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Examiners' Report

June 2011

GCSE English Literature 5ET2H 01

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June 2011

Publications Code UG029444

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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 on Poetry, consisting of an unseen poem and questions of 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 or a poem of their choice. 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, in a reflective way, to the language and ideas of the poems on which they are focusing.

The responses of candidates had many strong features. Examiners were impressed by:

evidence that they had understood the contexts and purposes of the chosen poems. There were a number of very assured responses where candidates engaged strongly with the nature of poetry. The widespread ability to select pertinent examples of the poets' language, and to offer comment that related these examples to the ideas and themes of the poems: there was frequently successful application of the 'point, example, explanation' approach to language analysis. Apt 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: The Unseen Poem

The unseen poem selected was 'Cider Mill Farm', by David Harmer, a 'looking back to childhood' poem of reminiscence.

Most candidates showed clear engagement and understanding. Answers often focused on the poet's happy childhood and sometimes on his desire to pass on his heritage and experiences to the next generation. They generally appreciated that the person was looking back with fondness at Cider Mill Farm, although comparatively few referred to a sense of nostalgia or wistfulness. Personal enjoyment was in evidence.

Some very good, high band responses looked at the farm in its rural setting.

Many shared and responded to the excitement of creating one's own world of pirates and treasure.

Analysis of the dual reference to the 'three battered Ford cars' was not always wholly successful, though many saw that the repetition underlined that the fact that they were still there all these years later was significant for the poet. Many looked at his taking his own children back – some recognising this as a moment of closure and moving on. Sophisticated answers emphasised how the changing of the seasons matched the change in the poet's age.

In a number of candidates' responses, the poet's thoughts and feelings were given rather less importance than the poetic devices employed. While a focus on such aspects as 'enjambement' and the use of particular parts of speech ('pronouns' were much discussed, for example) is very welcome, the candidates did not always make convincing connections between these points and the presentation of the writer's ideas: to be able to do so, indeed, was something that differentiated sharply the successful and the less successful answers. Higher band responses combined their detailed analysis with a sense of overview and were able to comment on the effect of devices and what they contributed to the whole rather than merely feature spotting. A number of candidates struggled with rhythm and rhyme and some with the physical form of the poem on the page.

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

In the second stanza, Harmer tells us how he 'burrowed for gold'. This sounds childlike, implying that these experiences are from when Harmer was

a child. 'Gold' is a very valuable metal and very precious. This shows that Harmer ~~saw~~ sees the farm as an important place for him and is a special memory he has. He seems to be very fond of his uncle which is why his uncle's farm was such an important place for him.

Onomatopoeia is used such as 'chugged' and 'clattered'. These words make the experiences seem more real for the reader as we can 'hear' the sounds from the farm and feel as if we are there. This is important for Harmer as he is sharing his memories of a place he was obviously fond of, and maybe it helps him feel as if he is back on the farm. The sounds give a real insight into what the farm was like, and what you could hear there.



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Examiner Comments

The candidate starts the response in a very focused way, with development of a range of points. Textual reference is pertinent. There is thorough and at times assured explanation of language features. This extract comes from a response in Band 4 (overall mark 13 out of 20).



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Examiner Tip

Make full use of short embedded examples, to support confidently the points you are making - avoid any tendency just to list a language feature. Pick out and work with key words, as is done here.

This is an extract from another candidate's response to Question 1, the unseen poem.

Also ~~Harmer~~ you can tell the person in the poem had a good time on the farm because Harmer uses a lot of positive ~~words~~ language to make the poem have a happy tone. It says "heat hazing in the air" and "drank tea", these phrases are things you would associate with happy times, ~~it~~ ^{it conveys to the reader it's} ~~is~~ a sunny day and they are having a cup of tea. There is nothing negative in the poem it is a happy place.

The writer uses enjambment throughout the poem, only using full stops at the end of each stanza. This portrays to the reader that his time on the farm was like one long journey with a couple of stops on the way.



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Examiner Comments

The candidate shows sound understanding of the poet's experiences, with identification of some language features. The answer was placed in Band 2 (6 marks out of 20).



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Examiner Tip

The points on structure could have been developed more fully.

