposite in *Do not go gentle into that good night*, where in some of Thomas's more difficult locutions there is a great deal less than meets the eye. Some candidates noted the incantatory effect of the twin refrains in *Do not go gentle into that good night*, and several level five answers noted how *If* could be summed up as a definition of the process of maturation of an individual. Candidates picked up on the desperate tone, the listing of the different types of men and the urgency of the message.

Other candidates essayed comparisons with *Prayer Before Birth* and *Sonnet 116* but these answers often seemed contrived and lacked focus.

In relation to *If -*, there was assured comment on repetition and personification. Many candidates picked up on the list-like nature of the qualifications needed to be a 'Man' and several pointed out the unrealistic expectations placed on the 'son'.

The full range of marks was awarded with most candidates gaining a Level 3 or above.

Our first response to this question gains a mark in Level 2.

In the poem 'If' Kipling discusses how you are "To serve your turn long after they are gone" suggesting that if you are grieving or have lost someone, you must repay their life back and do as they did. which is shown in 'Poem at Thirty-Nine' "now I look and cook just like him" These poems compliment each other as though Walker is taking and practically doing Kipling's advice.

However the two poems juxtapose one another as well. In the poem 'If' & "never breathe a word about your loss." and in "Poem at Thirty-Nine" it's about the loss of her father and how she handled it.



ResultsPlus
Examiner Comments

The candidate compares the named poem with *Poem at Thirty-Nine*. This is a very brief response which covers two main ideas: how the poems complement each other and how Walker 'is taking and practically doing Kipling's advice'. Unfortunately the lack of close analysis and coverage hinder progression, but there is 'some' here.

Level 2, 7 marks



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

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

Our second example is a Level 4 response.

A similarity between *If-* and a *Prayer Before Birth*, is that both speakers talk about what to expect from the world. In *If-* by Rudyard Kipling, the father who speaks talks to his son about resilience and how to keep his head up high no matter what he encounters. The father talks about how people will hate him and that he can't let ~~the~~ "give way to hating" and that he should stay strong. In a *Prayer before birth*, by Louis MacNeice, in the perspective of an unborn baby, he asks god if he can be protected by the evils of the world, which are referred as, "club footed ghoul" and, "bloodsucking bat". With this he understands he can expect bad things to come at him, like disease and poverty.

A difference between *If-* and a *Prayer before birth* is the stanza structure and tense. In *If-*, by Rudyard Kipling, the whole poem acts as a list in one single sentence, with the use of a lot of commas, listings and a single exclamation mark at the end, to end on a high note. This reveals to the reader that the father asks his son to do a list of things that will make him successful in life. A father that gives positive

Advice to his son to become a better man is the main message in this poem. In ~~A Prayer Before Birth~~, by using the use of a lot of direct address, the father hopes his son listens to his advice on how to act like a man. 'If you can' is used to start another request which is highlighted at the end by saying, "you'll be a man my son!" In ~~A Prayer Before Birth~~, by Lewis McNeice, the writer speaks in first person and requests to God to protect and forgive his life before he is ~~born~~ born. Each sentence is a new request unlike ~~If-~~ where it's one single sentence. ~~A Prayer before birth~~ doesn't have a rhyme scheme, which indicates complexity and confusion ~~within~~ within the request, as if the newborn doesn't know what to expect.

Another Difference Between ~~If-~~ and ~~a Prayer Before Birth~~ is ~~that one~~ that one changes another person and the other changes themselves. In ~~If-~~, by Rudyard Kipling, the father asks his son to change how he acts and how to avoid conflict by just listening to his father's instructions. For example, "keep your head when all about you are losing theirs and blaming it on you." ~~that~~ this message the father is sending is that he needs to keep his ~~cool~~ cool when the others don't, and that is something only he can do. In ~~prayer before birth~~, the newborn baby relies on religious ~~beliefs~~ beliefs to keep him safe, from what the world has.

its not something the baby has control over and hopes the prayer is answered, for example at the beginning, the baby hopes that god can, "O, hear me." this is a clear indication of religious beliefs and signs of hope, which is completely different to If-



This personal response is focused and detailed. Close analysis of language, form and structure is sustained, although more could be included.

The candidate compares *If -* with *Prayer Before Birth*. The choice of the second poem makes it difficult to deal with the question of 'advice'; however the candidate does try to fit the response to the question as there is a suggestion that the unborn child asks God to protect them in life, perhaps seeking advice. There is comment about *If -* being a list of advice to the son, or reader, on ways in which to live a successful life. Ideas are supported with evidence and there are some structural considerations of the two poems. More close analysis and further coverage of the two poems would be required to take the mark higher.

Level 4, 20 marks



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

Question 4

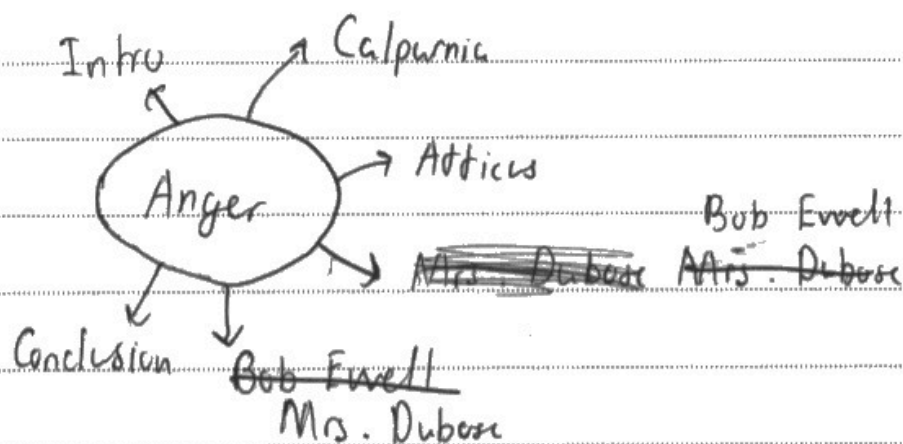
To Kill a Mockingbird

'In what ways is anger shown throughout the novel?'

Responses to this novel were largely very successful with very few marked in the lower levels. A range of different examples were considered, such as Scout's anger with Miss Caroline in relation to Walter Cunningham and Calpurnia's anger with Scout when Walter comes for dinner with them. Other points included Jem's anger with Mrs Dubose and others for criticising his father, the angry lynch mob that Scout manages to calm, the children's anger over the injustice of the verdict following Tom's trial, and Bob Ewell's anger and his attack on the children.

Candidates responded well to the question and were able to include relevant contextual comment in support of the points made.

The following is a Level 3 response.



. "To Kill A Mockingbird" by Harper Lee, ~~was~~ is a novel, that brought out the realities that occurred in America at 1930's, where the levels of racism was at ~~at~~ an all time high. In this novel, many characters explicitly portray the theme of anger through many ways.

. Calpurnia plays a huge role in the theme of anger which is filled throughout the novel, "This is when she slaps Scout in the face, for insulting Walter Cunningham, after he spilled something. This act of

Calpurnia shows how she cares for Scout, and wants to make her realise that everyone is equal. She does this, as she is considered to be a motherly figure to Jem and Scout, so therefore, she teaches Scout a valuable lesson, through the use of her anger. This was not very common at the time, as whites were socially superior to the blacks, therefore the society will go against Calpurnia for her acts.

Furthermore, Atticus, although portrayed throughout the novel to be one of the most caring characters, he has become angry in the novel. This happens when Jem burns down Mrs Dubose's camellias, which eventually causes Atticus to punish Jem for the act. This scene shows how Atticus uses anger to not only teach his son a lesson, due to his misconduct, but to also teach Jem what true courage is, through the character of Mrs. Dubose. This is because Mrs. Dubose was a morphine addict, who is trying to quit her habit.

