

# ResultsPlus

Examiners' Report

June 2011

GCSE English Literature 5ET2F 01

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## Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for all of the questions.

This was the first examination of the new specification in English Literature. The examination has two papers, Paper 1 on Prose (Literary Heritage and Different Cultures) (50%) and Paper 2 (this paper) on Poetry, consisting of an unseen poem and questions on the new Edexcel Anthology (25%). In addition, there is the Controlled Assessment on Shakespeare/Contemporary drama (25%). The first question on Paper 2 is compulsory, and candidates must answer on one of the four themed collections of poems from the Anthology, writing first on a named poem and then comparing this with either a named poem (b)(i) or a poem of their choice (b)(ii). Of the four collections, the most commonly chosen were A 'Relationships' and B 'Clashes and Collisions', although a number of candidates chose each of C 'Somewhere, Anywhere' and D 'Taking a Stand'. The examination is assessed for the quality of candidates' response to poetry, including the capacity to make links between poems. The Assessment Objectives for the paper are:

AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings (assessed in Section A and in Section B, question (a)); AO3: Make comparisons and explain links between texts (assessed in question (b)(i) or (b)(ii)). Examiners are looking for signs that candidates are responding to the language and ideas of the poems on which they are focusing.

The responses from candidates had positive features. Examiners were impressed by:

evidence that many had understood the content and ideas of the chosen poems. There were a number of sound responses where candidates engaged clearly with the poems.

Many were able to select suitable examples of the poets' language, and to offer comment that related these examples to the ideas and themes of the poems: some were used to applying the 'point, example, explanation' approach to language analysis appropriate comparisons between poems which approached a similar theme in often different ways.

Less successful responses: showed an insecure grasp of the poems' meanings and ideas failed to support their points by appropriate textual evidence.

Wrote reasonably about each of the two poems but failed to make clear connections, struggling to compare the poems effectively; centres might like to look at ways of helping candidates to focus on similarities and differences between two poems, particularly in their handling of similar thematic material.

One examiner, voicing the thoughts of many, commented: 'Once again, one comes away full of admiration for what some candidates achieve under the pressure of examination conditions, and how well they have been prepared by their teachers.'

## **Question 1**

Section A: Unseen Poem

### **Question 1**

The poem selected for the unseen poem was 'Messy Room' by Seth Silverstein, a humorous and quite straightforward piece on a theme to which teenagers might be expected to relate. This question discriminated well, with better candidates able to deal soundly, and often quite interestingly, with the poem, and even most weaker ones able to respond at their level to the ideas and language, appreciating the central joke about the identity of the room's owner and the importance of this for the structure of the poem. A number of the visual jokes were clearly understood, with appropriate comment in many cases. For example, a Band 2 candidate appreciated the alliterative phrase 'workbook is wedged in the window', and suggested that the writer might have been trying to shift the blame to someone else. A top Band 3 candidate, however, was able to go beyond this in exploring how the writer builds the picture of 'mess' through vivid imagery, and in suggesting how the use of caesura contributed to the effect. A Band 5 response interpreted soundly the use of rhetorical questions and spotted how the tight structure of rhyming couplets contrasted with the disorganised state it was describing: a high-level response which it was gratifying to find at this level.

This is the first part of a candidate's response to the Unseen Poem (Question 1).



The poet's use of language is very descriptive and it makes you imagine it in your mind, he also uses rhyming couplets which is more the opposite of messy as it is more organised. So maybe the poet is trying to write tidily so we don't think he's the one with a messy room. The poet also seems like he's having a conversation with himself. In the last stanza, he tries acting dumb as if he doesn't know who's room it is, but really he asks himself a rhetorical question so we can work out he is the owner of his messy room. In the first stanza Silverstein uses Alliteration quite a bit, this helps the poem flow better and you remember it easier. The alliteration he uses is "His workbook is wedged in the window." I think this is descriptive and I can picture it in my mind. On one ~~occasion~~ occasion Silverstein has made two of the words rhyme in a line, 'A lizard named Ed is asleep in his bed' this shows he has thought

about ~~the~~ to a name to rhyme with bed, so again it flows and works better. Throughout the poem, Silverstein has used unusual places for objects to be messy, but this shows he is being different and creative. He also makes them rhyme in couplets which is even better. For example floor and door are used. An ~~the~~ unusual place he says is 'his scarf and one ski are beneath the TV.' And in this line ski and TV also rhyme. This shows he's thought about what could rhyme with TV and would be creative but make sense. At



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**Examiner Comments**

The candidate shows real understanding and engagement, therefore meriting an overall mark at the top of Band 5 (20/20). This answer considers, in an appropriate way, the poem's organisation and structure, including pararhyme.