Question 2

Section B:

Collection A: Relationships

(a) 'Lines to My Grandfather' was the poem selected for candidates' comment in Question 2(a). Many candidates focused on key areas of the text and engaged with its ideas with understanding. They often drew out key moments, such as the incident with the sewer rat and they clearly appreciated the importance of families and family traditions, although there was a general lack of awareness that this poem was a tribute. One main difference between the weaker and stronger responses was that the weaker ones tended to summarise without going into any kind of detail about the connotations of the language or the examples of the writer's craft. Numerous candidates worked hard with the notion of print lines and lines of inheritance – the notion that poets were inheritors of their predecessors' craft skills. Some effective points were made on these connections. There was also some recognition of the use of narrative to identify their actions and their personalities.

The element of humour was not recognised by many, although some noted the affectionately comical elements in the poet's portraits, not least on the subject of drink.

Candidates, having answered 2(a) on the first named poem (15 marks) then had to choose between answering b (i) and b (ii) (also out of 15 marks).

(b) (i) With the named poem 'My Last Duchess', which the clear majority went with, many found it hard to give a real sense of comparison, although they often wrote well on each poem separately. There were responses where the majority of the essay was on the Browning poem and many comments were offered on 'Lines to my Grandfathers'. Appreciation of Browning's poem was apparent in many responses, with analysis of key moments and reference to the Duke's jealous and obsessive nature well handled.

Candidates made some links but evaluative comments in terms of comparison were limited in many candidates' responses. Although both poems deal with 'portraits', these are different in kind and in the thoughts that they evoke. Candidates occasionally noted that while Harrison writes very directly, with unequivocal characterisation, Browning expresses his feelings more obliquely. Where comparison was successful it was carefully integrated into the answer, a sign of a high-quality response.

(b) (ii) Candidates' own choices of poem were varied and appropriate, including 'Nettles' for example. The very different contexts of the second poems – for example '04/01/07' focuses on the death of a mother, with much greater immediacy in the emotional impact - allowed candidates to consider relationships from a variety of perspectives.

This is the start of a candidate's response to part (a) of Question 2.

2a) Harrison starts the poem with a direct link to the title: 'Ploughed parallel as print the stony earth'. 'Ploughed parallel' links to both the 'lines' in the title and also how his occupation is a poet. 'Ploughed' leads on to his first grand father's job. Harrison follows with 'the place's rightness for my mother's birth'. ~~My~~ 'rightness' shows that Harrison is in admiration for the place where his mother was born and admiration to his grandfather for farming here.

Harrison uses italics of 'publian' to show a mocking tone to towards one of his grand fathers. He expresses how he 'graced the rival bars to make comparisons'. By putting 'to make comparisons' in quotation marks, it shows how this isn't true and portrays that he wouldn't do any work and just get drunk at other pubs.



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Examiner Comments

The candidate presents an assured explanation of relationships, with interesting analysis of evidence. The overall mark for Question 2(a) was 11/15.



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Examiner Tip

Make sure that the opening to your answer is focused on the demands of the question and that relevant quotations are integrated into your answer to illustrate your critical comments.

This is the second half of a candidate's response to part (a) of Question 2.

Part 'ii' of 'Lines to my Grandfathers' is all about 'grampa Horner' which suggests Harrison and Horner had the strongest relationship. Also, the fact that he is known as 'grampa' shows a more relaxed relationship. The fact that Harrison states a memory of his grampa's personality and character shows they had a closer relationship. 'I remember, when a sewer rat got driven into our dark cellar corner booted it to a pulp and squashed it flat.' Harrison also has Horner's last pair of cobbled boots, which shows how strong their relationship was. Harrison also remembers really well what his grampa looked like, 'with waxed moustache, gold chain, his cane, his hat,' shows the strength of the relationship.

Overall, I feel that Harrison had some fond memories of two grandfathers, but his grampa Horner was his closest family member.



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Examiner Comments

The candidate offers sound explanations of the relationships and gives examples from text to support ideas. The overall mark for 2(a) was 6 out of 15.



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Examiner Tip

Aim for a strong conclusion which refers clearly to the named poem in part (a).

Question 2 b (i)

This is the final part of a candidate's (b) (i) response, linking 'Lines to my Grandfathers' with 'My Last Duchess' (the second named poem).

All that is portrayed in 'Lines to my Grandfathers' is warmth and admiration towards his grandfathers, whereas in 'My Last Duchess', all you feel that is portrayed is jealousy, envy and hatred ~~etc~~ which is the complete opposite to in Tony Harrison's poem.

