

Examiners' Report
June 2012

GCSE English Literature 5ET2F 01

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Introduction

This is the second year of the current 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%).

Paper 2, Section A, on the unseen poem, is compulsory; candidates must then answer Section B on one of the four themed collections of poems from the Anthology, writing on a named poem and comparing this with either a named poem or a poem of their choice. Of the four collections, the most commonly chosen were again A Relationships and B Clashes and Collisions.

The candidates are assessed on the quality of their 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, part (a));

AO3: Make comparisons and explain links between texts (assessed in section B, part (b)(i) or (b)(ii)).

Examiners are looking, above all, for signs that candidates are responding in a clear and relevant way to the language and ideas of the poems on which they are focusing.

The responses of candidates had many sound features; the best were able to show an enjoyment of the poems and the ability to write about poetry in an appropriate way. Examiners noted positively:

- clear signs that the subject-matter and language of the unseen poem, 'Tich Miller' had proved accessible to candidates, who related to the ideas and themes;
- evidence that candidates had thought about the different methods used by poets to present their ideas;
- awareness of different forms of imagery and of how the structure and form of a poem could help to shape the presentation of ideas.

Less successful responses:

- did not reveal a grasp of the poems' central ideas;
- made general points, but failed to back these up with language from the poems;
- offered little to link the two poems together, in the comparative questions.

Question 1

The poem selected for 5ET2F was 'Tich Miller' by Wendy Cope, a poem with a moving account of childhood memories to which candidates responded personally.

This question discriminated well, with better candidates able to deal soundly, and often quite interestingly, with the poem, and even most of the weaker ones were able to respond at their level to the ideas and language. Some candidates understood that Tich must have had a disability which affected her appearance and that her death was likely to have been due to this rather than being the direct result of the bullying. Many followed the bullet point guidelines scrupulously to help them structure their response.

The most successful candidates on this tier were able to make interesting links between the use of imagery and subject matter, for example when exploring the connotations of the wire mesh fence and the girls' feelings of entrapment. Those who considered the form and language in any detail were struck by the impact of the isolated last line and there were many comments about the poet's craft in contriving this. Some of the best discussions of language centred on the significance of the 'unfortunate bird'.

The theme of bullying was seen as the central one by many and a few were sidetracked into discussing bullying in a general way and leaving the poem behind.

Weaker candidates were sometimes unclear on the identity of the two central characters, sometimes confusing the narrator and Tich, or being unclear about the sex of the children. These often failed to explore the frenzied debate over which of the two outcasts to choose for their team, an aspect handled well in the more successful answers.

Many candidates made an attempt to consider structural aspects. One examiner commented on being: 'impressed by the way the best responses grasped the effects of the enjambment between the third and fourth stanzas... some candidates were applying skills and techniques used in the classroom to study the Anthology poems, sometimes very imaginatively, as in the case of the candidate who thought that the poem, when turned on its side, looked like arms pushing the unwanted girls away.'

Other structural comments were less developed, often commenting on techniques without stating why these were used.

This is the start of a candidate's response to Question 1, the Unseen Poem ('Tich Miller').

In the poem "Tich Miller" Wendy Cope writes about how her and Tich Miller were obviously not very popular and were always used as a bad example as she was calling herself "Tubby" this shows that she had a hard time at school but Tich was worse as she had "one foot three sizes larger than the other." This could mean that Tich had very bad balance or would have had a lot of bad nicknames. Wendy Cope also wrote that her and Tich were always the last picked in games but they never really got on anyway as they always avoided each other eye contact this shows that maybe they were embarrassed that they were the last pick and didn't want to show it so they avoided eye contact. ¶



ResultsPlus Examiner Comments

The candidate has revealed a generally sound grasp of the poem's content and ideas, with some thoughtful comment, clear language analysis and evaluation. The response was therefore awarded a mark of 16 out of 20 at the top of Band 4.



ResultsPlus Examiner Tip

For a Band 5, more would have been needed on the organisation, form and structure of the poem.

This is the second half of a candidate's response to Question 1, the unseen poem.