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**Examiner Tip**

Note the way in which language features such as alliteration and rhetorical questions are introduced in a sound way, and backed up by clear references and quotations.

This is the central part of a candidate's response to the Unseen Poem (Question 1).

The language of the poem ~~has~~ <sup>has</sup> ~~the~~ <sup>an</sup> effect on the reader. You can tell he is frustrated by the mess that is in the room. ~~He~~ Silverstein describes each and every messy element in the room, such as; 'His underwear is hanging on the lamp, his raincoat is there in the overstuffed chair.' He describes these factors throughout. The tone of the poem remains sharp until the last two lines, 'Huh? You say it's mine? Oh dear, I knew it looked familiar.' The language shows the reader that this person is



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#### Examiner Comments

This is an extract from a response which was generally sound in its understanding and exploration of the poet's language. It was awarded an overall mark of 16/20: a mark at the top of Band 4.



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#### Examiner Tip

To reach a Band 5, this response needs just a little more detail and development in the argument. Points are made, but on some occasions this is in a rather general way.

## Question 2

Section B

Collection A: Relationships

Question 2: 'Lines to My Grandfathers'

(a) 'Lines to My Grandfathers' was the poem selected, and there was a range of responses, with some at the lower end failing to show much grasp of how the writer related to his forebears, beyond the basic idea of 'family love', while nevertheless able to quote some, limited, examples. Better candidates picked out the ways in which the writer intersected with his grandfathers' lives, and the amused admiration he expressed, and there were some relevant points on the 'knuckleduster' and the different senses of the word 'lines'.

(b) (i) With 'Nettles', candidates at all levels could make at least some comparative points on the different feel of the two poems, and the contrast between someone looking back to his ancestral past and someone writing about his own son. At the upper end there was some exploration of the way the two writers were both 'protecting' their family.

(b) (ii) Candidates' own choices of poem were varied and appropriate, including 'Valentine' and 'Kissing', for example. The very different contexts of the second poems allowed candidates to consider family relationships from a variety of perspectives: in 'Kissing', for example, the topic of 'generations' was discussed soundly.

(a) This is the first part of the response of a candidate to the given poem 'Lines to my Grandfathers'.

2a) In 'Lines to my grandfather' Tony Harrison is talking about his grandfathers. In this poem, it shows his thoughts and feelings on his grandfathers. He mentions each job they have or had, this seems as if he looks up to them. In the third stanza, he says "graced the rival bars 'to make comparisons,' Queen's Arms, the Duke of this, the Duke of that, while his was known as just 'The Harrisons.'" This shows he is proud of his grandfather as he hasn't named his pub after royalty but after the family name. It mentions he lives with one of his grandfathers 'grampa Horner', the way he speaks of him seems very appreciative, ~~as~~ "He cobbled all our boots. I've got his last. We use it as a doorstep on warm days." As he used

These are the first two paragraphs of a candidate's response to Q 2 (a), focusing on the poem 'Lines to my Grandfathers'.

a cobble to fix their boots, so they use it on a warm day. Maybe he uses it on a warm day as



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**Examiner Comments**

The candidate offers sound explanations about how the writer uses thoughts and feelings to create effects, with relevant connections to his thoughts/feelings about keeping personal items by which to remember his grandfathers. It also refers in a relevant way to the past and includes some evaluation. The overall mark awarded for (a) was 13/15, taking it into Band 5.



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**Examiner Tip**

Note the way in which the candidate explores the feelings the poet has, such as his sense of pride.

2a.

In the poem 'Lines to my Grandfathers' Tony Harrison shows he spent a lot of time with his grandfathers and the moments they had ~~to go~~ together were memorable ones. 'I remember when a sewer rat got driven into our dark cellar corner booted it to pulp and squashed it flat.' (About what 'grampa Horner did').