Additionally, Bob Ewell is also shown anger in the novel, but not like how Calpurnia and Atticus portrayed it. This is shown when the court realises that Bob Ewell was an abuser, who would beat up his daughter and show all of his anger on her, due to Atticus revealing

it to the court. This shows how Bob Ewell uses his anger on his daughter, Mayella Ewell, as he was not a good father, had no respect in the society, and they were considered to be "white trash". This was very ~~common~~ ~~une~~-common at the time of the novel, as white people were always considered to be the best human race, but the Ewells were whites, similarly treated like the blacks. ~~He also shows~~

Eventually, Mrs. Dubose also shows her anger, but through the use of her speaking. This is shown when she directly addresses Atticus to be a "nigger-lover", after taking the case of Tom Robinson. This scene shows how Mrs. Dubose does not hold back when it comes to conveying her ideas, through her speaking, which causes Jem to get angry at her, which led to him destroying her camellias which she grew. This shows how Mrs. Dubose conveys her thoughts in an angry tone, expressing the theme of anger through her speeches.

Finally, Jem shows his anger in a way, which was not loved by Atticus. This is when he burns down Mrs. Dubose's camellias, because she insulted Atticus. This shows how Jem loves Atticus, and does not like the fact that Mrs. Dubose insulted his father, which causes him to show his anger through burning Mrs. Dubose's camellias. Jem portrays anger

to be something very destructive.

In conclusion, Harper Lee uses many characters to bring out ways in which anger is represented in the novel, ~~through the use of many ideas~~ in an efficient and interesting way, which catches the readers' interest.



ResultsPlus
Examiner Comments

The candidate demonstrates a sound understanding of the novel, although there are some misreadings or inaccuracies and repeated ideas, such as Scout being told off for her treatment of Walter 'after he spilled something', when it was about generously pouring molasses over his dinner, and the reference to Jem 'burning' Mrs Dubose's camellias. Other considerations are Bob Ewell's anger after the trial. Contextual points are made throughout the response and, on a best fit basis, this is a sound, personal response.

Level 3, 18 marks



ResultsPlus
Examiner Tip

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

Question 5

To Kill a Mockingbird

'How is Scout significant in *To Kill a Mockingbird*?'

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

Responses to the significance of Scout were on the whole extremely successful and candidates fully engaged with the question. Most commented on Scout being the narrative voice and her being the daughter of Atticus Finch. Scout's relationships with Atticus, Jem, Dill and Calpurnia were often discussed, and some considered how, throughout the course of the novel, Scout begins to mature. This often gave candidates opportunity to mention the bildungsroman genre.

There was often much discussion about Scout, Jem and Dill's interactions with Boo Radley, and how the children reacted to the events of the trial. Others included the example of when Calpurnia takes the children to her church.

Very few candidates commented on her relationship with Aunt Alexander, but most mentioned how Scout is a tomboy.

The vast majority of responses gained marks in Level 3 or above.

This exemplar gained a mark at the top of Level 4.

Scout is a prominent character throughout the story who narrates the story based on her own experiences.

Scout presents the theme of innocence throughout the story. We can understand this when she is confused on why the ~~mob~~ lynch mob was attacking Atticus ~~infr~~. Here she ~~says~~ asks Mr. Cunningham to ~~say~~ "tell Walter I said hi". Her naive innocence is presented here when ~~it~~ she tries to make sense of the situation while her lack of understanding of the situation caused her to ask Mr. Cunningham about his son. The innocence which was grasped by the mob here caused their ~~rabid~~ minds to calm down and leave Atticus and Tom alone. ~~for~~ The lynch mob was

a group of people who took justice into their own hands even though their actions were unjust. The naive innocence of Scout here calmed the mob and helped them gain a sense of rationality which ~~shows the reader that~~ brings out the sense of childhood innocence in the novel.

We can see that ~~see~~ Scout's understanding on prejudice changes through the progression of the novel. In the initial stages of the novel, Scout used to think of Boo Radley as some kind of monster and it was her idea that he was evil. However through the conversations with people such as Miss Maudie, we can see that this perception changes. "his name is Arthur". This clears the prejudice which was kept within ~~them~~ her and she comes to a sensation that Boo was just a poor human being who was neglected rather than the pre-conception that he was a monster. This ~~et~~ makes her detach from the common

way thinking pattern majority of the people had at the time where prejudice was commonplace and many people believed in it despite not having seen it for themselves.

We can see that the personality of Scout changes through the progression of the novel. We see this when she says "there is only one kind of people, people". This shows that Scout gains a much more profound understanding of the people in ~~Mayco~~ Maycomb rather than most of the adults in Maycomb at the time. The events such as the trial ~~and~~ caused her to understand the nature of people such as the incident where Scout overhears her teacher who ~~talks~~ ~~badly~~ ~~about~~ ^{hates} the Nazi ~~by~~ saying "this outta show them a lesson" in Tom's trial. This makes Scout understand how people change in Maycomb and how ~~to~~ the racist views of the people at the time affected their lifetime.

Scout presents the ~~typical~~ common classification of racism through the novel. We can see this when Atticus corrects Scout saying "call them 'negros'" because using the word "nigger" was common. Here the reader gets to understand the racial segregation which existed in 1930's Alabama. They usually thought that blacks were inferior. However, due to the conversations with Atticus, Scout overcomes the feelings of racial division and starts thinking in a way which is similar to Atticus and strays away from "Maycomb's usual disease".

Scout was brought up with an uncommon parenting style to Maycomb. In the novel, it is stated that Atticus has never whipped Jem and Scout usually ~~calls~~ calls Atticus by name. This "courteous detachment" was rather contrasting to the common parenting style of those in Maycomb Alabama. However through this, ~~scout~~ Scout learns that it was

okay to be herself and she was accepted for who she is by Atticus. This made see Scout into an independent and a mature child towards the latter part of the novel.

In conclusion, Scout has a tomboy personality but ~~pre~~ and presents the incidents ~~why~~ which happens in Maycomb through her own personal experiences



ResultsPlus
Examiner Comments

This response demonstrates a thorough knowledge and understanding of the novel and is working towards Level 5.

The candidate begins with comments about Scout being the narrator and how she is naïve and full of childhood innocence. Examples include how Scout calms the lynch mob, her growing understanding of prejudice in relation to Boo Radley, how she changes throughout the novel through experiences at school and at the trial, her growing understanding of racial prejudice, her relationship with Atticus, and how she is a tomboy. There is a good range or breadth of examples, but often they lack depth or attention to the finer details for a mark in Level 5. Nevertheless, examples are often supported with contextual comment and there is thoughtful engagement with the question.

Level 4, 32 marks



ResultsPlus
Examiner Tip

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

Question 6

Of Mice and Men

'The American Dream is important to many characters in *Of Mice and Men*. How far do you agree with this statement?'

This was by far the most popular text studied and it is evident that candidates enjoy reading it. The full range of marks was awarded for this question.

The vast majority of candidates explored the American Dream through the personal dreams of some of the characters. The characters that were mostly discussed tended to be George and Lennie, Candy and Crooks.

Most candidates included George and Lennie's American Dream to 'live off the fatta the lan', where Lennie dreams of tending the rabbits and how, in reality, there is little chance of achieving the dream, even before Lennie accidentally kills Curley's wife. It could be argued that Lennie is the only one to achieve his dream, as he dies thinking about the rabbits.

Some considered how each character never realises their dream and how the American Dream is unattainable, such as when Crooks shows his scepticism when he warns Lennie that 'Nobody never gets to heaven, and nobody gets no lan'. Others suggested that Crooks had experienced living the American Dream as a child when his father owned a chicken ranch, but now there is only one family of colour living in Soledad.

Another area that several candidates considered was Curley's wife's dream of being in the movies, which was supported with contextual comment about the rise of Hollywood and the famous film stars of the era.

Very few considered the historical context of the American Dream; however, most included some context in relation to the nature of itinerant farm labourers and the great Depression.

There are three exemplars for this question. The first gained a mark in Level 3.

