Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel International GCSE
In English Literature (4ET0) Paper 01

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This is the last 4ET0 01 paper from what has been a successful and versatile single tier exam. I have appreciated acting as Principal Examiner on this paper very much since 2012 and have encountered varied and rich engagement with texts and questions from all centres. Responses to the paper demonstrated the growing skill and engagement by candidates with the texts and questions.

This relatively small entry provided a good range of responses to different texts. The paper reflects great diversity and range of ideas and most texts attracted responses. The full range of achievement was seen with some excellent Level 5 answers in evidence. With candidates working at upper Level 3 and beyond, focus on each question was effective and close. However, a number of candidates working towards the lower end of Level 3 and in Levels 1 and 2 relied on unselected chronological narrative recall to convey their knowledge and understanding. This approach lacked relevance and personal engagement. Better answers, working at Level 4 and above, selected support judiciously, whether by reference to specific episodes or by apt quotation. The most successful candidates developed their answers effectively and with personal insight as they expressed sensitive and compelling arguments. I saw some exceptional answers in Level 5 with genuinely original and lucid work of a high academic standard. Informed and insightful analysis of technical aspects such as structure, imagery and characterisation led to a number of mature responses. Some candidates wrote about contrast and narrative structure very thoughtfully. Quotation and reference to texts demonstrated the extent of candidates' knowledge for the most part. Well-integrated quotation was in evidence in more successful answers, reflecting the ability to select and use support to develop arguments. In less successful answers there was some inaccuracy in quotations, or attempts to use phrases such as 'Mrs Birling' as a quotation.

Section A Drama

A View from the Bridge
Question 1a was by far the most popular drama question and attracted answers from across the achievement range. The question required candidates to write about Miller's presentation of Beatrice. Most candidates viewed her in a sympathetic light with some using her portrayal and importance to the dramatic structure of the play as evidence of Miller's intent to expose the flaws in the patriarchal society of the time. Views on her strength varied with some answers building arguments around her perceived weakness while others saw her as strong and a game changer in the play. Both points of view are valid and it was the quality and clarity of arguments that proved the crucial factor to success. Answers from either stance succeeded when supporting detail and development of ideas were convincing. Virtually all answers considered Beatrice's relationships with Eddie and Catherine, with some exploring her role as a wife and mother. Some also considered her role as hostess to Marco and Rodolfo and her importance to the play's ending as critical features of her presentation. Candidates wrote about her pride in her home, longing to be a wife to Eddie and her knowledge of Eddie's interest in Catherine. Some candidates worked through a series of narrative references to Beatrice, struggling to get past Level 3. I saw some extremely impressive answers in Level 5 that explored Beatrice's presentation with sensitivity and insight. One commented on her redemptive role in Eddie's tragedy with great originality.

1b was less popular than 1a, attracting only a handful of answers. Most explored the conflict between American values and changing times and the old Sicilian community that was an established feature of Red Hook. Some wrote about Alfieri's narration as providing a fusion of the communities and his role as a 'bridge' in the play. Most answers mentioned the Vinny Bolzano story with relevance. Overall, work was well supported by valid reference.

An Inspector Calls
2a was the second most popular drama question on the paper. Most candidates were comfortable with the question and over half used the prompting quotation, that Mrs Birling learns nothing from the Inspector's visit, to build their arguments. One candidate misread Mrs Birling for Mr Birling and answered on the wrong character. This was dealt with by reducing the level by one. Some less successful answers were limited either by length, or by application of detail, with those working at Level 2 and lower Level 3 tending towards narration to convey their views. Again, the quality of narrative selection proved decisive in some awards. The best candidates interlaced compelling arguments with relevant contextual detail and apposite support. Much of the work seen was in Level 4, offering thoughtful consideration of the character and engaging with the ways in which Mrs Birling is impervious to the Inspector's message. One or two argued that she changes by the end of the play. Quality of support for this varied. Very few candidates answered 2b. This question required candidates to explore the significance of the play's title. One very good response considered Priestley's use of the 'everyman' idea to reflect the universality of injustice. Other answers focused on the role of the Inspector, for example his pursuit of one line of enquiry at a time and his use of the photograph as a prop to pursue guilt and add to the mystery of the play.

Henry V
There were no answers to either 3a or 3b this series.

Much Ado About Nothing
4a was not answered and 4b had very few answers. There was broad agreement with the concept of the happy ending with some reservations about the betrayal of Don John and the idea of Don Pedro facing the future alone as his friends marry and move on. The relationship of Hero and Claudio and its veracity was held in doubt in one answer.

Romeo and Juliet
There were very few answers to 5a. Characters chosen as those with power included Romeo, the Prince and Paris. Answers showed at least sound knowledge of the play and there was apt reference to the cultural and social context of the play, in particular in terms of patriarchy. 5b was considerably more popular. Candidates of all abilities wrote confidently about the theme of death. Support was well applied and some very convincing and effective work was seen. Most candidates talked about the faked death of Juliet, the impact of Tybalt's death and the dramatic portrayal of Mercutio's demise. The best answer considered the structural influence of the deaths in speeding the action of the play towards its inevitable tragedy. Some candidates wrote effectively about Shakespeare's use of the Prologue to set death at the forefront of the unfolding action. Less successful responses were limited by lack of depth or support.