He explains his feelings and ~~memories~~ <sup>for</sup> his grandfathers. ~~'the knucklebusters now my~~ <sup>we see this when</sup> metaphorically ~~metaphorically~~ <sup>he says,</sup> 'My present is propped open by their past' and 'the ~~knuckle~~ knucklebusters now my paperweight.' This can make the reader find it harder to understand.



### ResultsPlus Examiner Comments

The candidate offers some explanation and makes occasional relevant textual reference. There is also some personal comment. The mark awarded was 7 out of 15, Band 2.



### ResultsPlus Examiner Tip

At times this response makes assertions without support. Make sure that there is always evidence for what you are claiming.



This is the middle section of a candidate's response to (b) (i), comparing the two stated poems ('Lines to my Grandfathers' and 'Nettles').

~~Nettles shows~~ In 'Nettles' Vernon Scannell shows he would stand up for his son 'I took my billhook, honed the blade and went outside and slashed in fury with it' This shows he was angry about what the nettles had done to his son. In 'Lines to my Grandfathers' grampa Horner 'booted' a ~~some~~ sewer rat, 'to pulp and squashed it flat.' This shows the two did similar things but for different reasons.



### ResultsPlus Examiner Comments

Some comparisons and links are made. In this extract, a similarity in terms of 'anger' is noted but not developed fully. This response overall scored 9 out of 15, keeping it in Band 3.



### ResultsPlus Examiner Tip

To move into a higher band, the points made need to be given more detail, with a clear line of argument to show why the reasons are different.



This is the first part of a candidate's response to Q 2 (b) (ii), comparing the given poem with 'Kissing', an interesting selection.

2b ii) In the poem 'Lines to my grandfathers', Tony Harrison presents the idea of family love and what it means to him. Whereas in Fleur Adcock's poem, she presents the idea of relationships and the different couples she sees around her, this poem is more like an observation. As before, Tony Harrison explains what his grandfathers mean to him, and that he looks up to them and wishes to follow ~~the~~ their career paths, ~~he~~ he shows that family relationships are extremely important no matter what. 'Kissing' gives a completely different

concept on 'relationships', Adcock is explaining the different types of 'couple love', for example, "The young are walking on a river bank<sup>s</sup>... which two who are clamped together mouth to mouth", and "the middle-aged are kissing in the back of taxis". She is showing the different concepts on love and how different people express their feelings. She mentions



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Examiner Comments

The second poem: 'Kissing' is a very suitable choice for comparing with 'Lines to my Grandfather'. The answer is well-focused and has a strong internal balance. The mark is clearly at the top of the expected range, scoring 15/15.



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Examiner Tip

Note the clear way in which candidate introduces the comparisons between the two poems, and makes sound points about a key difference between them.

### **Question 3**

Section B: Clashes and Collisions

Question 3: Our Sharpeville

(a) 'Our Sharpeville' was a poem that was frequently attempted and to which candidates related well, clearly affected by the young girl being caught up in a conflict she could not understand. They wrote with relevance about the young girl's loss of innocence and the sense of guilt. Most understood the historical context of the Sharpeville massacre, and some were capable of relevant comment about South Africa's racially-divided society. Not all realised that this was autobiographical, some thinking 'Ingrid' to be a man.

(b) (i) With 'Belfast Confetti', candidates were able to focus on the topic of violence (whether sectarian or racially-inspired) in the streets and the fear and confusing effects this had on the people who were unwittingly caught up in it. The use of punctuation as a metaphor was dealt with very unevenly, although occasionally candidates saw a visual point to the asterisk and exclamation marks.

(b) (ii) Poems chosen by candidates for comparison included 'August 6, 1945' (a choice which those attempting it often found difficult, although some saw a connection in the mindless killing of innocent victims), 'Hitcher', where the writer was perpetrator not observer of the violence, and 'Parade's End'; all these certainly reflected on topics related to 'violence in society' (the focus of the question, but in ways which did not easily permit comparisons). 'The Drum' proved an effective choice for some candidates.

This is the main part of a candidate's response to Q3 (a), focusing on the poem 'Our Sharpeville'.