To begin with, in the novella of *Mice of Men* written by Steinbeck, the American dream is important to certain characters in the novel such as Crooks. ~~He~~ Steinbeck presents ^{Crooks} as a black male who ~~is~~ ~~lived~~ lived in the worst era ^{where} ~~where~~ racist attitudes were normal ~~back~~ then even after slavery was abolished 50 years later after the ~~book~~ novella was set in. The declarative states: "ya see the ~~stable~~ stable bucks a nigger" "Nigger he Nigger fella too" this juxtaposing of ~~of~~ calling ~~to~~ George, ~~see~~ George a 'Nigger' ~~may~~ ~~show to the reader that~~ racist and ~~continue~~ then continues to say ~~that~~ that he is a 'Nigger fella too', shows how racist attitudes were ~~normal~~ normalised back then. George ~~tries to~~ sleeps in a ~~box~~ ~~full~~ of ~~horses~~ with ~~rattling~~ ~~forks~~ 'harness room' with 'rattling chains'. This could depict to the reader how much freedom ^{George} ~~George~~ has in the ranch. ~~Furthermore~~ Furthermore, this might ~~to~~ hint out to the reader that being black ~~decreases your~~ ~~for~~ ~~for~~ makes it harder for

him to live during the American ~~dream~~ dream.

~~However, This may parabolically lead to George losing faith and humanity~~

However, this could lead to George ~~not~~ doubting himself if he should still have faith in humanity. The phrase ^{states} ~~states~~: "Nobody ever gets to heaven," "No one gets no land". This may illustrate to the reader that George is ~~not~~ losing faith in humanity and even in God. Also, Steinbeck never seems to mention in the novella Crooks' ^{real} name. The quote states: "~~Stable buck~~ 'Stable buck' 'Nigger' 'Crooks'" ~~this is~~ This could show how badly ~~created~~ treated black people were ~~to~~ in the ranch. His loss of identity shows to the reader how low George is in the ~~firm~~ hierarchy compared to other characters in the novella. When George ~~mentions~~ mentions 'No one gets no land land,' during the ~~1930s~~ 1930's, this might show black people during the ~~an~~ American Dream never really got the freedom they ~~wanted~~ wanted. ~~Instead~~ Instead, they ~~were~~ were ~~exploited~~ exploited by the employers and the hierarchy. The employers began to ^{realise} ~~realise~~ that they do not ~~need~~ need to ~~go~~ give workers dignity and respect because ~~they~~ they can be ~~easily~~ ~~not~~ easily replaced. If they did not like the working conditions

and accommodation, they can be replaced and find other because unemployment was relatively high during the 1930's.

In conclusion the American dream did not seem important to ~~these~~ characters in the novella like George because ~~he~~ he has not received ~~the~~ received ~~the~~ the freedom he would've ~~imagined~~ imagined.



ResultsPlus
Examiner Comments

This is an unusual response and a good exemplar to include here, as the candidate solely focuses on the character of Crooks; however, after initially referring to Crooks, the candidate mistakenly refers to him as George. In addition, the candidate explores AO2 (language analysis), which is not assessed in this part of the paper, particularly as this is a closed book examination. The candidate explores how Crooks' American Dream is to have acceptance and freedom, which are valid points. Even though language is not assessed here, the candidate has memorised some quotations reasonably accurately, thus supporting a mark in Level 3, as a sound knowledge and understanding of the novel is demonstrated. Some contextual comment is also included in the response.

Level 3, 20 marks



ResultsPlus
Examiner Tip

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

Our second exemplar is a Level 4 response.

The American Dream is one of the most significant themes in *Of Mice and Men* as almost everyone in the novella has their own "American Dream". ~~The story takes place~~ The dream acts as the motivation and hope for most of the characters. The story takes place in California during the Great Depression, when the economy is going rapidly down and the rate of unemployment was very high. The tragic ending of the novella reflects the cruel reality and the writer's criticism of the toxic society at that time, when people are stopped by from achieving their dreams by racism, sexism, and ageism and so on.

The theme of American Dream is first brought up when George and Lennie are heading for the ranch and talking about their

dream of having their own land and live off the fat of the land". When Lennie has no more food to eat, he asks George to tell the story of their dream over and over again. Both of them are inspired by this idea as George also shows excitement after telling it. When the partners go to the ranch and tell their dreams about to Candy, an old man on the ranch who has saved some money, ~~George~~ ~~realises~~ ~~that~~ ~~in~~ ~~their~~ ~~dream~~ Candy offers to join ~~the~~ ~~two~~ ~~of~~ ~~them~~ give the money as long as he can join the group. This is when George first feels that their dream can change from an unrealistic idea into a possible plan. However, the excitement of 3 people was interrupted by Curley, the son of the boss, ~~this~~ ~~violence~~ ~~violent~~ ~~interrup~~ as he acts violently to Lennie. This violence which comes from nowhere no reason foreshadows the tragic ending of the novella when the death of Curley's wife ~~make~~ forces George to kill Lennie to let him die with dignity and die without much suffering. ~~It~~ ~~can~~ ~~also~~ ~~be~~ ~~in~~ The interruption of Curley can also be interpreted as an inevitable end to

every hopeful dream.

The American Dream is also an important factor that dominates another person on the ranch - Curley's wife. Curley's wife ~~wishes~~ has wished to be a star in Broadway since she was only a little child. However, she fails to achieve the American Dream as well since she ~~not~~ marries Curley, a person she doesn't love, because of reality, and ends up being killed by Lennie. Like George and Lennie, Curley's wife is also given hope once. When she is going for a director she promises to write letters to her, but she never gets them. This plot reinforces the negative point of view and the ~~inherent~~ inevitable tragic cyclical process of the American Dream ^{that} ~~and~~ John Steinbeck was trying to present in his book.

The characters in Of Mice and Men represent all kinds of people in the reality, especially ~~the~~ including social minorities like women and black people. John Steinbeck ~~critic~~ criticises the toxic and unfriendly society ~~as~~ in which sexism, ageism, and racism prevail through the ~~total~~ ending of the novella. The experience

of the ~~no~~ characters ~~suggests that~~ reflects the unfair treatment imposed by other people, and reflects the inevitable failure of American Dream in this kind of society. Under the circumstances, ~~victim~~ ^{victim} are also villains as they are forced by the reality to attack other people in order to ~~protect~~ prevent travelers from being hurt. ~~For ex~~ like Curley's wife ~~attacking~~ ^{threatening} Crooks and Crooks making fun of Lennie. This unhealthy cycle makes the failure an inevitable ending of the American Dream, which is why John Steinbeck wrote the novella to make people in the society reflect on that animal-like principle of treating others.



ResultsPlus
Examiner Comments

The above personal response demonstrates a thorough understanding and knowledge of the novel. There are contextual comments and a range of examples.

The candidate begins with some contextual comment and goes on to consider George and Lennie's dream to 'live off the fatta the lan', and how George recites the dream to Lennie. Consideration is given to how, when Candy offers them his savings, the opportunity makes an 'unrealistic idea into a possible plan'. The candidate continues with Curley's wife's dream and how social minorities in particular see their American Dream fail. There is some thoughtful commentary and contextual comments in support of these arguments. More attention to the finer details of each example could have benefited this response even further.

Level 4, 27 marks



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

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

Context should not outweigh evidence from the novel.

The following gained full marks.

In Steinbeck's novella, *Of Mice and Men*, based in 1930's America, the continuous theme of dreams is portrayed through the migrating ranch workers.

The character George from the novella is portrayed as a small, complex man with large aspirations. George is commonly associated with the idea of 'The American Dream' which is to own their own land and live a life of freedom. During this time in America there was the economic crash known as the great depression, resulting in a sudden decline in the economic sector and an increase in unemployment. George and his 'partner' Lennie, of whom he was responsible for, migrated frequently for work, meaning they only ever dreamed of the possibility of the American Dream. George often enlightens Lennie of their possibilities for the future through claiming "we got a future" and "we'll have a place of our own!" ~~The~~ In the early chapters of the novella, both George

and Lennie are reliant on this dream, however as their story progresses the burdens of the death of Curley's wife and the matter leading to George killing Lennie, infuses to the reader that this dream is impossible to accomplish, as their fate is to remain in the line of work. The contrast between George and Lennie's perspectives from the beginning to the end of the novella, symbolise how this portrait of this American Dream is so desired ~~that any possible~~ by the ranch workers and they are so fixated on achieving something that will never happen.