In 'Lines to my Grandfather', you get the idea that family relationships are important to Harrison, 'exceeds the pilgrim's grandson's wildest hopes -' showing he is extremely ~~etc~~ happy with the family he had, whereas in 'My Last Duchess' you get the completely opposite message, and Browning writes that he could get another Duchess easily and he didn't like the relationships his Duchess had with others: 'she thanked men - good! but thanked somehow - I know not how - as if she ranked My gift of a nine-hundred-years-old name with anybody's gift.' Browning gives the idea that Ferrers had no respect for his Duchess.

To conclude, I feel that both poems show different views on family relationships, as well as how to deal with different things.



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Examiner Comments

Specific comparisons and links are made throughout, with appropriate examples and detailed evaluation. The mark for the whole of 2 b (i) was 8/15.



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Examiner Tip

Make sure that clear comparative points are made throughout the answer, with a conclusion that is as strong as possible.

Question 2 b (ii)

This is the opening of a candidate's answer to question 2 (b) (ii), linking 'Lines to my Grandfathers' to 'The Habit of Light' (own choice).

2b(ii). Tony Harrison reflects on his family relationship differently than how Gillian Clarke does in 'The Habit of Light'. In 'Lines to my Grandfathers', Harrison expresses that his memories of his grand father are very vague: 'I strive to ~~make~~ keep my lines direct and straight, / and try to make connections where I can'. In contrast to this, Clarke shows a very detailed and happy memory of her dead mother: 'her silver and glass'.

Clarke's language choice makes the tone of the poem happy. There is a constant link to light which is used to portray love and happiness: 'Her oak floors flickered / in an opulence of beeswax and light'. This shows that she was constantly happy as 'her oak floors flickered' is a reference to her personality was always bright. On the other hand, Harrison uses no reference to light at all, and this results in the reader

getting a dull impression on his memories.



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Examiner Comments

The candidate's choice of second poem, 'The Habit of Light', was well-chosen. There was an assured selection of examples, with pertinent comparisons and evaluations. The overall mark was 12/15, at the top end of Band 4.



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Examiner Tip

When choosing a second poem, make sure that you can find clear connections, as is done here by looking at different family relationships.

This is from the closing section of a candidate's response to Question 2 (b) (ii), linking 'Lines to my Grandfathers' to '04/01/07', the candidate's own choice, an interesting one to compare.

'Lines to my Grandfathers' is set out in two sections that consist of four stanzas each. The lines ~~are~~ in each section, the poet identifies and describes each grandfather. The 'I' and 'II' relates to lines, that link the relationship between him and his grandfathers. The straight line conveys a link between the grandfathers past and his present.

Whereas '04/01/07' is set out like a sonnet. Ironically, sonnets are ~~now~~ conventionally set about a traditional love perspective for example true love. In this case the love is between Ian McMillan and his mother. The rhyming couplet at the end of the poem gives the reader a strong image that reflects on his family relationship. "Feeling that the story ends just here, the stream dried up, the smashed glass clear". This metaphor explains his feelings for his mother passing away. The stream dried up is a negative image that presents how he feels on his relationship with his mother.



ResultsPlus Examiner Comments

The choice of a second poem, '04/01/07' was apt. It enabled comparisons to be made between a poet's relationship with grandparents and another poet's relationship with his deceased mother. The answer was detailed and developed. The overall mark for the answer was 8/15 (securely in Band 3).



ResultsPlus Examiner Tip

Make sure that your points do not become repetitive: this means careful planning of the sequence of points you wish to make.

Question 3

Collection B: Clashes and Collisions

Q 3 (a) 'Our Sharpeville'. This was a popular choice, with many students coming to terms with the feelings about the pain and horror of the situation. There was real engagement with the narrator and a maturity from many candidates in how they responded to the situation. Emotive language was understood and explored and the imagery was admired and analysed. Context was very important in this poem and students rightly explained the implications of this. However, form, structure and voice were not ignored and overall this poem produced some mature answers with an appreciation of the political situation.

Most candidates were able to talk about the characterisation of the young girl and the grandmother. The fear of the grandmother and the carefree nature of the young girl playing hopscotch were aspects of the poem's emotional content with which they engaged. Most candidates also related to the situation of the black miners and the oppressors, i.e. the white settlers. Nearly all candidates picked up on the sinister expression 'they do things to little girls', with its chillingly unstated threat.