The girl's thoughts are innocent and misunderstood. I remembered from my Sunday School book: olive trees, a deep jade pool, this quotation is describing what the girl thinks. She is comparing the events she has seen outside to what she has learnt about in church. Later on the girl finds out what the deep jade pool is, "Instead a pool of blood that already had a living name". The girl's thoughts and feelings are confused because she does not understand or is able to comprehend the horrors and brutality, which the quote suggests can reach beyond the grave. ~~The part of the quotation that says 'olive trees' is symbolic~~  
The girl felt ashamed after witnessing

(a) This is the first part of a candidate's response to the poem 'Our Sharpeville'.

the horrors as she returned to her home,  
uninjured and unscathed, when others have  
been less fortunate.



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**Examiner Comments**

The candidate covers all strands of a Band 4 response well: it is at the top of this Band, therefore, with an overall mark of 12/15. There is useful reference to the girl's sense of guilt.



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**Examiner Tip**

There is not quite enough to move into Band 5 because of the scope for a little more development.

In the poem 'Our Sharpeville', Ingrid de Kok is showing the events of the Sharpeville massacre through the eyes of a young girl. The girl appears to be not very emotionally involved at the start of the poem, until her grandmother called "Come inside; they do things to little girls". This line shows the fear of the grandmother who wants the girl to come inside because she knows what's going to happen. The writer then goes on to say "there was no jade pool". Instead, a pool of blood that already had a living name. This could be saying there were people outside dying that were ~~one~~ living names. The line living names could be a metaphor for people outside being

Shot and becoming pools of blood.



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**Examiner Comments**

The candidate offers generally sound explanation, with reasonable coverage of points: overall, the response fits the descriptors for Band 4 (11/15).



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**Examiner Tip**

More development of the points would be needed to move into the next Band.

This is the last part of a candidate's response to part (b) (i), comparing the two stated poems - 'Our Sharpeville' and 'Belfast Confetti'.

feels more scared and amazed by it. He is explaining how well he knows the area, yet how lost he is - this is a contrast. You don't usually know an area well and feel lost. The little girl seems to know where she is very well, feels safe and at home, almost like she's there every day. Both characters in 'Belfast Confetti' and 'Our Sharpville' are, I think, against violence. The writers in both poems, Ciaran Carson and Ingrid de Kok show the feelings of the characters very well. I think the main different thoughts about violent events in the two poems are the thoughts about how fair the violence is. Thus Sharpville doesn't really think about this but in Belfast Confetti it makes the violence seem very unfair.



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**Examiner Comments**

Overall, the candidate was awarded 11/15 - a Band 4 response. The extract shows that there are reasonable comparative points made about the two poems, and especially on the violence and people's attitudes to it.



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**Examiner Tip**

The answer would need further development of the generally sound points in order to raise it to a Band 5.



This extract comes from the second half of a candidate's response to (b) (ii), comparing 'Our Sharpeville' and 'August 6, 1945'.

There are many differences in 'Our

Sharpeville' and 'August 6, 1945'. One of the differences is the pilot of the plane Enola Gray has justified the annihilation of Hiroshima and thousands of innocent Japanese people.

"In the Enola Gray five minutes before impact he whistles a dory tune", the quotation is saying that the conflict in this poem is justified and humane unlike in 'Our Sharpeville' which is uncalled for and done for racial dominance. In the quote the line 'he whistles a dory tune' symbolises that he is nervous and <sup>impresses</sup> may regret it later.

In the poem 'Our Sharpeville' the murder of 20 amount of black families is brutal and formed out of racism whereas in 'August 6, 1945' the death of millions has been justified for world peace and the birth of modern warfare.



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### Examiner Comments

The candidate chose the poem 'August 6, 1945', a suitable choice to compare with 'Our Sharpeville'. The response to (b)(ii) has a clear overall view and includes some effective word-level analysis, so merits a Band 5 mark of 14/15.



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### Examiner Tip

Note in particular the final paragraph in which the candidate sums up the comparison between the two poems clearly and in a way that shows sound understanding of the contexts of both poems.

This extract is the first part of a candidate's response to (b) (ii), comparing 'Our Sharpeville' with 'Hitcher'.