Through the medial chapters of the novella, the character of 'Crooks', the stable buck is introduced. Crooks is a character that constantly suffers with discrimination and prejudicial ideas as he is the only ranch worker of colour. This implies that he has been severely segregated from the remainder of the workers as he falls lower in the hierarchy of not only the ranch but also in society as the Civil Rights Act had only been announced in 1964, hence claiming that racial discrimination was legal. This repetitive nature caused Crooks to rebel against the idea of the American Dream as he always reminds the other migrant workers that "nobody gets

to heaven and nobody gets no land." This informs the reader of Crooks' obstacles he has to endure within in this negative mindset. The fact that Crooks completely resists this idea conveys that as he has seen so many ranch workers consumed by the Dream and then to fail, he believes that it is an impossible possibility for someone of his kind. The parallel syntax between 'nobody' implies that no matter how courageous or suited you are to achieve the American Dream, ranch workers are to help and supply others not live a life of freedom. The reality of Crooks comparing 'heaven' to 'land' portrays the desperation and longing, causing ranch workers to feel a purpose to their life.

Steinbeck further stresses the importance of the American Dream, throughout the novella through the character Lennie. Lennie is immediately perceived as "a big man, shapless of face" who is "as strong as a bull." This reveals his strength and power he carries in his movements. Lennie is bound and consumed by the possibility of the American Dream and this positive characteristic exists throughout their story. Lennie's optimism to "live of the fatta the land", creates a visual for the reader of what these ranch workers aim to

gain from a life of work and effort. Lennie's continuous ^{ideas and} possibilities for himself and George, force him into a fixed and parallel view of the life he could have forcing him to lack control over his own strength, opinions and power. Lennie is aware his possibility for achieving this American Dream is only likely with help from George and the paternal relationships the characters form, however Lennie's repetitive behavior of killing life is causing a decline in the chance of achieving this dream as he is viewed as a threat due to his cognitive impairment. Lennie's detailed perspective of "their own place", commonly has him commenting on his ability to "tend to the rabbits". This idea reinforced the Charlotte Madella theory of how Lennie is a symbol of human kind's animal nature as he relates to them more than humans. This deepens Lennie's desire to live this dream as he can passionately care for animals without the consequences he endures while living on the ranch. The death of Lennie, however halts the idea of the American dream for George as he is now vulnerable and not capable of living that life on his own, however George knows his action of killing Lennie not only saved his integrity and hierarchy on the ranch, but it resulted in the formation of other

relationships on the ranch, just without the possibility of achieving the American dream.

Overall I believe that the futility and desire of the American dream is so consuming and enduring that these workers are ready to put their lives on the line to even provide them with an opportunity to gain a purpose to life or any sense of freedom, which is why the characters of George, Lennie and Crooks are so fixated in their mindsets as they are aware this life may be possible just not for them. This regards message of the impossibility of the American Dream makes us feel effortlessly sympathetic towards these characters as they deserve lives with more freedom and purpose. Therefore although the idea of owning land in 1930's America through the Great Depression and Dust bowl was not possible that did not restrict them by using as an optimistic goal to not retreat on their dreams and outcomes for life.



In this final example for the question, the candidate demonstrates an assured and perceptive response to the question. The response takes an unusual approach as the candidate provides a range of detailed points such as George and Lennie's American Dream, how it is mostly 'impossible to accomplish' and how most ranch workers are 'fixated on achieving something that will never happen'. The candidate goes on to consider Crooks' views about the American Dream and how he knows it is an 'impossible possibility'. Towards the end of the response, the candidate discusses Lennie's death that signals the end of the American Dream. The concluding paragraph considers how the American Dream gave people a purpose or the hope for freedom.

Contextual comments support the points made.

Level 5, 40 marks

Question 7

Of Mice and Men

'Discuss the relationship between Curley and his wife in this novel.'

This question was very successful and accessible, with a full range of marks awarded.

Almost all candidates commented on the strained relationship between Curley and his wife, even though they have only been married for a short while. Several commented on how Curley is controlling and misogynistic, especially as he wears a glove 'fulla Vaseline' and treats her like a possession.

On occasion, candidates referred to events that only occur in the film version, such as when Curley's wife says that her husband has broken all of her records. Of course, candidates should be reminded that marks are awarded in relation to the knowledge and understanding of the novel and should be reminded of what extra scenes are included in the film version solely for dramatic purposes.

The vast majority commented on how the couple are never seen together and are always, supposedly, looking for each other. Some commented on the scene of Curley's wife's death and how Curley is more interested in revenge and shows no emotion or distress on seeing his wife's dead body.

Few candidates considered how the couple met and why they married.

Most candidates remembered to include some contextual comments to support the points made.

Our first exemplar gained a mark in Level 2.

In 'Of Mice and Men' by John Steinbeck, ~~the~~ Curley's relationship with his wife is seen ~~to be considered~~ ^{as a} beautiful Curley as throughout ~~the~~ this novella, we see his wife constantly venting out her frustrations ~~to~~ to other men about her relationship with her husband. We can also see this in the ~~loneliness~~ loneliness of Curley's ~~wife~~ wife ~~and how~~ as she seeks attention from the men on the ranch as a way to soothe her loneliness.

~~The~~ One example of this is when Curley's wife talks about how she 'didn't want this life' ^{and} how she "could've ~~done~~ ^{been} a lot more" if it weren't for this relationship. This quote illustrates how ^{she} regrets becoming Curley's wife because all she does is chores in their home as this was the ~~only~~ role of women ~~at~~ at that time ^{since} ~~and~~ they didn't have rights yet and were not allowed to take on jobs and ~~so~~ therefore, ~~they~~ their only purpose was to get married, have kids and obey their husband's wishes.

Another example of this is when ^{seen} ~~Curley's~~ Curley's wife says "Do you think I don't want someone to talk to? Do you think I like sitting around at home?" ~~They~~ This series of rhetorical questions illustrate her frustration of ~~being~~ ~~alone~~ as she feels like she's



In this brief response, the candidate considers how Curley's wife is seen as a benefit to him, although she remains frustrated, lonely and often seeking attention. An example is given when Curley's wife is talking in the barn with Lennie, however there are some generalised comments that are not supported with any evidence from the novel, such as 'all she does is chores'. There is some knowledge and understanding of the novel and some brief reference to context.

Level 2, 12 marks

The following is a Level 3 response.

In the novela 'Of Mice and Men', Curley who is the son of the ranch owner, marries to a woman, known as Curley's wife, with no name. This links into how in the 1930s - men views and treats woman as their object, with no recognition of their name, but given an automatic title : 'wife'. Relationships are expected to be unfair or forced. This is shown by Curley and his wife.

In the novela, there wasn't much interaction between Curley and his wife. This could suggest how they weren't close to each other. They were rarely seen together, this could mean that they weren't attached to each other and only uses each other for pleasure, as Curley is often seen wearing 'gloves full of vaseline', keeping his hands soft for her. Curley's wife is often described as desperate for attention from around the ranch, this could be interpreted to how Curley doesn't give attention to her, therefore seeking it from other ranch workers. This shows how Curley uses his wife for pleasure and linking to the concept of how men use to treat women as their possession.

Curley and his wife's love is forced, since both of them wanted to achieve their American dream. Curley's wife wanted to be an actress in Hollywood but this couldn't happen because during the great depression, it was difficult to find

jobs and there were financial problems. Curley's wife was unable to achieve her dream which led her into forced marriage with 'the son of ranch owner', Curley, who had money which she ~~was hoping~~ hoped would help her become an actress which she was unable to. This makes it seem like Curley's wife married for money.

Although, towards the end of the novel, when Lennie killed Curley's wife and he later found out. Curley got very aggressive and was full of rage and wanted revenge to kill Lennie back. Curley showed a side which we don't really see often. If Curley didn't care about his wife, he wouldn't have expressed emotions like he did. This side ^{is} that shown once you've really been hurt or lost something you truly loved, suggesting that Curley ~~was really~~ had a connection with his wife.

Overall, their relationship might be forced since Curley's wife needed financial support and Curley needed pleasure but they really loved each other but doesn't know how to express it. Curley showed his true feelings about his wife once she has been taken away from him.