(b) (i) In comparing 'Our Sharpeville' with 'Belfast Confetti', the sense of the importance of time, as well as the street violence in both poems, seemed to be the most popular comparisons. However, most candidates saw 'Belfast Confetti' as an appropriate comparative text and explored both poems successfully. Happiness and fear were common areas for comparison, as was the idea of children having to grow up quickly in situations of violence, with the assumption being made at times that the writer of 'Belfast Confetti' was also looking back to his childhood.

The use of sound in 'Belfast Confetti' was discussed with some knowledge and appreciation, and some compared this with the sounds of the miners' chants in 'Our Sharpeville'.

(b) (ii) With the candidates' own choice of poem, there was a variety of appropriate examples available. For example, 'Parade's End' was selected because it had a different approach to violence on the streets, but a similar focus on racism. Similarly, 'The Drum' has striking images for the impact of war on the countryside as well as on human life.

This is an extract from the last part of a candidate's response to Question 3 (a), focusing on the poem 'Our Sharpeville'.

3a.)
Ingrid de Kok uses the viewpoint of a little girl to show how ^{the} violent events shattered the innocence of the town and its people.
The violence is presented as having steadily built up in Sharpeville until it shatters the town.
"their chanting foreign and familiar
like the call and answer of roach gangs
across the veld, bulchling hot arteries"
The oxymoron "foreign and familiar" shows how ~~the~~ and where the violence came from. These people can be treated as foreigners even though their culture has been in Sharpeville for centuries, as everyone should be familiar with them yet these

are two contrasting views about them which could lead to violence. The Anger is also building up as the people are "building hot arteries". An artery is what carries the blood around your body, it is part of your lifeline but the

metaphor of hot arteries shows that the blood is boiling, ready to rage.

Rage, anger and conflict contrast directly with a little girl who is "playing hopscotch", the two ideas cannot seem to fit together. A child is innocent, she has done no serious harm in the world, yet she sees the miners roar past. The innocent girl seems to be about to get caught in the conflict and her naive interpretation of what the miners might be shows how she is unawarely about to ~~be caught in a conflict~~ ^{witness} a conflict.

"I ran to the gate to watch them pass.

And it seemed a great caravan

moving across the desert to an oasis"

The ideal interpretation that the girl has of the miners show how violence does not make sense to the innocent and should not happen in the perfect world from the "Bible" stories.

Ingrid de Kote was the little girl's grandmother to show how the violence is being accepted by the society which she lives in.

"Then my grandmother called from behind the front door,
her voice a stiff broom over the steps:

"Come inside; they do things to little girls."

A Grandmother is suppose to be wise and binal but in de Kote uses this short little paragraph to destroy the ideal interpretation that the innocent young girl has built up. ~~by one short sentence~~ By using only one short sentence de Kote shows how quickly an innocence is lost. The Grandmother is the antithesis of what she should be as she lies to her grandchild and shows that the society in Sharpsville couldn't care less about the violent acts against the miners, in fact they approve of them.

Overall, the violent events are presented through a little girl who

has her ideal world shattered and her innocence lost as she realises that she lives in a society which approves the violent actions.



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Examiner Comments

The candidate has a perceptive overview of the poem and the attitudes conveyed, with discriminating use of evidence. This extract is from a response which is securely in Band 5 (14/15).



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Examiner Tip

Look closely at how this candidate has supported perceptive points with excellent examples.

This extract comes from the middle of a candidate's response to Question 3(a), focusing on the poem 'Our Sharpeville'.

The metaphor of 'building hot arteries from the heart of the ~~the~~ Transvaal mine'. This is used as it creates the image of the miners in the 'heart' of the 'Transvaal mine' are becoming agitated and angry at the way they are being treated.

In the first line of the second stanza, the use of the word 'gate' gives the effect that the family put in this 'gate' to protect the little girl from these men. Once again proving her innocence.

The use of the metaphor, 'her voice a stiff broom over the steps' creates the image of the grandmother's emotions. The metaphor is used to show how the grandmother's voice shows the grandmother's emotions towards these men.



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Examiner Comments

This extract is from an answer which is firmly in Band 2, with sound explanations and clear, relevant textual reference (overall mark 5/15).



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Examiner Tip

Try to make appropriate and developed points about the features selected (such as metaphors).

Question 3 b (i). This is the first half of the candidate's response to Question 3 (b) (i), comparing 'Our Sharpeville' with 'Belfast Confetti'.

