

Examiners' Report  
January 2012

GCSE English Literature 5ET2H 01

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## Introduction

In this, the second series, there were a number of responses where candidates showed a very positive appreciation and analysis of poetry. This was particularly evident for the unseen poem, where examiners professed themselves pleased with the quality of response. There were also many good responses to the Anthology poems. However, on both the (a) questions on the named poem and the (b) questions that looked for comparative points across two poems, some very thoughtful candidates revealed careful preparation of their chosen Collection. On the (b) questions, there were some excellent comparisons, but a minority of weaker candidates struggled to compare the poems effectively. Rather than occasional links, comparisons throughout would have greatly improved their answers, as many candidates had a thorough understanding of each. As was suggested after the summer series, Centres might like to consider ways of helping candidates find and comment on similarities and differences between two poems, especially in their handling of similar thematic material. For example, many candidates on Question 3 missed the fact that both poems were about the sound and sight of approaching armies.

Centres had clearly taken heed of the advice in the summer report, which stressed the need for candidates to answer one whole question from Section B, with a separate part (a) on the given poem and the comparative part, (b) (i) or (b) (ii) – either a second stated poem or one of their own choice from the relevant Collection. It was pleasing to note that many candidates had written in greater detail this series. However, it remains essential for candidates to label their responses clearly, so that examiners can see exactly where one part of the question ends and another begins.

## Question 1

The poem selected for 5ET2H was 'What has Happened to Lulu?' by Charles Causley, a poem which provides questions and hints but not definite answers about the girl's fate. Many candidates appreciated the sense of mystery, with the unfolding clues. Most candidates showed clear engagement and understanding.

Almost all candidates followed the 'natural' and surely correct interpretation that the narrator was a younger sibling of Lulu, asking the mother of the two of them about what had happened to her (or his) sister.

Weaker candidates failed to examine the language for significant images and their import in the story. Stronger ones talked intelligently about form and structure, while giving full attribution to imagery. Most candidates were able to respond to the mysteries giving rise to the questioning, and some related the questions to the atmosphere in the household. Some made rather more of the mystery than the text warranted: an examiner noted that one candidate held firm to the belief that Lulu was the family dog – complete with its own room, bed and 'shoe'. On this interpretation, the money box remained unaccounted for.

One point which Centres might note. The sight of a question mark seems to trigger an automatic response 'rhetorical question' among many candidates. The questions in this poem are ones to which the questioner badly needs an answer, so they are anything but rhetorical.

In a number of candidates' responses, the thoughts and feelings expressed in the poem became slightly lost in the emphasis given to the poetic devices employed. As in the previous examination series, an excessive focus on such aspects as 'enjambement' and the use of particular parts of speech sometimes meant that candidates failed to 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 between 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.

These are the opening three paragraphs of a candidate's response to the Unseen Poem (Q 1).

### SECTION A: UNSEEN POEM

You must answer Question 1 in the space below.

'What has happened to Lulu?' by Charles Causley is a deep, thought provoking poem about loss. It explores how a mother must protect her daughter<sup>son</sup> from knowing what has happened to her sister. The poem is from the child's point of view and is directed towards the mother.

The line 'What has happened to Lulu?' is repeated frequently throughout the poem.

This emphasises the urgency and need, the child has, to know the answer to this question.

There is also a sense of unease created in this line, it creates a dark, eerie image of and also another pile of questions - is she ok? Is she alive? Is she dead?

~~Rhetorical questions~~ A mixture of questions and rhetorical questions are used throughout 'What has happened to Lulu?' There is a ~~sense that~~ feeling that the child knows what has happened but doesn't want to accept it and therefore ~~questions~~<sup>pesters</sup> her mother constantly with questions such as 'Why do you tell me the things I heard / Were a dream and nothing more?' and 'Why do you wander about as though / You don't know what to do?'



### ResultsPlus Examiner Comments

The candidate makes a confident start, setting out an interpretation of the poem's overall purpose and focusing quickly on some key features of the poem. The response overall merited a Band 4 mark (14/20), with its assured focus on how the poet's ideas are conveyed through language choices.



### ResultsPlus Examiner Tip

For a Band 5 response, the candidate would need to ensure that all comments are fully justified from the text.

These are the concluding three paragraphs of a candidate's response to the Unseen Poem (Q1).