In this personal response, a sound knowledge and understanding of the novel is demonstrated. The candidate comments on how Curley's wife is an object or possession and how the couple have little interaction, as they are always looking for each other. There is suggestion that Curley's wife is desperate for attention and that the relationship shows 'forced love'. There is some consideration of Curley's wife's death and Curley's quest for revenge. The points about Curley's wife being in a 'forced marriage' and for money are assumptive, as she married Curley to spite her mother. Also, the point that 'they really loved each other' is questionable. Nevertheless, a range of relevant points have been made and some brief contextual comments are included.

Level 3, 19 marks



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

Question 8

The Whale Rider

'Explore the use of settings in *The Whale Rider*.'

Responses to this novel are often very successful with marks being awarded in Level 3 or above. The majority of candidates considered the setting of Whangara and the 'place' where Rawiri saw the spear land or where Kahu's birth cord is buried, although several did not mention the *marae* .

Many commented on Koro's language school, *Kohanga Reo* , or 'language nests', but mainly focused on Kahu not being allowed to attend. Others considered Rawiri's journey to Australia and Papua New Guinea and how it makes him homesick and how he longs to return to Whangara.

Very few commented on the settings experienced by the whales, such as the setting of The Valdes Peninsula, Patagonia, where the whales have their nursery. The whales have travelled from their Antarctic feeding area, but the bull whale's nostalgia drives him and the herd to travel to the 'dangerous islands to the southwest'.

The following is a Level 4 response.

Mihamaera uses the settings of the novel to explore ideas of nature and man, tradition and modernity and the consequence of human existence.

Mihamaera uses the ocean to represent the relationship between man and nature. At the beginning of the novel man and nature are at peace, nature awaits man as they are needed for balance in nature, the whale rider rides the bull whale and throws spears to create birds, fish, etc, nature is harmonious. But this soon descends into a conflict between the two, humanity grows greedy as consumerism and capitalism rise resulting in whaling, hunting for fish,

disposing of waste, turning the ocean

where the bull whale once lived nuclear.

By using the ocean as a setting Ihimaera

is able to explore how the harmonious

relationship between man and nature turns

into a conflicted one. The ocean ~~becomes~~ turns

from a place of peace and harmony into

a place of predators (man) and a place

of disposal such as nuclear waste, it

becomes a place of death, a living hellscape.

So Ihimaera used the ocean to explore this

relationship of man vs nature because this

novel was written in the context of a time

where whaling ~~was~~ and other harmful ocean

practices were happening all over the world

legally and illegally with no awareness to

the general public.

Ihimaera uses Whangara and Australia to explore

ideas of tradition (Whangara) and Modernity (Australia).

When Rawiri goes to Australia he meets other fellow

Māori people and other people and begins to abandon

some of his more Māori ideals that he followed

in Whangara. By using setting to explore traditional

ideals and their abandonment in a new setting

(Australia) by becoming more influenced by European

ideals, Ihimaera is able to explore a central theme and conflict within the novel, at what point do we abandon tradition, can modernity and tradition co-exist, this is also shown in the struggle between Kahu and Koro Apirana, can women lead the Maori into the future. By having Whangara represent Maori culture and tradition and having Australia represent the modernity and abandonment of ideals, Ihimaera begins to show us the implications of modernity, and how it could be negative as well as positive. This is specifically important as the novel was written at a time where lots of natives such as the Maori were immigrating to different regions and forgetting tradition and being influenced by European ideals. So by using the setting of the novel Ihimaera is able to explore the conflict between tradition and modernity.

Ihimaera uses location and setting to explore the consequences of man, specifically their evolved and newer ideals such as consumerism and capitalism. Ihimaera uses the shallow waters and the beach as the meeting point between nature and man. At the ~~end~~^{middle} of the novel Koro Apirana tells his students about how the fish they used to

eat and consume have been finished, that they were gifts we took advantage of, this ~~is~~ was written when fishing and whaling that was harmful to the ocean were common business practices. And then at the end of the novel near the climax, when the whales begin to beach themselves, human's first thought was to hack away at them for meat and fat. By using the beach ~~as a location~~ and shallow waters as a location where ^{the} greed of man comes out, Thimmaera is able to explore the consequences humans bring to nature, but we know that man is needed by nature as nature waits for man at the beginning of the novel, so we are not inherently evil, but our ideals of capitalism and consumerism are. So by using location Thimmaera is able to explore what consequences we bring when our interactions where nature meets land is so destructive.

In conclusion Thimmaera uses setting and location to explore ideas of man vs ~~a~~ nature, the consequences of it and how tradition and modernity co-exist and change.



The candidate provides a thoughtful response that engages with the question and demonstrates a thorough understanding of the novel.

Following a confident introduction that suggests settings link nature with man, tradition and modernity, the candidate considers the traditions of Whangara and the modernity of Australia. Settings are explored through conflicts and immigration issues. Additional points are made about the ways the settings are a consequence of man. The effects of whaling and the events that take place on the beach are also considered. This is a thoughtful and sustained response.

More specific examples from the novel could have further benefited this response.

Level 4, 30 marks



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

Question 9

The Whale Rider

'How is Rawiri significant in the novel?'

Again, responses to this question were mainly very successful and discussed a range of points. The majority of candidates identified that Rawiri is Kahu's uncle. He is sixteen years old at the beginning of the novel and is significant as he narrates most of the events. Candidates often commented on how Rawiri is appointed one of Kahu's guardians by Nanny (Nani) Flowers and helps her to put Kahu's afterbirth in the grounds of the *marae* (the Maori tribe's sacred meeting area). And, as they are leaving the area, Rawiri thinks that he sees an item like a spear land in the *marae*.

Most candidates commented on Rawiri's travels to Australia and later to Papua New Guinea, where he is involved in helping a native plantation worker who has been involved in an accident. It is at this time that he sees a vision of a whale in the clouds and realises that he must return home.

Some candidates included points about Rawiri and Porourangi's exchange of letters to keep each other informed of events both home and away. The letters help provide additional information for the reader and convey feelings and emotions.

A few candidates mentioned that Rawiri is significant because of his close relationship with Kahu. Rawiri goes with his brother, Porourangi, and Nanny to Kahu's break-up ceremony at school and, following Kahu's recitation of the Koro's *Whakapapa*, Rawiri feels so proud that he leaps to his feet 'to do a *haka* [a war dance] of support for her'.

Another significant point was considered about the time that Rawiri, together with Nanny Flowers, witnesses Kahu diving and retrieving the stone that Koro threw into the ocean to set the boys a test. They agree to keep this a secret from Koro, who still rejects Kahu.

Contextual points were included in the vast majority of responses.

The following is an example of a Level 3 response.

In the novel, Rawiri ^{plays} ~~plages~~ a really important role, not simply because he is the narrator of the story.

First of all, Rawiri is ~~a~~ the second son of Koro Apirani and Nanny Flowers, meaning he has blood of the Maori leader, making his social status higher than others. ~~His~~ His older brother is the current tribe leader, and uncle of Kahu, the next whale rider. His identity along is already significant to the novel.

Furthermore, Rawiri has also ~~visited~~ ^{gone} ~~to~~ ^{visited} Australia, ~~for work~~ and witnessed many ~~acts~~ acts of racism towards Maori people. He stayed with his friend Jeff, ~~an~~ an Australian resident, and being called a "stray" by Jeff's parents. Rawiri showed the readers how their tribe was treated, introducing the theme racism. Culture has also been explored, because when he ~~went~~ went to

Australia, he have seen the different lifestyles, and how free the people in Australia live. He met his cousin, (a male), and he was dressed in "dresses", which shocked Rawiri because Maori does not allow this, linking to the theme of culture.

Moreover, Rawiri is Kahu's uncle, and has played a very important role in her life. He has been there for her since birth, and one of the few who knows where Kahu's "birth cord" is buried.

Kahu has always been trying to prove herself to Koro, but due to her gender, she was not acknowledged. Everytime Kahu was put down, Rawiri was there for her to support and cheer her up. This is what gave Kahu the faith to not stop trying and eventually becoming the next whale rider. Rawiri cares about Kahu very much, and would do anything to help her, even when Kahu dove into the sea to retrieve the "stone", Rawiri was the only one attempting to go after her.