Both Ingrid de Kok and Garon Carson ~~poes~~ explore violent events which happen in their home but de Kok explores her events through the eyes of a child whilst Carson shows his violent events and the disruption caused by them using an extended metaphor.

In 'Belfast Confetti' Carson uses an extended metaphor of punctuation to resemble the fighting going on in his town.

"Itself - an asterisk on the map. This hyphenated line, a burst of a burst of rapid fire..."

The punctuation shows how the fighting has caused disruption and chaos, reaching the poem itself is difficult and normal punctuation also being disrupted and cuts out any flow in the poem. The metaphor also shows how the chaos caused by the fighting is confusing the narrator, "an asterisk on the map", even he is confused in his own streets.

Ingrid de Kok uses universally known images and language to make her 'Our Sharpeville', open to everyone as a message to ~~everyone~~ ^{against the violence.}

"I remembered my from my Sunday school book:
olive trees, a deep jade pool"

An olive branch is a sign of peace and in this ideal interpretation of

the events de Kok tries to give the message to a universal audience. The olive branch should have been used as a message of peace to the miners instead of killing them and turning them into sinister people who "might tempt us across wellworn streets". This ~~is~~ The imbalance used by her immediately contrasts with the "olive trees" as it turns the miners into sinister enemies.

In 'Belfast Confetti' Carson shows the impact that the violence is having on his own city.

"I know this labyrinth so well - Balaclava, Kargan, Inkerman,
Odessa Street"

By describing his city as a "labyrinth" Carson shows how the violence has turned his city against him. He is stuck in a place which is his own and he cannot get out of. Also the names of the streets, such as ~~the~~

"Kraglan, Lukeman" are names of famous battles during the Crusades War. Caron is suggesting that the fight has lasted so long that it has engrained itself into Belfast's streets and cannot get out.



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Examiner Comments

This is part of an excellent response to b (i), with discriminating comparisons and links throughout. The evidence used is perceptive and wide-ranging. (Overall mark 15/15: the top end of Band 5 - impressive work.)



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Examiner Tip

Study carefully the way the candidate links the analysis of the techniques in the two poems in an integrated and skilful way.

Question 3 b (ii) This extract comes from the middle of a candidate's response to Question 3 (b) (ii), comparing 'Our Sharpeville' with 'Parade's End (own choice).

You realise the poem is about racism when Nagra says 'loud enough about the way dorkies from down south come up ta Yorkshu, mekkin clacims on aut

Heh can begeh buggin off in thah glash coats!' This is Nagra stating that people in Yorkshire had very set minds on dark skinned people and weren't willing to change.

Nagra then shows how they had to leave the store by saying, 'At nine, we lost the emptied till open, clicked the dials of the safe. Bolted two metal bars across the back door (with a new lock). Spread trolleys at ends of the darkened aisles. Then we pressed the code for the caged alarm and rushed the precinct to check it was ~~working~~ it was throbbing red.' Nagra does this to show how the family try and

stop their shop from being robbed, which relates to in 'Our Sharpeville', the gate of which keeps the little girl safe. The use of the phrase 'with a new lock' suggests that the shop had been previously broken into.



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Examiner Comments

The second poem, 'Parade's End', is an interesting choice, looking at violence triggered by racism in society, with some detailed comparisons and appropriate use of evidence. (Mark for the whole response: 7/15, into Band 3).



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Examiner Tip

Note the importance of choosing a good poem for making interesting links. When writing about your chosen poem, think about how to link it to relevant ideas or approaches from the first poem.

This extract comes from the middle of a candidate's response to Question 3 (b) (ii), comparing 'Our Sharpeville' with 'The Drum', an effective choice.

Scott uses 'to thoughtless youth it pleasures yield' which tells us that the ~~app~~ look and bravery of war appeals

to youth and similarly De Kok mentions how the children are included in the violence but as victims not soldiers. The personification of Ambition shows us that society is wanting violence and wish for their young men to go out and fight. Violence and war in the drum seems to affect society by spawning them on. In our Sharpeville however society seem to turn a blind eye to the violence that goes on. It turns them into cowards who want nothing to do with anybody. This is

Shown in the sentence 'broadside curtains drawn tightly' as if they are pretending to be unaware of the atrocities going on outside their houses.



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Examiner Comments

The second poem, 'The Drum', is an appropriate choice, well-justified. There are perceptive, assured and often discriminating comparisons and links, particularly on attitudes of society in the two poems. This meets overall the descriptors for Band 5: the mark for the whole response was 13 out of 15.