^{writer}
The ^{writer} has used good language as she ~~has~~ has used sophisticated words such as: lolloped, lesser dual, sneering, elastopast pink frames. I think that Quote "Pretended not to hear the urgent conference, Have Tubby!, No No have Tich" made them feel like they didn't belong there and made them feel upset and that they can't play outdoor games because of the way they look. These words in the poem (sophisticated words) are also good describing words (adjectives).



ResultsPlus
Examiner Comments

The candidate shows some definite understanding of the poem, with some focus on organisation and structure. The candidate was awarded 11 out of 20, a mark in Band 3.



ResultsPlus
Examiner Tip

To achieve a higher band, comments needed fuller support from textual evidence and more development.

SECTION A: UNSEEN POEM

You must answer Question 1 in the space below.

Wendy Cope presents her thought and feelings about Tich Miller in a very mixed way.

The poem starts off by describing Tich Miller. Wendy uses imagery to paint the picture of her. She describes her very vaguely and only seemed to focus on the negative things about her. "Tich Miller wore glasses, with elastoplast pink frames, and had one foot three sizes larger than the other" the way Wendy describes her is in a very spiteful way. She paints a picture of a outcast who was 'weird'.

In the second stanzas Wendy goes on to talk about how her and Tich were always the last two to get picked for sports, this paints a picture of two girls seen as unpopular being left out all the time. Wendy goes on to say "left standing by the wire-mesh fence" again using imagery of the fence and how they are ~~abandoned~~ "left standing" as if to say everyone ~~abandoned~~ ditched them and there are just left there wondering what's going on and why it's them left there alone and not someone else.

Wendy says "She and I were always the

last two" this tells us they were always left out, it also tells us that they look negatively on outdoor games as they were always excluded from the group.



ResultsPlus
Examiner Comments

The candidate has fully satisfied all of the criteria for the top band at this Tier. Comments are developed and show some insight, with a personal interpretation. The candidate has therefore been awarded the maximum marks for this tier of 20 out of 20 (top of Band 5).



ResultsPlus
Examiner Tip

Look at the way in which the candidate has offered sound comment on the poet's negative imagery.

This is the closing part of a candidate's response to Question 1.

Wendy also uses language features to show the feeling of Tich. She uses repetition ~~per~~ repetition, this is a quote from the poem to show that Wendy uses repetition "No, no, have Tich!" meaning no one wants Tich on their team and the effect of that on the reader will make them show sympathy for Tich.



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Examiner Comments

This is a response that shows limited understanding and response. While the main features of the general situation are grasped, only occasionally is textual evidence harnessed in support of interpretation. There is limited awareness of form or structure.



ResultsPlus

Examiner Tip

Make sure that you sustain your interpretation throughout the answer.

Question 2

2(a) 'One Flesh' was the poem selected for comment. Candidates were often able to consider the ideas of ageing love and how the physical aspects of the parents' relationship had changed over time; many detected the narrator's sadness at what she saw as her parents' growing distance. The strongest candidates grasped the poem's central ideas very clearly and wrote soundly: the best often picked out the significance of the phrase 'strangely apart, yet strangely close together', to avoid an over-simplified response. In weaker responses there was some misunderstanding, and points were not always sufficiently rooted in the text. While the most successful responses focused on language (and to an extent form and structure), others were more focused on the plot and situation.

2(b)(i) When 'One Flesh' was considered with the named poem 'Kissing', which was an option the clear majority went with, most found it easy to identify the strong contrast between the nature of the physical relationships described in each. The best responses made many sound points; and even the weaker ones offered up some relevant comparison.

Weaker responses did not always recognise the significance of the middle-aged couple in the second poem, instead making simple comparisons between youth as presented in 'Kissing' and age as presented in 'One Flesh'. They thought that this poem suggested that physical love was for only the young, perhaps because of focusing only on the first part of the poem.

Comparisons between the poems were sometimes slight, with weaker candidates at times including one sentence right at the end of the response: 'Unlike the relationship in One Flesh.'

Most responses were successful in identifying at least some thematic links and connections; the most effective included a focus on differences in language. A significant number of candidates used close textual analysis to develop responses which compared the two writers' attitudes.