3B (ii)

In Hitcher the driver ~~was~~ <sup>is</sup> ~~the~~ <sup>the</sup> ~~first~~ person reader ~~and he was~~ and he was the person who was Distributing the violence, but in our Sharpeville the person talking was watching the violence. In hitcher there is only a fight between two people but in our Sharpeville they are in a war zone.

In ~~our~~ <sup>our</sup> Sharpville there is a lot more ~~inercence~~ <sup>inercence</sup> ~~trousers~~ compared to Hitcher. In Hitcher the man seems quite pleased with him self and he does't care. but in our Sharpville there is a lot more ~~fradgedly~~ <sup>fradgedly</sup> and upset. In hitcher he says 'then six times with the kooklok in the face - and didn't ~~ea~~ even swerve'. this shows the carelessness. ~~and the~~ But in Hitcher



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### Examiner Comments

The candidate's choice for a second poem, 'Hitcher', is suitably justified. The response offers some comparisons and links. It also shows some understanding and offers some evaluation of how the poet expresses meaning and achieves effects. Overall, it was awarded 7/15, the lower end of Band 3.



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### Examiner Tip

Think about how to make a more developed use of the comparative points that are made. For example, when stating a point such as that Sharpeville is 'in a war zone', you need to show more understanding of what the girl sees happening in front of her.

## **Question 4**

Collection C: Somewhere, Anywhere

Question 4: In Romney Marsh

(a) 'In Romney Marsh' was the poem which was presented to candidates. It was very much a minority option. Regarded by some, not unreasonably, as an 'old-fashioned' poem, with archaic diction, it was nevertheless found to be reasonably accessible, because of the strength and vividness of the imagery. A Band 2 candidate noted the religious language and the slow pace of the poem. The phrase 'organ stops' led to some confusion, as candidates occasionally saw it as a reference to a living organism that had ceased to function, rather than a musical metaphor. Candidates at all levels appreciated the poet's 'positive view' of the place and the richness of the colour images, such as the 'saffron beach'.

(b) (i) When comparing this poem with 'Orkney/This Life', the poem which was provided, candidates responded unevenly, with weaker candidates struggling with the poet's line of thought. However, better candidates noted clearly the poet's affinity with the place written about, so could relate this to Davidson's feelings about Romney Marsh. However, for the most part comparative points and links were rather undeveloped.

(b) (ii) Candidates varied in their choice of a second poem: as would be expected, many chose 'A major road for Romney Marsh': one Band 4 response showed a generally secure grasp of the way Fanthorpe's presentation contrasted the present beauty of the place with the impact of the threatened development; others failed to see the irony, and assumed that there was a voice which genuinely favoured the change. The references in both poems to the sky over the marsh were picked up by the stronger candidates.

This is the first part of a candidate's response to Question 4 (a), focusing on the poem 'In Romney Marsh'.

In Romney marsh, it ~~explains~~ John Davidson, explains how his home town is peaceful and tranquil, "Flicker and Fade from out the west" As a reader, I can almost hear the silence of the place, Davidson makes it sound very natural. "The crimson bands of sunset fall," As a reader this makes me imagine the sun's rays, ~~looking like crimson branches~~ are falling off the tree when ~~night~~ <sup>night</sup> fall comes. In Romney Marsh. it uses personification, "The beach with all its organ stops" I can understand that, because all the waves go slower and quieter, and all the sea ~~life~~ life will be asleep, ~~and~~ all the people will have stopped walking on it, so the beach is ~~temporarily~~ temporarily ~~is~~ dead. Another language technique



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#### Examiner Comments

The candidate offers some explanation of the writer's thoughts and feelings, with some relevant evidence to support points. Overall, this response was awarded 9 out of 15, the upper end of Band 3.



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#### Examiner Tip

The personal response to the poem is clear, but needs to draw on the text more fully for a higher Band response, for example in the reference to the sound of the 'organ stops', where the answer does not bring out the idea of the varied sounds that a church organ makes through its different stops.

(a) This is also the opening part of a candidate's response to the poem 'In Romney Marsh'.