The Importance of Being Earnest
Very few candidates answered 6a. Answers successfully explored the character of Cecily, reflecting on her dramatic importance to the play. There was good evidence of effective knowledge and understanding as well as the application of apposite supporting detail and consideration of her relationships with Miss Prism, Algernon and Gwendolen. 6b was not answered.

Our Town

There were no questions to either 7a or 7b during this series.

Section B Prose

Pride and Prejudice
Very few candidates answered on 8a and 8b. 8a required candidates to write about Mr Bingley and his sister, Caroline. Candidates wrote more on Mr Bingley but better answers incorporated a secure understanding of Caroline's role and presentation in the novel as well. Most saw Bingley as an ideal kind of character with few flaws and wrote of his role as a foil to Mr Darcy. Caroline's lack of generosity and behaviour towards Jane featured in some answers. Supporting detail was largely relevant and accurate, producing some engaged and secure discussion. 8b answers focused on the interpretation of hopes and wishes largely centred on love and marriage with several candidates citing the 'truth universally acknowledged' quotation successfully to launch their arguments. Mr Bennet's hope for peace and quiet from his wife was an unusual point made but well supported and delivered. The best answers developed their views with a clear structural trajectory and conclusion.

To Kill a Mockingbird
9a was much more popular than 9b. 9a attracted some interesting answers. It required candidates to write about the character they consider most important. Most chose Scout or Atticus, while one chose Dill. Atticus was argued to be most important as he is at the centre of the plot and a role model to his children and the community of Maycomb. Scout's role as narrator was used to argue for her importance and there were some convincing and well-referenced answers on both of these characters. One or two tried writing about more than one but this seemed to work quite well as the additional character often cast light on the importance of the other. References and use of detail relating to context were effective in most cases. 9b required candidates to write about Maycomb. One did this well, exploring the significance of different aspects of the town while some others went in from a more narrative angle with less success in outcome.

The English Teacher
10a was more popular than 10b. 10a led with a stimulus quotation about Susila being a perfect wife for Krishna. Candidates tended to agree with the quotation and selected detail that supported their views with varying degrees of security and accuracy. All spoke of her impact on Krishna's formerly dull life with some using this to talk effectively about the novel's structure. Answers tended to be Level 3 or 4 in quality with some missing opportunities to analyse the events and details they had chosen. One candidate commented on Susila's death as being a good thing for Krishna as she was able to transcend physical existence and lead Krishna into an awareness and appreciation of life beyond the confines of the

body. This was an interesting and original point. 10b required candidates to focus on the theme of friendship in the novel. One candidate wrote largely about Susila's friendship with Krishna while others focused on the friendship of the Headmaster with Krishna. Some thorough discussion was seen and relevant support applied.

Of Mice and Men
As in previous series, 11a and 11b were the most popular questions in the prose section of the paper. A full range of marks was seen. 11a required candidates to write about Slim's relationship with George and Lennie. The least successful responses, working between Level 1 and the lower reaches of Level 3, wrote character studies of Slim as a stand-alone character without considering his relationship with Lennie and George. Better answers took a strategic approach and wrote with interest and active selection about Slim's interactions with Lennie and George and his part in their story. Most wrote about Slim's dog, Lou Lou, and his gift of a puppy to Lennie with some candidates exploring the parallel situations of Slim destroying some of the puppies with George's mercy killing of Lennie at the end of the book. The best answers were able to select detailed knowledge of the character and link these to his relationship with Lennie and George. It was encouraging to see candidates engaging personally with the characters and seeing the significance of Slim's compassion alongside his acceptance of reality.

11b required candidates to write about the theme of disability in the novel. This question inspired some very engaging and original answers with evidence of contextual awareness and insight. Most wrote about Lennie's disability with varying degrees of detail and successful analysis. Candidates achieving Levels 1 and 2 tended to talk about things Lennie does that show his disability, while better answers used these events to focus strategically on the impact of Lennie's disability on his own life and those around him. Some commented on the irony of Lennie's incredible strength alongside his mental weakness failing to control it. Level 2 and 3 answers tended to work through the different characters with a disability, such as Candy, Curley (following his injury) and Crooks. Interestingly, some candidates wrote about the disability of gender in the case of Curley's wife who they argued was disabled by being female in the male context of the ranch, and the disability of race in the case of Crooks who suffers persecution for the fact that he is a black man on the ranch. The quality of support for the most part was truly excellent and contextual matters were handled well by those that attempted to use them.

Roll of Thunder, Hear My Cry
There were very few answers on this text. 12a required candidates to explore Taylor's presentation of members of the white community. Answers seen were both thoughtful and well referenced, showing good knowledge of the text and characters with effective development. There were no answers to 12b.

Nineteenth Century Short Stories
There were no answers to either 13a or 13b.