In conclusion I believe Rawiri plays a crucial role in the novel, and this has been proven in many ways. He is also the character that links the themes together, racism,

gender inequality, culture, beliefs. He is also one of the main reasons why there is a new world order, and why the whales and Maori people are once ~~and~~ again ^{"oneness"} ~~connected~~ and living in peace. The story is told from his perspective which already shows his significance to contributing to the story.



ResultsPlus
Examiner Comments

The candidate demonstrates a sound understanding of the novel in this personal response. Relevant points are made in relation to Rawiri being the narrator, his trip to Australia and witnessing racism in Papua New Guinea, being Kahu's uncle and how Rawiri is supportive of Kahu and how he shows his love and affection for her. More specific examples could be included from the novel and there are some inaccuracies, such as Rawiri being Koro's 'second son', when he is his second grandson. There are some references to context but often these are implicit.

Level 3, 23 marks



ResultsPlus
Examiner Tip

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

Question 10

The Joy Luck Club

'In what ways is Suyuan Woo important in *The Joy Luck Club* ?'

There were very few responses to this text, but those seen were often very successful and gained marks in the top two levels. Most candidates commented on Suyuan Woo being important in the novel as she started the original Joy Luck Club in China and established the one in America. Nearly all candidates discussed her relationship with her daughter, Jing-mei (June), who is encouraged to learn to play the piano. The difficult relationship between mother and daughter was also explored.

Some candidates made reference to Jing-mei's father, Canning, and how Suyuan met him in China and emigrated with him to America.

Some considered how she is important as, though she is the only one missing from the American Joy Luck Club, she serves as a link for all the members. Her daughter, Jing-mei, is invited to attend a meeting at the Club where her mother's friends gather to talk, reminisce and play mahjong.

A few candidates considered the time when Suyuan gives Jing-mei a green jade pendant that she calls 'life's importance', which is symbolic of the mother's past and, perhaps, her hopes for Jing-mei's future.

Context was often covered when referring to the differences in Chinese and American cultures.

A Level 4 response follows.

Amy Tan's novel 'The Joy Luck Club' explores the relationships and dynamics between four ~~mothers~~ Chinese mothers and their ~~amer~~ American born daughters. One relationship being that of mother Suyuan and ~~her~~ ~~Mei Woo~~ daughter Jing Mei Woo.

Suyuan is of high significance in the novel for a number of reasons, one being the fact that she is the founder of the Joy Luck Club. Suyuan began the Joy Luck Club in her hometown of Kweilin as a way for women to come together ^{to} ~~and~~ share stories and play Mah Jong. Additionally, this was around the time of the second Sino Japanese war, and so the majority of women had been left alone whilst their husbands were fighting. ~~Jing~~ Suyuan starting this group could suggest a lot about her character; that she was ^{perhaps a} ~~is~~ kind and loving person, who also showed great leadership and independence.

Upon moving to America, specifically San Francisco, Suyuan started up the Joy Luck Club there after fleeing China to escape the war. This is also the birth place of her daughter,

Jing Mei, or June to family and friends. However in contrast to her sweet seeming nature upon founding the Joy Luck club, June describes her mother differently.

Growing up, Suyuan aspired for her daughter to ^{become} ~~be~~ a prodigy child, and exceed in all ~~the~~ walks of life. However the things that she wanted for her daughter were not reciprocated, for example playing the piano. When June was young, she began taking piano lessons from a deaf teacher as a result of her mother's wishes. Although Jing Mei made it clear to her mother that she did not wish to play the piano, Suyuan insisted and ensured that she stuck at it anyway.

This aspect of Suyuan and her daughter's relationship makes her a ^{part of} crucial ~~role in~~ the story as her teachings and parenting methods, for example constantly comparing June to Waverly, stuck with June for a long time.

Suyuan appeared to be a very traditional Chinese mother who adopted and applied teachings from her own mother when raising Jing Mei. She tells her that her own mother once told her 'there are two kinds of daughter, one is obedient daughter.' This is followed by her telling her daughter that 'only the obedient kind is welcome in this house.'

This idea of tough love and ~~that~~ generational teachings suggests that Suyuan had a strong connection to her Chinese heritage, and therefore wished to pass this to her own daughter.

In the vignette 'best quality' told from Jing Mei's perspective, it is revealed that the relationship between the two has improved as Jing Mei has gotten older. They appear to respect each other and have a closer bond than the fluctuating one they had when she was a child. In this vignette, Jing Mei and Suyuan shop together for crabs to cook and serve to the other mothers and daughters at dinner. Once cooked, Jing Mei notices that one crab has a broken leg, and would bring bad luck to anyone who ate it. This example of magic ~~realism~~ ~~realism~~ Suyuan however, is willing to take the deformed crab in order to save her daughter from the bad luck.

This example of magic realism and Chinese tales suggests how big of a role ~~to~~ Suyuan's Chinese upbringing and heritage plays in her life and how she raises her daughter Jing Mei.



This is a sustained response and the candidate demonstrates thorough knowledge and understanding of the novel. Points include Suyuan's relationship with Jing-mei (June), being the founder of the original and American Joy Luck Club, how she wanted June to be a successful pianist, how she encouraged competition between June and Waverly, her traditional Chinese beliefs of obedience, her 'tough love' and the improving relationship with June (Jing-mei). A wide range of ideas have been presented, although they lack sufficient detail, development or depth. More explicit references to context could have been included.

Level 4, 28 marks



Candidates should prove to the examiner their knowledge of the text – do not assume the examiner knows everything. Include small details for higher marks.

Question 11

The Joy Luck Club

'The American daughters, Jing-mei, Rose, Waverly and Lena, all experience difficulties and struggles in their lives. What difficult situations have to be faced by the American daughters in the novel?'

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

The majority of candidates considered difficult situations faced by the American daughters. Jing-mei Woo, Rose Hsu Jordan, Waverly Jong and Lena St. Clair, who all experience difficulties and struggles in their lives.

Difficulties in the relationships with mothers and the difficulties experienced with their partners often featured in responses. Many considered the difficulties that Waverly Jong struggled with and her mother's ambition for her to be a chess prodigy. It creates resentment and difficulties between mother and daughter. Some considered Waverly's failed first relationship and how she is planning to marry Rich Shields. She is afraid of her mother's criticism and disapproval, but gathers strength to tell her mother, Lindo Jong, that she is going to marry Rich.

Others considered Lena's unhappy marriage to Harold Livotny, who controls her. Her difficulties and struggles lead her to becoming anorexic. Some included points about the way that Ying-ying is determined to make Lena more aware of how empty her marriage has become and to give Lena her spirit. Lena eventually takes control of her life and tells her wealthy husband that the marriage is dull and that she is unhappy.

Normally, just one exemplar is provided for this text; however, for this question we have a Level 2 and a Level 4 response.

Difficulties:

- mother-daughter relationships
- miscommunication
- oppression(?)

Waverly ↔ Lindo

- miscommunication
- skewed ~~one-sided~~ view point on Lindo (Waverly)

Lena ↔ Ying-Ying

Rose - An-Mei

- lack of communication

One ~~of~~ difficult situation that has appeared multiple ~~times~~ times for both mothers and daughter are bad ~~to~~ ^{married} relationships. Rose and Lena are examples of ~~her~~ a daughter who was caught up in a bad ^{marriage} ~~marriage~~. ~~In the case of Lena, it is even more prominent because of~~ In her marriage, Lena wants a marriage of equals but ~~she~~ finds herself unhappy with how her husband, Harold, ~~is~~ ignores her feelings on many things. This ties into ~~the~~ gender roles and how women are considered inferior to men. Women back in the day could ~~not~~ not ask for divorce and ~~must~~ wait until the husband either dies or ~~deposes~~ divorces her ~~himself~~ himself.



ResultsPlus
Examiner Comments

It is rare to find such a succinct response to this novel. From the plan, it is clear that the candidate was going to write much more, but simply ran out of time. There is some detail here in relation to the difficult marriages experienced by Rose and Lena. Despite the brevity of the response, there is some contextual comment here.

Level 2, 11 marks



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

This second response gained full marks.