In Romney marsh is a poem all about a man who goes and visits Romney marsh and talks all about what's in Romney marsh and what is going on all around him. He says "as the waves clashed on the shore" which is trying to tell you how violent the sea is in Romney marsh. I think that the writer is really trying to make Romney marsh sound good ~~then~~ and my quote to show this is "And roses filled heaven's central gates" which means that he is comparing Romney marsh to heaven. The structure of this poem



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**Examiner Comments**

A small number of points is made by the candidate, drawing on only a few parts of the poem, and offering limited explanation or evaluation. The overall mark for this answer was 6/15, at the upper end of Band 2.



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**Examiner Tip**

More support for assertions would be needed for Band 3. Try to think of several different points to make and develop them clearly.



This is the opening part of a candidate's response to (b) (i), where the two stated poems are compared - 'In Romney Marsh' and 'Orkney/This Life'.

In the poem Orkney/This Life there are many differences and similarities between them like in Orkney/This Life the writer tends to write about the people more than the place however in Romney Marsh the writer speaks about the place more than the people in it. In Romney Marsh the text is old whereas in Orkney/This Life it is a lot more modern. In the poem Orkney/This Life the pace of the poem seems to be much quicker with shorter lines and the whole poem is a lot shorter.



Orkney, this life is all about the people within the place and is a loving poem very calm and peaceful. Romney marsh is a much slower poem and is all about Romney marsh not about the people that live there. I think that the ~~more~~ main difference between these poems are that one is about the place and the other is about the people. The writer in Orkney, this life chats about the people who are in love "It is the way you lean on me" which is a romantic line to put in a poem. It says that



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Examiner Comments

The candidate tends to repeat a small number of points, though these are valid. The amount of evaluation is limited. Overall, this response is Band 2 (6/15).



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Examiner Tip

Think about the different ideas which each poet is expressing, and comment more fully on the description of places and feelings, in order to move into a higher band.

This extract comes from near the start of a candidate's response to Q4 (b) (ii), in which the candidate compares the two Romney Marsh poems ('In Romney Marsh' and 'A Major Road for Romney Marsh').

The poet of Romney marsh pictures places in good way whereas the poet of a major road for Romney marsh believes that most people don't care for the ~~environ~~ environment. The poet of Romney marsh believes that some places are good. A quote to show this is like flakes of silver fire he stars in one great stow came danni. The effect of this quote is that the stars shine on the place like flakes of fire. However, the poet of ~~a~~ A major road for Romney marsh believes that some people just care for money. A quote to show this is 'ripe for development'. The effect of this quote is that industrial people just want to turn Romney marsh into another motorway.



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### Examiner Comments

The candidate chose as the second poem 'A Major Road for Romney Marsh'. This is clearly a suitable poem for comparison. The answer includes generally sound comparisons and links, although at times more evidence is needed to support points. The response overall was awarded 11/15, securely into Band 4.



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### Examiner Tip

When studying a poem such as 'A Major Road for Romney Marsh', be sure you think carefully about the way the writer's feelings come across - here she is indignant and angry about the proposed developments: this needs to come through your response, showing how she conveys these feelings.

## **Question 5**

Collection D: Taking a Stand

Question 5: 'One World Down the Drain'

(a) 'One World Down the Drain' was the poem set for candidates. It was one of the less frequently chosen of the poems. Its themes were generally appreciated, but its tone and purpose proved more elusive, with some candidates stuck in a literalistic mode. Even weaker candidates appreciated that the poem dealt with the threat to the planet from global warming and (sometimes) carbon emissions. A Band 5 candidate dealt soundly with the changes in tone, noting the sarcasm in 'Great city, Pity, Ciao' and commenting that the writer's tone is 'angry and careless at the same time'.

(b) (i) 'The world is a beautiful place', with its obvious similarities of subject-matter, was the second poem presented to candidates, who mostly made relevant connections between the two, in the best cases noting a common pessimism and use of humour or irony. One strong candidate felt that this poem had a 'more profound' quality than the simply sarcastic approach in Rae's poem.

(b) (ii) For their own choice of poem, some candidates chose 'Zero Hour', which again had a bleak stance towards the world, while looking backwards, not purely into the future. 'Living Space' was also an appropriate selection, especially if candidates appreciated its social context; however, for some candidates the language and images proved rather too difficult.