The writer uses a motif to imply the ~~sadness~~ underlying sadness that the mother is trying to hide. Emotive words such as 'tear drops', 'cry' and 'anger and pain' indicate the remorse that the narrator may come to feel when she realises the deeper meaning of what has happened. The narrator senses the mother's pain and ~~and~~ heartbreak at what has happened but continued to relentlessly ask questions. The narrator's thoughts and feelings are that of helplessness, as her lack of knowledge reveals her 'anger' at this unsettling happening. In addition, her anger isn't directed at the fact her sister is gone for she doesn't seem to have realized yet what has happened. Her anger is aimed at her mother but the ~~repeated~~ repeated direct address of 'mother', demonstrating her feelings of puzzlement. However, the 'anger' isn't the brutal sort, it is softer, a young, cross, bewildered anger that a child feels when they cannot understand a situation and are frustrated as they attempt to comprehend. This is backed up by the euphony used - the writer intends the reader to feel sympathy for the narrator as the reader is more knowledgeable of the situation. The writer uses the narrator's thoughts and feelings to show many aspects of the narrator emotions.



Also, Causky uses soporific language to link to the nursery-rhyme feel of the poem. The words 'dream' and 'wander' portray the feelings of the narrator as she struggles to seek the truth but giving up doesn't seem like a valid option. The words imply that the narrator is tired, weary of asking and pursuing unanswered questions. There is also a theme linking to the night, such as words like 'bed', 'late ... night' and 'curtains' which all point to the narrator feeling tired and that her sister's disappearance has disrupted her sleep.

Moreover, the use of alliteration 'flapping free' and 'window wide' convey the narrator's feeling trapped in ignorance whereas her sister is free. These could suggest that the narrator wants to be free too, she wants to know the truth so it doesn't haunt her anymore. There's mystery and a super-natural feel to 'window's wide' - it's open, vulnerable and ominous. This could demonstrate the narrator's feelings of being vulnerable and unsafe - her confusion. The pathetic fallacy also reflects her bewilderment 'gusts of rain' which connote a wild muddle of thoughts or ~~again~~ being exposed to the weather - afraid, ~~and~~ unsafe and vulnerable.



### ResultsPlus

Examiner Comments

The candidate has written a fully sustained and coherent response, of which this is the final section. In it, the candidate offers a mature and very well-expressed response to the characters and their situation in the poem. The answer merited a Band 5 mark of 18/20.



### ResultsPlus

Examiner Tip

Note how the focus on specific language is precise and commented on with perceptive analysis that shows a convincing response to the poem: the embedding of quotations - single words or short phrases - is skilful and contributes to a confident response.