2(b)(ii) Candidates' own choices of poem were varied and appropriate, including 'Sonnet 116' and 'Even Tho'', in which the physicality of relationships (or its absence) is explored in very different ways. Stronger responses to the Shakespeare sonnet offered sound comparative points, but weaker ones were unable to show a close understanding of the poem, which led to some limited answers. The very different contexts of the second poems allowed candidates to consider relationships from a variety of perspectives. Other poems chosen included 'Rubbish at Adultery' and 'Nettles'; the few who chose 'Valentine' sometimes made only very tenuous links, but 'Song for Last Year's Wife' elicited some clear responses.

This is the start of a candidate's response to Question 2 (a), on the poem 'One Flesh'.

(a) The physical love in the poem 'One Flesh' is no longer there in this relationship between this mother and father. We know that there is no connection between the couple any longer. The quote 'Lying apart now' suggests that the love that was there and has slowly disappeared is drifting this couple further and further apart.

You as a reader know that there is no spark between the couple. 'He with a book' and 'She like a girl dreaming of childhood' these quotes suggest that the male partner is so engaged in his book that he doesn't speak.

Where as the female partner is dreaming that she wants to be young and free again, as if she was a child.

They are both fixed on something else other than each other, the male focused on 'the book he holds unread' where as her eyes are 'fixed on the shadows ^{over} head'. These quotes indicate to the reader that there is no eye contact, no communication, just silence. Its as if there is nothing left to hold the couple together.



ResultsPlus

Examiner Comments

This is a sound response in its capacity to link ideas to how the writer has expressed these. The viewpoint is clearly put forward with supporting evidence. The candidate was awarded 13 marks out of 15, a mark which takes the response into Band 5.



ResultsPlus

Examiner Tip

Note the ways in which the candidate offers an analysis which is based on a clear grasp of the nature of the relationship between the parents.

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

The thoughts about physical love have also gone the couple have even moved their bed's away from each other.

"Lying apart now, each in a separate bed"

This shows that they no longer even think about physical love

altho they do not have physical love or when they do it's it is like a confession" they do still have emotional love the quotes

"strangely, apart, yet strangely close together" - and

"having little feeling - or too much"

both of these quotes show us that there love for each other is still there but simply "charity saves them" and physical love is no longer needed.



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Examiner Comments

The response uses the 'PEE' (point, example, explain) technique to ensure that comments are adequately supported and explained. The approach shows a generally sound grasp.



ResultsPlus

Examiner Tip

Fuller development would be needed to take this to the top band.

This is the second half of the candidate's response to question 2 (b) (ii), comparing 'One Flesh' with the poem 'Rubbish at Adultery', the candidate's own choice.

AS in Rubbish At Adultery the relationship is quick and spontaneous with ~~two~~ three people we know its ~~love~~ between a relationship between 3 people because in the poem it says "you say you'll never leave your wife and children" this shows the man is a "dreadful swine" and all Sophie Hannah wants him to do is "just leave them out of this"

AS in one flesh the relationship is between two people we know this because of the quote "These two who are my father and my mother" we also know there is no cheating in this relationship and it is ever lasting because of the quote "Tossed up like a sledgem from a former passion"



ResultsPlus
Examiner Comments

The comparisons made between the two poems are relevant and generally sound. There is development of some points here, and the answer has been placed at the top end of Band 4, being given 12 out of 15 marks.



ResultsPlus
Examiner Tip

For Band 5, some of the comments which are just stated would need to be expanded with more analysis.

This is the start of a candidate's answer to Question 2 (b) (i) comparing the two stated poems, 'One Flesh' and 'Kissing'.

(b)

(i)

The writer of 'Kissing' presents different thoughts and feelings about physical love in a totally opposite way than what Elizabeth Jennings did in 'One Flesh'. In 'One Flesh' middle-aged old love is presented negatively and is "kissing" positively. We know from ^{'One Flesh'} ~~kissing~~ that after a passionate young love life it does not carry on and love fire burns out. However in 'Kissing' we are told it can continue and older lovers do have a future of love and desire for each other together. In fact the final line of 'Kissing' states -
"They may too have futures"

Indicating that Fleur Adcock the writer strongly believes love does carry on for old folk. It's not just the last poem though, throughout we get a strong sense of this. When she says "arms around each other's wrists and shoulders" she means the young. In the second paragraph it says "Their hands are not in each other's clothes but their hands are locked so tightly together it hurts". These two lines because it's saying just because middle-aged lovers ~~don't~~ do not have arms around each other tightly and walk the river bank. They can still and do feel as much love for each other by tightly holding hands. We also get to

thinking that old people still kiss as much
and as powerful as younger people. We know
this from:

"Their mouths are soft and powerful as ever"
Notice as ever indicating they kiss like this
now the same as they did when they were
younger. This is unlike "One Flesh" as she says
"Whose fire from which I came, has now gone
cold"



ResultsPlus Examiner Comments

This candidate also chooses to respond to the given poem, 'Kissing', and does so in a way which demonstrates the capacity to make connections in a clear and relevant way. Comment shows a sense of focus and balance.