This extract comes from the middle of a candidate's response to the set poem for this Collection, 'One World Down the Drain'. (Question 5 (a))

This is part of another candidate's response to Q5 (a) focusing on 'One World Down the Drain'.

The poet begins with 'It's goodbye half of Egypt, the Maldives take a dive, And not much more of Bangladesh looks likely to survive.' The writer ~~starts~~ starts off with countries that have suffered a lot of economical and political problems first. This is to show the feeling of 'telling it how it is' without giving a second thought to what he is saying. He sounds quite careless when it comes to the second stanza. 'Europe too will alter, Book flights to Venice now. It won't be there in fifty years, - Great city. Pity, Chao.' He is now taking a country with

Such culture and beauty and basically saying that Venice is now going to end altogether. He is showing ~~the~~ a sarcastic sort of side when he uses 'ciao' at the end of the stanza as he is talking about Italy, he uses Italians. He then says that 'But we won't care, we won't be there, our acid greenhouse party will carry on, until we're gone, so bad luck Kiribati.' He realises that humans in general just don't care about what is going to happen. His tone is angry but careless at the same time. He is using 'acid greenhouse party' as a way of saying that we will continue to pollute the earth. He now brings up Kiribati.



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### Examiner Comments

This was overall a secure and sustained Band 5 response (14/15). The candidate recognises changes in tone, with an appropriate selection of examples.



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### Examiner Tip

Be careful to keep quotations from the poem succinct and focused. Occasionally those included are a little too long to enable a clear focus to be made.

This is the second half of the response from a candidate to Question 5 (b) (i), comparing the two stated poems: 'One World Down the Drain' and 'The World is a Beautiful Place'.

You can also tell besides the joking that he is very serious about what is happening. 'The future has no vote'. This quote shows

that he is being serious by his blunt message at the end. That ~~shows~~ represents and is suppose to mean no one can save the world. What the quote means is the future hasn't got a vote because theres not going to be a future.

Also he's saying 'lets have another ~~conf~~ conference' shows that he's getting sick of hearing about 'conferences' because they have had so many ~~that~~ and done absolutely nothing, hence why he pretends to be enthusiastic and say 'lets have another'.



### ResultsPlus

Examiner Comments

Overall, this response just secured a Band 4, with 10 out of 15. It met all of the descriptors for Band 3, but was placed into Band 4 because of the awareness of tone, focusing on the humour and seriousness.



### ResultsPlus

Examiner Tip

Because of the level of understanding shown, what is needed to place the response higher into Band 4 or Band 5 is a more developed response to the poet's language: the elements are there, but are stated rather briefly in places. Compare the greater detail in the response of the previous candidate.



sbi! The poet of 'The world is a beautiful place' presents different feelings about the world, than in 'one world down the drain'.

sbi In the poem ~~the~~ 'The world is a beautiful place' The poet expresses his feeling about life and the world. His view on life is that the world is a happy and joyful place, but the poet of 'one world down the drain' says the opposite to this. ~~The~~ The poet says that the world is going to end and we are going to lose many countries because ~~of~~ of global ~~warm~~ warming.

sbi The poet of ~~the~~ 'The world is a beautiful place' has a very happy and positive way of thinking about life. He does this by saying 'making the fun scene'. This is showing that the poet may ~~have~~ live a very positive life and life style, which may mean that he has a positive way of thinking. Unlike ~~the~~ the poet of 'The world is a beautiful place' the poet of 'one world down the drain' shows that



Question 5 b (ii) This is the first half of a candidate's response, comparing 'One World Down the Drain' with 'Zero Hour'.

sb he has a very negative but humorous way of thinking about life and the way we live in the world. He does this by using the phrase 'It's good bye ~~to~~ half of Egypt!'. This is ~~is~~ showing that the poet has a negative outlook on life and that he does not believe we can solve the problem of global warming. This might mean that the poet has a negative and unhappy life style and that he is a negative person.

sb The poet of ~~the~~ 'The world is a beautiful place' uses direct address through out the poem, using the word 'you' - This means that the poet is telling us about life, and is making us feel more involved. This sends of a sense of ~~being~~ being and ~~see~~ knowing what the poet is writing about in the poem.