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Examiner Tip

Look at how the candidate draws out features from the second poem with the ideas in the first - this shows how to use a well-chosen example.

Question 4

Collection C: Somewhere, Anywhere

(a) 'In Romney Marsh' was answered by fewer candidates than Questions 2 and 3. The descriptive qualities of the poem were recognised and commented upon with some confidence. The candidates explored the vivid imagery and analysed the effect of this language on the reader. Alliteration was noted and a few candidates actually said that they knew the area and that it felt like an accurate description of the location. The senses were clearly very important in this text and although rarely commented upon as a group, some of the individual senses were highlighted successfully by students and quoted with confidence.

(b) (i) The stated poem for comparison was 'Orkney/This Life'. The contrast in terms of place was commented on with most students able to cite evidence on how the two settings came across to the reader. The overall atmosphere of both places was noted and students were able to draw conclusions about the individual opinions of the poets concerned. This part of the question was slightly less successful although again the treatment was often enthusiastic.

(b) (ii) Candidates' choices of a second poem were varied, including: 'Composed upon Westminster Bridge...', 'London' and 'Sea Timeless Song'. All of these permitted the comparison of authors' feelings about particular places – usually feelings of strong emotional attachment. However, many took the option of comparing the two poems about Romney Marsh, and this led to some apt comparisons in the poets' treatment of the same place – although also to some confusion where, for example, a candidate missed the irony of Fanthorpe's savage comment on the developers' plans, and wrote that 'the other wants to spoil it with roads, industrial estates and supermarkets'.

Question 4 (a)

This extract comes from the middle of a candidate's response to Question 4 (a), looking at 'In Romney Marsh'.

Phrases such as 'The saffron beach, all diamond drops' are an example of this hyperbolic language as it compares the beach to the two most expensive and special products in the world.

Davidson also uses ~~the~~ sound and smell to create this vivid image of Romney as one of splendour and wonder. An example of this would be in the first two lines of the second verse where the use of sharp sounds cutting through the silence of what is being portrayed as a peaceful tranquil place.



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Examiner Comments

An assured response (12/15 for the full response: into Band 4) with relevant connections between attitudes and presentation of ideas. Points are developed with apposite reference to the text.



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Examiner Tip

More development is needed to move to Band 5: quote directly from the text, where possible, and comment on key words.

This comes from the middle of a candidate's response to 'In Romney Marsh' (Question 4 (a)).

The ideas presented in this poem is that it is a thing of beauty. The poet uses metaphors and similes to describe the various aspects of Romney Marsh, "the saffron beach," or, "flames of silver fire."

The language used in the poem is very positive. It uses metaphors to describe the place as if it were a magical land. There are several references to precious stones such as diamond, sapphire. Also, instead of using normal colours such as yellow or red, Davidson uses colours such as "saffron" and "crimson." These are much bolder, and make the objects they describe seem somewhat out of this world.



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Examiner Comments

Sustained textual reference (at the lower end of Band 3 - 7/15 response), particularly on colour and imagery. Points are supported by textual reference.



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Examiner Tip

The points are well focused but would need to be more fully developed, to move into the next Band.

This extract comes from near the start of a candidate's response to Question 4 (b) (i).

For one, *In Romney Marsh* is written in first person and is written about one man seemingly on his own in his own world in the poem.

This is in contrast to 'Orkney/This Life', where the poet also writes in the first person but seems to be consciously describing a relationship. It is unknown whether this relationship is a human one or whether it is the poet's relationship with this place. There is a definite sense of emotion in both however as both cannot find a fault with their landscape and continue to pick out things which add to the positive message.

Another similarity is that both seem personal to the author as they use the first person and seem to be citing their own memories and giving a view on the natural unaltered landscape.



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Examiner Comments

The response had a pertinent and assured evaluation of links between the poems. The overall answer is on the borderline of Band 3/ Band 4 and was awarded 10 out of 15.



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Examiner Tip

The points could be developed more fully for the candidate to move higher and more securely into Band 4.

Question 4 (b) (ii)

The extract comes from near the end of a candidate's response to Question 4 (b) (ii), comparing the two poems on the area of Romney Marsh.