Each one of the 'Joy Luck Club' daughters are presented with challenges that share overarching themes of cultural identity crisis, womanhood and intergenerational trauma which are all illustrated first and foremost by their unique yet troubled relationships with their mothers.

Firstly there is the important concept of the so-called 'American translation' in which the cultural disparity between mothers and daughters cause the daughters to misinterpret messages, perceiving them as hostile.

~~The~~ As the mothers serve as a medium to communicate Chinese heritage to their respective daughters, this leaves each daughter feeling incomplete ^{emotionally}.

At the beginning of the novel when Jing-Mei is asked by the aunts to tell her siblings about her late mother, Jing-Mei responds with

'I knew nothing about my mother', thus ~~highlighting~~ highlighting the severity of their disconnect.

Jing-Mei's troubled relationship with her mother is also explored in 'Best quality', where

Jing-mei and Waverly have an argument at the dinner table. Both Jing-mei and Waverly share ~~a~~ fragile egos ^{in this} ~~and~~ situation and inherit the competitiveness between their mothers which turns into resentment. Jing-mei is subsequently appalled when she perceives ~~her~~ ^{Suzhen} as siding with Waverly when Suzhen remarks ^{that} Jing-mei 'must be born this way'. This ~~reminds~~ ^{reminds} Jing-mei of the shame of not living up to Suzhen's hopes and expectations which have been passed on to her. ~~The~~ ~~Jay~~ The character of Jing-mei (who specifically, and 'the Jay Luck Club' more broadly), bears a semi-autobiographical resemblance to Amy Tan's own experiences and struggles. Tan similarly visited China to meet her siblings and expressed confusion when confronted with her mother's struggles. Due to the deep cultural and geographic chasm that splits Jing-mei and Suzhen, Suzhen cannot communicate either the sorrow she experienced in the Second Sino-Japanese war when losing her twins or the tremendous hope she had of ~~to~~ ^{finalizing} them again. The symbol of the jade pendant illustrates Jing-mei's changing perceptions and mistranslations of her mother. Suzhen had dubbed it her 'life's importance' which encapsulates her hopes and dreams. She had failed to pass on ~~the~~ ^{to} Jing-mei. Similarly to the ~~crab~~ ^{crab} that Jing-mei picked which was contrasting to her 'everybody wants best

quality', Jilly-Mel does not think the jade pendant is valuable or nice to look at, however ~~as~~ ^{as} her ~~own~~ ^{own} progresses ~~to~~ she realises the significance of the item. Another example of ~~mis~~ ^{mis}translation ~~is~~ ^{and} how it affects the daughters is Waverly. She views her interactions with her mother as a game of 'chess', ~~and~~ ^{and} both characters exhibit similar ~~with~~ ^{with} and strategic thinking. Due to her traumatic experiences with her mother because of this mentality, Waverly is able to develop a successful career and can confront 'the IRS' but is afraid to even speak 'to her own mother'. Waverly misinterprets her mother of being too critical when introducing her to Rich however when ~~she~~ ^{Carol} says 'I like Rich' ~~and expresses~~ ^{and expresses} her approval. Waverly has an emotional dialogue with her mother and expresses the impact Carol had on her. This ~~illustrates~~ ^{illustrates} the ~~misunderstanding~~ ^{misunderstanding} ~~to~~ Waverly had of her mother and why she could never win the supposed game of chess she made up in her head.

Another way that the 'Joy Luck' daughters are impacted by their connections with their mothers is that it led to ~~diff~~ ^{diff} romantic difficulties. Both Lena ~~and~~ ^{and} Rose are affected in the sense that they did not inherit their mother's 'spirit' or 'strength'

~~One~~ ^{on} ~~an~~ ^{one} hand, Lena is faced with an imbalanced marriage with Harold which is symbolised by the 'vase' or an 'unwoven table' which 'collapses' if anything else is placed on top. Lena is partially to blame for this as she does nothing to prevent a marriage that is bound to collapse as shown by the fragile vase she placed on top, knowing it would be unsafe. However, Harold is also to blame which is symbolised by the table he made in architecture school. Lena fails to inherit the 'tiger spirit' of her mother and remains unassertive until Yng-Yng decides to 'accidentally' push down the vase which is emblematic of ~~the~~ her reckless and wild nature she wishes to instill in ~~the~~ Lena. As a child, Lena was also affected by the 'voice behind the wall' where she realises her dysfunctional relationship with Yng-Yng. Their lack of communication is contrasted with the neighbour next door which bickers and violently argues with her mother yet reconciles and embraces one another. On the other hand ~~the~~ Rose faces an unwillingness to assert herself in the marriage due to her traumatic experiences

with her little brother Bing. Rose was tasked to take care of Bing however ~~she~~ her failure to save Bing from drowning led ~~her~~ to a fear of making decisions, thus relegating important matters to other people such as her husband. This meant that An-mei had not passed on her strength to Rose and comments that she was 'no wood' and that 'a good is like a young tree', using wood to symbolise the ~~assertive~~ assertiveness and power she lacks. Rose is compared to An-mei's ~~mother~~ ^{mother} for this reason, in which both were stuck in troubling marriages but did not yet have the power to escape them. Both Rose and Jenee are also affected more broadly by relationships with men. The ~~text~~ ^{novel} presents the concept of ~~part~~ patriarchy both through the harsh traditional expectations of the east and the husband's status and wealth in the west, although these gender dynamics are more subtle but still present. Their mothers ~~to~~ all had to confront tyrannical male figures ~~in the~~ ^{through} the traditions of arranged marriages which placed ~~women~~ women in subservient roles.

whereas the daughters ~~face~~ ^{similarly} face subordination to their husbands. ~~Through~~ ~~for~~ for example, Hsueh-shan uses the facade of 'fairness' to justify the blatant ^{& imbalance} or inequality between the two. Overall it presents both ~~part~~ ^{part} ~~of~~ ^{of} traditional Chinese norms on the early 20th century and the power husbands have in the more 'modern' west.

In conclusion, all daughters face ~~at~~ difficulty and struggle due to not ~~the~~ inheriting fully the hopes and ~~the~~ dreams, and ~~the~~ ~~the~~ true spirit of their mothers. However the ~~novel~~ novel ends on a hopeful note - the final parable highlights the importance of 'losing your innocence' but not your ~~joy~~ ^{joy} or hopes and dreams in life.



This is a comprehensive exploration of the difficulties faced by the American daughters in the novel. The candidate considers how 'cultural identity crisis, womanhood and intergenerational trauma' impact the daughters. The candidate explores the 'cultural disparity' between mothers and daughters and the misinterpretations or misunderstandings that ensue in their lives. The daughters try to live up to their mothers' expectations, but often conflicts occur. There is comment about the semi-autobiographical nature of the novel and specific examples about the struggles faced by Jing-mei (June), Waverly, Lena and Rose, such as Lena and Harold's relationship and the broken vase episode. The response includes finer details and contextual points in support. This is an excellent example of a full mark response. This is assured and perceptive.

Level 5, 40 marks



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

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

Question 12

Things Fall Apart

'Explore family relationships in *Things Fall Apart*.'

Responses to this text are often very successful and gain marks in the top two levels.

Family relationships were often centred around Okonkwo, his wives and children, although some included Okonkwo's relationship with his father, Unoka. Some candidates considered Unoka's and Obierika's families.

When exploring Okonkwo's family relationships, most candidates considered how Ikemefuna became like a son to him and how he had a positive influence on Nwoye. Others often made reference to how Okonkwo wished that his daughter, Ezinma, was born a boy. Some developed points about Nwoye and how disappointment in his father led him to converting to Christianity.

Some candidates considered Okonkwo's relationships with his wives and specific examples such as when he beat his wife during the Week of Peace.

Fewer candidates commented on Okonkwo's exile to his 'motherland', Mbanta, and his relationship with Uchendu, Okonkwo's uncle, who warmly welcomes him and his family when they are exiled. Few commented on how Uchendu respects the comfort the motherland offers the family or how he has lost five wives and has buried twenty-two children; however, his family live a more peaceful life than Okonkwo's.

A Level 4 response is provided for this question.