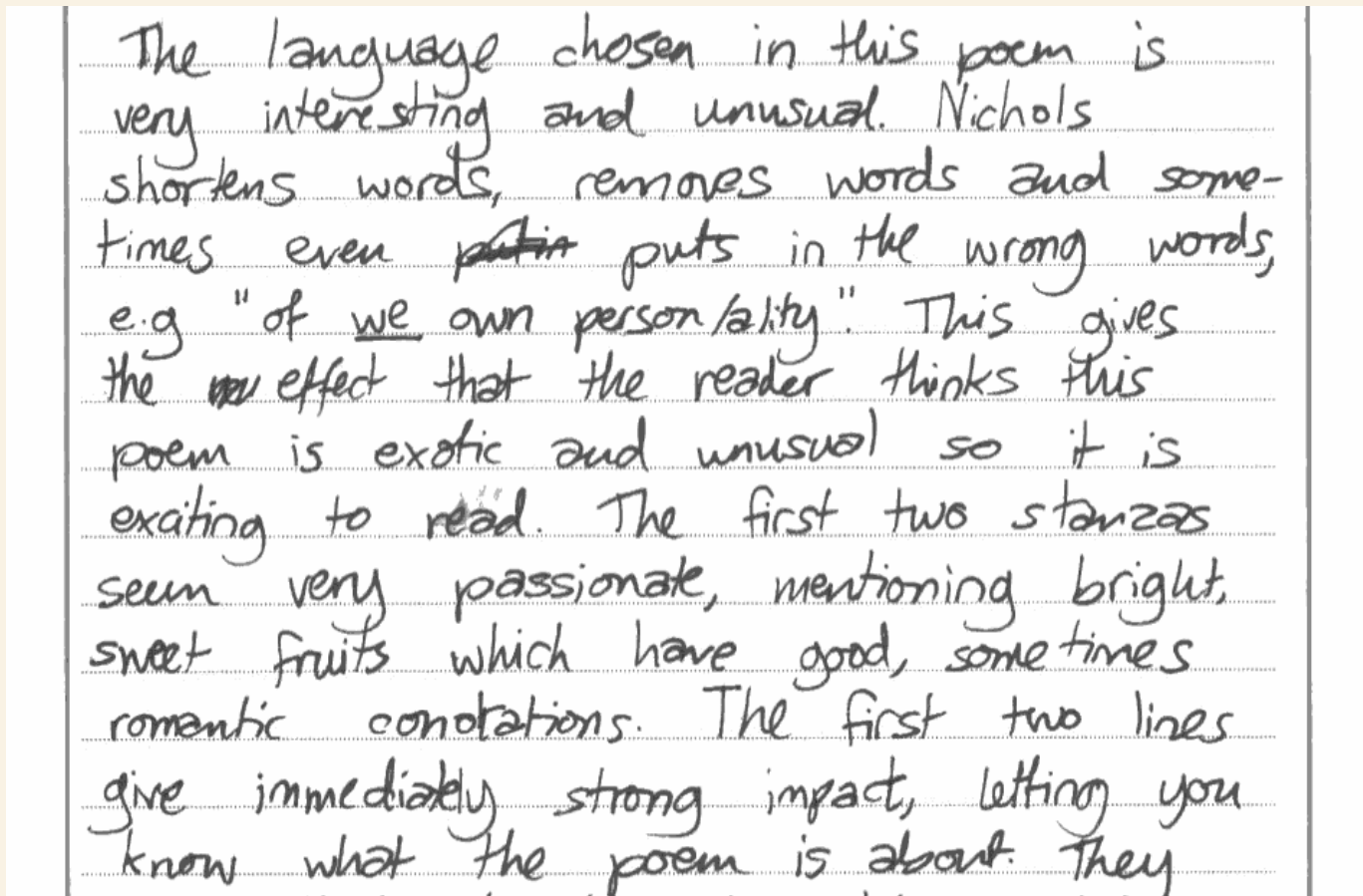
## Question 2

2(a) 'Even Tho' was the poem selected for candidates' comment. Many candidates engaged well with its ideas, showing understanding of the language and imagery. One main difference between the weaker and stronger responses was that the weaker ones tended to summarise the content without going into any kind of detail about the connotations of the language or the examples of the writer's craft. Examiners noted that candidates had not fought shy of the erotic implications of the language, which were discussed with frankness; they often showed a good understanding of implications of the dialect forms, which appeared not to have formed an insurmountable barrier to candidates' understanding: indeed, they often showed a relish for the exotic flavour of Nicholls' language. One examiner commented: "most were clearly able to grasp the ideal of sexual companionship without ultimate commitment".

(b)(i) With the named poem 'Rubbish at Adultery', which the clear majority went with, most did attempt to compare the differing nature of the two relationships: some did so convincingly, where they had a clear sense of what they felt the writers were aiming to say about the situations they found themselves in. Others were less than confident about who was who in the adulterous relationship. In particular, there were many inaccurate misinterpretations of 'Rubbish at Adultery', with comments such as "just seems a normal marriage row between a wife and her husband...he wants to go off with someone else.". Examiners noted that some candidates were evidently unsympathetic to the angry and hostile tone adopted by the narrator in this poem, and occasionally wondered why the writer did not simply pull out of a relationship which was evidently bringing such bad feelings.

2(b)(ii) Candidates' own choices of poem were varied and appropriate, including 'My Flesh' and 'Kissing', in which the physicality of relationships (or its absence) is explored in different ways. The very different contexts of the second poems allowed candidates to consider relationships from a variety of perspectives with some thoughtful links and comparisons.

This is a central paragraph from a candidate's response to part (a) of Question 2.



The language chosen in this poem is very interesting and unusual. Nichols shortens words, removes words and sometimes even ~~put~~ puts in the wrong words, e.g. "of we own personality". This gives the ~~an~~ effect that the reader thinks this poem is exotic and unusual so it is exciting to read. The first two stanzas seem very passionate, mentioning bright, sweet fruits which have good, sometimes romantic connotations. The first two lines give immediately strong impact, letting you know what the poem is about. They



imply that she does love him, but she isn't going to let him destroy her life. She then goes on to ~~she~~ say she is all of these passionate fruits when they engage in physical contact. However, the third stanza is very contrasting to this, mentioning dark, unromantic and undesirable things such as "seaweed" and "jelly fish". This shows that their relationship is far from perfect and she wants to tell him this.