The imagery given in "In Romney Marsh," is that of a far off, magical land, with "saffron beaches" and "air like saffron". It is positive imagery. The imagery in "A Major Road for Romney Marsh," is half positive, half negative. As with the language, the positive imagery describes the place as beautiful and a nice place to be, but the negative imagery wants to develop the land and spoil it, "(Ripe for development)".



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Examiner Comments

The candidate's second chosen poem is 'A Major Road for Romney Marsh': obviously a suitable choice, enabling detailed comparisons of treatment of subject and place. The candidate juggles the ideas in the two poems thoughtfully, considering how the views are expressed and presented. Detailed examples are used to support points. Overall, this is a Band 3 response, awarded 8/15 marks.



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Examiner Tip

More needs to be done with the points made about the positive and negative aspects of the two poems (purpose and tone)

Question 5

Collection 4: Taking a Stand

(a) The environment poems in "Taking A Stand" produced some passionate responses, though the majority of candidates remembered to keep close to the text, and were able to build sound bridges between form, content and language.

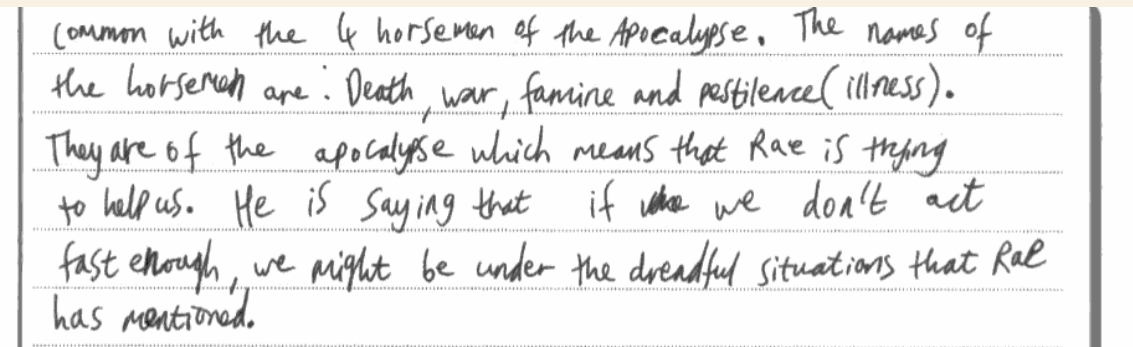
'One World Down the Drain' was a humorous and witty poem and most students realised it was meant to be funny. However, they did not always explain the humour or comment on specific sections which were amusing. They generally recognised the hyperbole and realised this could be an effective way of making grand statements and affecting change. There was little comment on form and structure, almost as if the meaning transcended other considerations at times. Students were generally very positive about the effectiveness of this poem and sympathised with the viewpoint.

(b) (i) In making links between this poem and 'The world is a beautiful place', candidates offered some very engaged responses to the future of the world using evidence from both poems.

Stronger candidates showed an understanding of the structure of the second poem and an awareness of how repetition was appropriate in emphasising meaning. They often drew out relevant links and comparisons, and used quotations successfully to explain meaning. The interplay between positive and negative ideas was highlighted by the more able candidates and there was appreciation of how poignant the titles were in conveying viewpoint. Not all candidates drew attention to the fact that each poet uses ironic humour, undercutting the surface meaning, to intensify the mood of pessimism, and some took the idea that 'The world is a beautiful place' at face value – which led to their missing many key points.

(b) (ii) Where candidates offered their own choice of poem, this was generally appropriate and permitted comparisons. For example, 'Zero Hour' enabled even weaker candidates to note the importance of the issue of fossil fuels, and all candidates to explore the similarities and differences of tone, with an element of warning. While poems which focused directly on worldwide challenges may have seemed the more obvious, other choices, including 'The archbishop chairs the first session', could be used to look at issues facing particular societies and their implications. Other choices, sometimes less well handled because the links were less obvious, included 'I Shall Paint My Nails Red' and 'Living Space'.

Question 5 (a) This answer comes from near the start of a candidate's response to the question, which focuses on the poem 'One World Down the Drain'.



Common with the 4 horsemen of the Apocalypse. The names of the horsemen are: Death, war, famine and pestilence (illness). They are of the apocalypse which means that Rae is trying to help us. He is saying that if ~~we~~ we don't act fast enough, we might be under the dreadful situations that Rae has mentioned.