Family relationships in ~~the~~ *Things Fall Apart* could first be seen by Okonkwo's attitude towards his family. In the novel it is described that he "rules his family with a heavy hand" the use of ~~heavy~~ the adjective "heavy" here displays how Okonkwo tend to be harsh on the family members. ~~Part~~ Showing the patriarchal nature of the Igbo ~~so~~ society, and the commonness of domestic violence. This is also shown in the book when Okonkwo hit his wife only because she had forgotten to cook ~~at~~ food for him. The fact that such action happened in the week of peace, shows the serious penetration of patriarchy and masculinity in the families of the Igbo society. This could be seen by another perspective, ~~in~~ ⁱⁿ the perspective of the ~~of~~ wives of the house. Not only is the Igbo society polygamy, meaning ~~is~~ a man can have many wives, to show the supremacy of the man but also ~~the~~ wives are extremely dependent on their husband and their status in the house ~~proly~~ ~~is~~ depends on the number of birth, ~~is~~ especially boys. This in ^{another reason} other sense explains why Okonkwo rules the home with a heavy hands, as wives to him, not only does he have more than one, therefore less care and love could be given to each one, more importantly, ~~is~~ rather than wives they as more seen

as tools to give birth to a son. Here the reader may be very confused and ~~be~~ ^{feel} anger towards Okonkwo for his look down on women.

Another way that family relationships are shown can be through Okonkwo and his son Nwoye. It is described that Okonkwo educated him through "Nagging and beating." The use of violent verbs demonstrates how Okonkwo suppresses his dignity in the household only due to ~~the~~ he not being like a man enough. Here the toxic idealization of a masculinity in the home could be seen. Such violent actions could also be seen as a foreshadow of Nwoye's future of how he leaves the town house and becomes Isaac, as he slowly becomes more and more afraid of Okonkwo and the masculinity represented by him. The use of connotations in both words shows this, illustrating how Okonkwo's idea haunts Nwoye's life until he turns himself into Isaac. Achebe purposefully creates this conflict among Nwoye and Okonkwo, ~~showing~~ using them each as examples of the clash of cultures during the pre-colonial era, showing how such clashes have penetrated to the families of Igbo. The book, *Things Fall Apart* is written in the year ~~1958~~ 1958, after World War 2 where the British forces are weakened and Nigeria is actively seeking independence. Despite this, the book is set in 1890, and by using a family conflict between Okonkwo and Nwoye, Achebe shows how he thinks that the culture Nigeria got from ~~the~~ Britain in the last decades should be mixed with the traditions to prevent conflict, if not the ending would be just like in *Things Fall Apart*, when Isaac says "He's not my father" and Okonkwo's denial of hearing any news from him. A complete ~~rejection~~ break-

down of family relationship and refusal to recover it. This also shows one aspect of the title "Things fall apart" the falling apart of the basic unit of the society, a family.

Another family relationship presented in the book could be Okonkwo with his father. At the very start of the book, Okonkwo is introduced as one of the greatest warriors amongst the tribes, and his fame spread "like a bush fire." By putting his fame with a bush fire not only displays how fast and fierce Okonkwo's fame and power is, but also ^{makes} ~~lets~~ readers think who started the fire. A fire will never burn on itself, and for Okonkwo it is his father who lit the fire. In an Igbo society, ~~is~~ the success of a man is measure by the amount of titles, the amount of wives, the yidd of farms and others. While Okonkwo is some of the ^{best} ~~most~~ ^{most successful man} in the tribe, his father is considered a loser. Okonkwo's fear ~~and~~ of becoming someone like his father. In the book it said that Okonkwo is "Permeated by fear" fear of making a ~~mistake~~ ^{mistake} that would make ^{him} ~~him~~ no longer famous. This will likely surprise the reader as even a child knows how ~~a~~ ^{the} mistakes are what make one more successful. This show how Okonkwo inside is perhaps still a child due to the lack of things taught by his father, show ^{the} ~~that~~ readers the loose relationship he has with his father, ~~with~~ And it is such contrast that made Okonkwo a tragic hero in the book.



In this exemplar, the candidate demonstrates a thorough knowledge and understanding of the novel. There is personal engagement and sustained critical analysis. The candidate comments on the ways Okonkwo rules his family with 'a heavy hand', the patriarchal society, polygamy and other relevant contextual points, Nwoye's relationship with his father, violence, Nwoye's conversion to Christianity and his disassociation with his father and Okonkwo's relationship with his father. A range of points are included; however, even more details could have benefited the response. On occasion, the candidate comments on the use of language (AO2), which is not assessed in this part of the paper.

Level 4, 30 marks



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

Question 13

Things Fall Apart

'How are the missionaries and colonists presented in the novel?'

This was a very successful question and candidates were able to provide a range of points in relation to it. Most responses gained marks in the top levels, but there were some exceptions.

The vast majority of candidates commented on how the missionaries and colonists were variously feared, welcomed and rejected by different Umuofians and candidates often included examples in relation to Mr Brown and his antithesis, Mr Smith.

It was surprising that not all candidates mentioned the arrival of the first white man to arrive in Abame, who the clansmen killed and 'tied his iron horse to their sacred tree'. In retribution, weeks later, 'a large number' of white men arrived and 'wiped out' the vast majority of Abame's inhabitants.

Several candidates commented on the writer's intent to challenge the prejudiced and biased views of indigenous peoples, which were presented in Conrad's *Heart of Darkness*.

Some candidates included points about Nwoye and his conversion to Christianity and how Okonkwo reacted to this news. Others considered how the white missionaries built their church on land given to them in the 'Evil Forest', yet were able to survive.

It was surprising how many candidates forgot to include the missionaries' interpreter, Mr Kiaga, or the District Commissioner who was upset about the burning of the church and, as a result, has the leaders of Umuofia arrested and placed in jail, where they are insulted and abused. However, several did comment on the publication of the District Commissioner's book, *The Pacification of the Primitive Tribes of Lower Niger*, which briefly considers Okonkwo's story.

Contextual comments were often embedded and supported the points made. As is often the case, responses to this novel are a joy to read.

The following is a Level 3 response.

Missionaries and colonists play a significant role in the tail end of 'Things fall apart' by Chinua Achebe.

'Things fall apart' takes place in a rural African village which does not worship Christianity like much of the West. This means Christian missionaries and colonists who arrive in the small town to spread Christianity are presented as ~~the~~ cancerous intruders and culture killers.

Missionaries in the ~~sto~~ novel were hated by Alpha characters such as Okonkwo since they were seen as people who intruded into ~~their~~ ^{his} ~~town~~ village to overrun and take over what has been built.

The colonists are presented as villains and the antagonist of the novel by all the natives since Christianity and its practices do not follow ~~and~~ ~~feel~~ the ways of which the natives have operated.

Since the Missionaries purpose is to spread gospel and Christian practices, the locals feel that they are being Stripped of their culture and heritage. They think that they are being religiously oppressed ~~tot~~ but they have no choice but to be converted to Christians since the Missionaries ~~are~~ have more weapons.

The narrative that the colonists are villains ~~and~~ which arrived to enslave the natives is only from the perspective of Okonkwo and the natives since they are the ones being oppressed. Meanwhile the Christian missionaries think that they are just there to spread the word and provide Christian influence to places around the world. This shows ~~a~~ a contrast of understandings are perspectives.



ResultsPlus
Examiner Comments

Many of the responses seen for this novel gained marks in the top two levels; however, in this response, the candidate demonstrates a sound knowledge and understanding. This personal response considers the effect of the 'cancerous intruders', how the missionaries and colonists were 'hated by Alpha male characters, such as Okonkwo', and how the missionaries and colonists were seen as 'villains and antagonists'. More attention to specific details or examples from the novel in support of the points made would have benefited the response. Although implied, there is little explicit contextual comment.

Level 3, 17 marks



The quality of written communication, spelling, punctuation and grammar, are not assessed in this paper. However, if a candidate struggles with writing, consider applying for permission to use a word processor.

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

Please check our website for the latest updates and developments.

Section B

There are no exemplars for this section. (This is where responses are placed if the question number has not been crossed.)

Section C

There are no exemplars for this section. (This is where responses are placed if the question number has not been crossed.)

Paper Summary

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

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

Grade boundaries

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

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