**ResultsPlus**

**Examiner Comments**

In this paragraph, the candidate shows a thorough and well-focused response to the poem's language, supporting the interpretative points with appropriate examples and explanation. The overall mark for Question 2 (a) was 9/15, at the top of Band 3.



**ResultsPlus**

**Examiner Tip**

Make sure that the interpretation is always clearly supported: the comments on the third stanza need some further thought.

Lines 15 to 23 really drives the idea home that the poet wants to retain her independence throughout her love life. She says that she wants to make love to her partner, but then carry on with her own life. It almost sounds as though Nichols is a feminist who does not have time to give up her personality to consort to the norms of society and have lots of children and stay inside to cook.

The last line is interesting because of the slash "Person/ality". It is not clear what this slash represents, but it could represent how two lovers should lead separate lives to one another.

The poem has a rather odd structure. The stanzas are irregular. There is no rhyme scheme and the rhythm is not consistent. This could be because the poet was ~~just trying~~ trying to match the structure to the message of the poem - be yourself and be different."

In conclusion, Even Tho is an unconventional poem where instead of the poet saying what she will do a lover, she says what she won't do and he can like it or lump it. That said, her use of fruit metaphors shows that she is tender and that she does want love, while her use of a Caribbean dialect suggests that she won't change for anyone.



### ResultsPlus Examiner Comments

In this final section of the answer, the candidate shows a detailed and appropriate focus on the language of the poem, identifying and commenting on significant features of the language such as 'person/ality'. There is a reasonably strong conclusion, and the overall mark for Question 2(a) was 9/15, at the upper end of Band 3.



### ResultsPlus Examiner Tip

Aim to round off your answer with a conclusion that demonstrates fully your grasp of the poem and your response to it.

These are the opening three paragraphs of a candidate's response to part (b) (i) of Question 2, focusing on comparing 'Rubbish at Adultery' to 'Even Tho'.

b) i) In 'Even tho' the poet talks about how her relationship is lovely but she changes herself, her personality, when she's with the man she loves and she doesn't believe that's right in a relationship, she thinks in both their ~~interest~~ interests to make it right. However in 'Rubbish At Adultery' a man is having an affair with another woman and it is written from her perspective, unlike in 'Even tho' neither the man or woman having an care for one another and they are not doing it for love. The man feels terrible about cheating on his wife but the woman just wants a good time. These poems contrast themselves completely in meaning.

In 'Rubbish At Adultery' the woman doesn't care about his problems, 'Must I give up another night to hear you whinge and whine' she is ~~obviously~~ probably <sup>a</sup> lot ~~the~~ younger than him and feels that relationships are for fun and don't mean problems, this may be because she hasn't been in a proper one yet. On the other hand 'Even tho' sets out the relationship to be a deep and meaningful one where they share their issues and problems.

Both poems talk about how one of them is taking too much away from the other, the man is 'whinging' too much for them to have fun and in 'Even tho' the man is 'deceiving' her and she can't be herself anymore.



### ResultsPlus Examiner Comments

The candidate begins the answer with clear summaries of the two poems, in which the comparison is established. The answer is a sound one and hence is securely in Band 2 (6/15).



### ResultsPlus Examiner Tip

Make sure that examples and quotations are used from early in the response, to avoid the impression of approaching the question in a rather general way.

b

ii) The poem "One Flesh" by Elizabeth Jennings ~~was~~ is about a very different relationship to the one in "Even tho" by Grace Nichols. While One Flesh is about a relationship which used to be passionate but has now almost died out, Even Tho is about a relationship which is passionate, but too much from the poet's point of view.

The mood of One Flesh is quite dark and depressing at points; "a destination for which their whole lives were a destination..." whereas Even Tho is bright, fast paced and passionate. It is written from the point of view of the poet who is in the relationship and seems mostly happy although she wants to convey a message to her partner that they must stay separate people. However, One Flesh is written

from the point of view of the daughter, overlooking her parents relationship. The poem is interesting because not only does it involve the parents relationship, but also the relationship between the daughter (voice of the poem) and the parents. She doesn't understand how their relationship which seemed to be so passionate now seems to have disappeared.



**ResultsPlus**  
Examiner Comments

The choice of a second poem, 'One Flesh', is apt, permitting comparisons between the types of relationship portrayed because of the strong contrast in the treatment of the physical aspects. The answer is detailed and focused, with quite a strong opening in which the links are quickly established. The overall mark awarded for the answer was 8/15 (securely in Band 3).