This also links on to my next point. The poet, Rae, criticizes the government a lot. He does this in many ways such as: "Let's have another conference on the ills of CO₂" This statement shows that the government is having so many conferences but they aren't doing anything about it like cutting down CO₂ emissions.

Rae also lists 3 very harmful things ~~eg.~~ which are: drought, famine and disease. These 3 things happen to also be in



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Examiner Comments

The candidate is perceptive, focused and discriminating in the range and skill of the analysis. This is an excellent answer and the high quality merits the use of the top end of the range of marks available for Band 5 (overall mark for the question: 15/15).



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Examiner Tip

Study closely the way the candidate here has focused on both the writer's language and the effect that this has. This kind of response is what you should be aiming at in order to do really well in the examination.

This extract comes from the first part of a candidate's response to Question 5 (a), focusing on the poem 'One World Down the Drain'.

Rae uses language like 'Great city Pity Ciao' to sound sarcastic and not serious, the word 'Ciao' is also used because it is Italian and he is talking about Venice. To contradict it not being serious Rae uses words such as 'Drought', 'famine' and 'disease'. This helps the reader understand that it is serious and that something needs doing.

The poem starts off talking about individual countries 'It's garbage half of Egypt' but ends by talking about the whole world 'the weather map is changing'. This could relate to global warming only affecting certain places to start with, but by the end it will affect ~~everywhere~~ everywhere. In the third stanza Rae says ~~we~~ 'but we don't care, we won't be there' this suggests that people are not too bothered because it won't affect them, they only care about the short term. This means the future will lose out long term. 'The future has no vote'.



ResultsPlus Examiner Comments

In this extract, there is sound explanation (Band 2) of how writer conveys ideas about the challenges facing the world. Clear use is made of evidence to support the candidate's points (overall mark 5/15).



ResultsPlus Examiner Tip

Make sure that your comments are extended fully in order to qualify for the highest bands.

Question 5 (b) (i) This is an extract from an answer to Question 5 (b) (i), in which the candidate compares the two similarly-themed poems 'One World Down the Drain' and 'The world is a beautiful place'.

Ferlinghetti say things like "the world is a beautiful place... a few dead minds." This quote says that there are many bad things in life but you can ignore them. Rae on the other hand states that the bad part of life that are to come will not be easy to ignore because they are large-scale. ~~this is~~ By this it means that whole countries will disappear and not just a ~~few~~ ^{few} people's lives.



ResultsPlus Examiner Comments

This is an assured response (good Band 4), with very interesting comparisons. Evidence is often discriminating, but on a few occasions assertions are made without sufficient textual support. (Overall mark for the response: 12/15)



ResultsPlus Examiner Tip

Look closely at the 'tone' of the poem - look out, especially, for how poets use irony to make their comments and criticisms.

Question 5 (b) (ii)

This extract comes from the final part of candidate's response to Question 5 (b) (ii), which compares the given poem with 'The Archbishop chairs the First Session', an unusual choice, but appropriate.

* De Klerk also ~~says~~ says 'his misted glasses', this means the archbishop cannot see properly, which is a metaphor for the South African government not being able to see the pain they were causing the black people during the apartheid. This ~~metaphor~~ is different to 'One world...' because Rae ~~says~~ ^{says} 'But what are we to do?' suggesting that we can see we are causing global warming, but are choosing not to do anything.

In ~~the~~ conclusion I think both poems are ~~giving~~ ~~these~~ ~~poems~~ ~~as~~ ~~warnings~~ about a war, 'The archbishop...' talks about the war against apartheid which has been won where as 'One world...' talks about global warming, a war which cannot be won.

Both poets use these poems as a warning, Rae warns the reader of a worse future, while De Klerk warns the reader of a better future.



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Examiner Comments

The candidate's second poem, 'The Archbishop chairs the First Session', is an interesting choice, which can be justified by the context of South African society: both poems deal with current events and problems. This extract comes from a response which shows a clear evaluation of different ways of expressing meaning (overall mark: 6/15).



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Examiner Tip

More detail is needed to take it to Band 3.

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 Collection 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 (b) (i) or one of their own choice (b) (ii)
- make sure that the Unseen Poem response is written in section A of the answer booklet and that answers on the Anthology poems are written in Section B of the booklet
- think carefully about how to make effective links and comparisons, addressing both poems (although equal weighting is not required).

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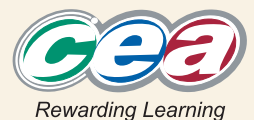
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