sb where as The poet of ~~The~~ 'One world down the drain' is referring to every one as he is not using the ~~word~~ word 'you' in his poem. This means that the problems of ~~the~~ global warming ~~is~~ involves every one in the world and that we all need to sort out a solution for global warming and the mess we have got our selfs into - I think this subject is very important to the poet as he has used lots and lots of creative language, this is shown by the

This is the whole of another candidate's response to 5 (b) (ii), this time comparing the given poem with 'Living Space'.

sb: phrase 'our acid green house party'. This may also mean that the problems of global warming has been going on since the 1980's, as the phrase would have been used back then. This also shows that the ~~poet~~ poet may have lived through that period of time ~~and~~ and has seen the effects and harms of global warming on people and the ~~planet~~ <sup>Planet</sup> we live on.



**ResultsPlus**

**Examiner Comments**

The candidate made a number of generally sound comparisons and links between the two poems. The answer was one that included signs of a personal response. Overall, it qualified for Band 4, being awarded 11 out of 15.



**ResultsPlus**

**Examiner Tip**

To reach Band 5, the answer would require rather more development and support for the points made.

The writer of 'zero hour' presents different strong feelings from 'One world down the drain' by experience. The writer from 'zero hour' writes about the world already ending but the writer from 'One world down the drain' is talking about when the world ends.

The persona in 'zero hour' is ~~depressed~~ depressed 'for each successive news bulletin they reach for the whisky bottle'. People turn to alcohol when the worst becomes worse as it is a way of comfort because he is depressed about what's happened.

On the other hand the persona in 'One world down the drain' is not depressed but annoyed that no one sees his vision of the future of the world. 'But we don't care' in this quote it seems like he ~~has~~ is annoyed at himself and his fellow race for not doing anything.



### ResultsPlus Examiner Comments

The candidate's choice for the second poem, 'Zero Hour', was an appropriate choice. The response was one that made generally sound comparative points, with mostly clear textual reference. Overall, it was awarded 10/15, a secure Band 4.



### ResultsPlus Examiner Tip

Make sure all linking points are developed fully.

5 (ii)

In 'Living Space' written by Imtiaz Dharker she writes about ~~even though~~ the world almost collapsing down and how it is dangerous and how nothing is straight forward where she lives as it is a very poor country. But despite all of that she still has faith. She says 'Into this rough space someone has squeezed a living space' and I think this connotes that people weren't giving up <sup>just</sup> because their universe was slanted they still fought for a chance to live and didn't just accept that they were going to die and lose their family. I think this poem was good to combined with 'One World Down the Drain' because 'u think ~~is~~ it shows that there are the kind of people that accept the bad news

and there are people who fight  
to stay alive in this world.



## ResultsPlus

### Examiner Comments

The choice of the second poem, 'Living Space' – suitable, if unusual, second poem. There were limited comparisons and links, without a secure grasp of the meaning of 'Living Space' and with little reference to the text: overall, the response was awarded 4/15, just into Band 2.



## ResultsPlus

### Examiner Tip

When choosing a second poem, make sure that you pick one where you can find good points to make that link the two poems and that you have an understanding of what the poem is about.

## ***Paper Summary***

Overall, the response to the poems was a pleasing one to examiners, especially with the introduction of an unseen poem. It was clear that candidates had: responded well to writing about the unseen poem.

Had often enjoyed greatly their study of the collection of poems: for example:

- the variety of relationships explored in Collection A provided much interest
- poets' engagement with a particular location was appreciated in Collection C
- the contemporary or recent social problems dealt with by many of the poems in Collections B and D aroused much sympathy for the situations faced by the poets or their characters.

To improve their performance, candidates should: focus on the specific demands of the question, rather than just working through the poems.

Make full use of examples, not just listing them or language features.

Keep clearly separate the two parts of the Section B answers - (a) on one named poem; (b) comparing this with a second named poem or one of their own choice.

Remember to write their responses for Section B on their chosen collection of the Anthology in the correct part of the answer booklet.

Think carefully about how to make effective links and comparisons, addressing both poems (although equal weighting is not required).

## Grade Boundaries

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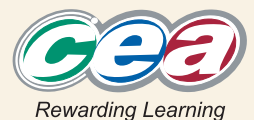
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