**ResultsPlus**  
Examiner Tip

Make sure that quotations are always accurate – the candidate writes 'destination' twice, rather than 'preparation' – a slip of the pen which did not detract significantly from the positive features of the response.



### Question 3

3(b)(i) In comparing 'Invasion' with 'O What is that Sound', the sense of approaching war and danger was the most frequently noted point of similarity. Some appreciated well the way in which the writers built up the sense of fear and the reality of war. However, many candidates showed a lack of certainty in their handling of the two characters in Auden, so that the significance of the final stanza, in particular, was often not explored effectively. This uncertainty about what was actually happening in the poem made it hard for candidates to write effectively when comparing the two poems.

3(b)(ii) With the candidates' own choice of poem, there was a variety of appropriate examples available. For example, 'August 6 1945' was selected evidently because it showed a very different perspective on war, but similarly showed how innocent civilians could be swept up into the military action.

This is the opening section of a candidate's response to part (a) of Question 3, focusing on 'Invasion'.

In the poem 'Invasion' the writer shows the enemy as very dangerous and knows that they have no hope of beating them. Invasion is about a group of enemies invading a town or village. The enemy have lots of heavy artillery compared to the people in the place who are said to have rusty guns. This suggests that the men are not trained well and have old guns, or maybe the guns just aren't treated very well. The line 'First we will hear their boots approaching at dawn' suggests that there are a lot of enemies because you can hear their boots as they march. 'Death-bringing uniforms' shows you that that they are powerful and will kill anyone who stands in their way. 'They will march towards our home with their guns and tanks pointing forwards' shows that they are very dangerous and are ready to attack.



#### ResultsPlus Examiner Comments

The opening of this response shows that the candidate has a sound grasp of the situation being described, with the strong contrast between the enemy forces and the defenders. Because it was quite a brief answer, the overall mark for Question 3 (a) was 4/15, at the lower end of Band 2.



#### ResultsPlus Examiner Tip

Make sure that the opening gives as strong an interpretation as possible and develop language points fully.

This is the closing section of a candidate's response to part (b) (i) of Question 3 linking 'O What is That Sound' and 'Invasion'.

things differently to how they usually do them. It's different to Invasion in the way that ~~at the start of~~ the people are worried straight from the start of the poem whereas in 'O what is that sound' the husband and wife only start getting worried about halfway through it. The wife is the one asking the husband about the soldiers and the husband is calm but towards the end knows that it's an attack. 'Their eyes are burning shows that they are could be angry which relates to the young men with boiling blood in Invasion. The poet uses rhyme in 'O what is that sound', the poet rhymes the second line with the fourth line in each stanza. When the soldiers start running towards the house that's when the husband starts to get worried and leaves his wife. 'O what is that sound' is similar to Invasion because they are both about enemies attacking a village or town. Both enemies in the poems are described as quite dangerous. The line 'And their eyes are burning' from 'O what is that sound' and the line 'In their death - bringing uniforms from Invasion' show that they are dangerous. Both places are under attack from soldiers and don't stand much of a chance against them.



### ResultsPlus Examiner Comments

The candidate makes sound points about the way each poem shows the emotion of fear. There is a clear focus on making comparative points. The overall mark for Question 3 (b) (i) was 6/15.



### ResultsPlus Examiner Tip

When quotations are introduced, be sure to explore how the language in these contributes to an understanding of the poet's ideas.

## **Question 4**

Question 4: Somewhere, Anywhere

4(a) 'My Mother's Kitchen'. There were very few answers on this section. One examiner commented that several candidates gave straightforward, narrative accounts of the poem, but with no awareness or development of the more over-arching themes.

4(b)(i) The poem for comparison was 'Sea Timeless Song'. Candidates who had not fully appreciated aspects of the first poem struggled to make effective comparative points with the second named poem. The few candidates who did this question addressed permanence and change to varying degrees but did not present a sustained analysis.

4(b)(ii) Several poems about particular places were chosen to compare the poets' treatment with that in 'My Mother's Kitchen' but very few candidates answered this question and comparative points were not always clearly made.

## **Question 5**

Question 5: Taking a Stand

5(a) 'A Consumer's Report' elicited some strong responses, but this section attracted fewer responses than Questions 2 and 3 (though more than Question 4). An appreciation of the ironic tone and attitudes expressed in this 'report' on life was the key to the success of candidates' responses.

5(b)(i) In making links between this poem and 'On the Life of Man', candidates offered some very engaged responses. Central to successful responses was an appreciation that both poems offer a somewhat 'detached' commentary on life, viewed metaphorically as either a 'product' or a piece of theatre. Once this point was established, candidates were often able to make effective points linking and contrasting the two poems. However, the writer's use of theatrical genre (comedy and tragedy) misled some into thinking that the writer saw life as 'one big joke'. Others pointed up the metaphysical imagery of divine judgement, thus seeing the poem as altogether more serious in its implications.

5(b)(ii) Where candidates offered their own choice of poem, this was generally appropriate and permitted comparisons. For example, candidates sometimes looked at how life is viewed in 'The World is a Beautiful Place', and the most effective responses were able to compare the stance of the two writers effectively, especially if they had a good grasp of ironic tone.

This is the closing section of a candidate's response to part (a) of Question 5, focusing on 'A Consumer's Report'.

The writer uses ~~eth~~ alliteration later in the poem, "popular product", "behave badly". It is almost as though the poet decided to use more devices ~~to word~~ towards the end of the poem to create a climax. ~~This then stops~~ He creates the tip of this climax with the phrase "we are the consumers and the last law makers"; but then returns to his original tone, letting the poem slow down, creating an anti-climax. For the last three ~~sentences~~ <sup>lines</sup> of the poem, Porter presents a 'tongue-in-cheek' ending. Presenting the attitude that he likes life but he ~~would~~ wants something to compare it to, <sup>the fact that he uses</sup> 'competitive product', gives us the idea ~~of~~ of death, again raising the poem's pessimistic mood and tone, and the poet's pessimistic attitude that maybe death is better than life.



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Examiner Comments

The candidate presents an assured grasp of the way in which the poet presents his attitudes to life, with some interesting and personal analysis of the evidence. The overall mark for Question 5 (a) was 11/15.



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Examiner Tip

Note how the candidate focuses on the ending of the poem in the concluding section of the answer, exploring the writer's tone and analysing the phrase 'competitive product'. This shows the examiner that the candidate has really thought about what the poem is saying.



These are the opening three paragraphs of a candidate's response to part (b) (i) of Question 5, comparing 'A Consumer's Report' with 'On the Life of Man'.

b) i) Both 'A Consumer's report' and 'on the life of man' present a ~~negative~~ <sup>pessimistic</sup> view of life. Raleigh's poem talks about life being "a short comedy" and Porter ~~says~~ compares life to a <sup>frivolous</sup> product like washing powder.

Both of the poems talk of a greater-being observing and judging us. Raleigh says "Heaven the judicious sharp spectator is", and Porter calls it ~~maker~~ "maker" and "your man". This shows an idea of religion in the poems. Both of these poems are extended metaphors, comparing life to things that we are more likely to understand.

Raleigh's poem is "a more traditional poem format. It has a strict rhyming scheme and has ~~an~~ a comma at the end of each line. This could be due to the age of the poem as it was written long before 'A Consumer's Report', <sup>which</sup> it is a more modern poem.\*\*

Both of the poems ended talking about death. "Only we die in earnest, that's no jest" and "until I get the competitive product you said you'd send".

The imagery used in the life of Man is more direct than in Porter's poem, "what is



our life? a play of passion". Raleigh uses metaphors to give his attitudes on life but puts them in a more direct manner, being descriptive and using adjectives, as if making sure that we will understand ~~the~~ what he is telling us.



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**Examiner Comments**

The candidate approaches the comparison of the two given poems in a thorough way, with a focus on language securely established from the outset. The point about the 'greater-being' is made well and supported from the texts. The overall mark for Question 5 (a) was 8/15, a secure Band 3 response.



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**Examiner Tip**

When referring to language features, such as 'metaphors' and 'adjectives', do not just list the feature, but show clearly its effect on the ideas in the poem.

## ***Paper Summary***

Examiners commented on candidates' positive response to the poems, especially the Unseen Poem.

To improve their performance, Centres should work with their candidates to:

- make sure that particular requirements of the question are focused on
- use their examples fully, analysing and commenting on them
- keep separate and clearly label the two parts of the Section B answers
- answer in the correct section of the paper
- make effective links and comparisons.

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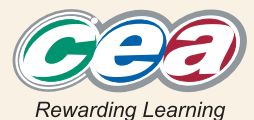
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