ResultsPlus Examiner Tip

Look at the way the candidate makes very specific comparisons, for example: 'This is unlike 'One Flesh'.

Question 3

(a) 'Conscientious Objector'.

This poem presented a challenge but gave rise to some very secure and well-supported responses from those at the higher end: it therefore discriminated effectively. Those who grasped the central ideas did well, focusing on the strong, resolute first-person voice of someone objecting to fighting and the concept of personification, but there were also some strange interpretations from weaker candidates who were sometimes entirely literal in their approach. One candidate stated that it was about a horse that wanted to die, for instance; others clearly struggled with the different images of death shown.

Most understood that the narrator was unwilling to help death, but fewer made the connection between death, war and being a conscientious objector. The link between serving in the army and thus being on Death's payroll did not feature in many responses.

3(b)(i) In comparing 'Conscientious Objector' with 'Your Dad Did What?', the named second poem, some examiners commented that candidates found 'Your Dad Did What?' more accessible, but that many had difficulty locating points of comparison. Better candidates discussed the explicit references to death in 'Conscientious Objector' and the omission of specific mention of death in 'Your Dad Did What?'; others noted that the narrator in the former poem was making a conscious choice about dying, whereas presumably the father in the latter poem had no such choice.

A number of candidates focused predominantly on the second poem with little reference to the first, although occasionally it was thought that 'Your Dad Did What?' was about child abuse. A failure to understand 'Conscientious Objector' led some into simply explaining the plot of the poem with few links.

3(b)(ii) There were some secure responses comparing the poem with candidates' own choices. 'August 6, 1945', 'The Drum', 'Hitcher' and 'Exposure' gave rise to some soundly-constructed answers and offered relevant points for comparison, with candidates covering a varied range of points. Better candidates worked well with 'Hitcher' as the attitudes towards killing are so strongly contrasted and students drew links fairly clearly.

'The Drum' also produced some sound responses, as did 'August 6, 1945', although not all candidates had a complete grasp of that poem's language and imagery.

This is the start of a candidate's response to Question 3 (a), on the poem 'Conscientious Objector'.

(3a) ~~///~~ In the poem 'Conscientious Objector' the Author expresses her attitude towards death in a very negative way. She uses very strong negative words which tells us she is not in anyway a friend of death. ~~///~~ Throughout the poem Edna uses repetition of the sentence "I shall die, but that is all I shall do for death" with shows us that she has no intention of helping death in anyway and that she will only do one thing for death as she won't give him the satisfaction.

The Author uses very strong violent images throughout the poem as she describes all the things she will not do for death. Some good examples of this are "though he ~~is~~ flick my shoulders with his whip, I will not tell him which way the fox ran". This tells us that she knows death can and will hurt her and she isn't afraid of him, and she may have to die for him one day, but she will not do his bidding or help him as she does not owe him any favours.



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Examiner Comments

The candidate shows a generally clear grasp of the subject-matter of 'Conscientious Objector' and understands the poet's refusal to assist Death in his business. There are some well-focused comments. The answer was awarded 11 out of 15, a mid-range Band 4 mark.



ResultsPlus
Examiner Tip

If slightly more fully developed, this would have been a Band 5 response. Think how to make sure all comments are clear and well-supported by sound examples of language.

This is the final part of the response from the same candidate to Question 3 (b) (i), comparing 'Conscientious Objector' and 'Your Dad Did What?'.

The constant repetition of the sentence "Your Dad Did What?" ~~is~~ emphasises the teachers frustration towards the child about his work. And how she is confused and wants to know what the full story is and the reason the child isn't adding anything.

The last stanzas is where you see the attitude towards death, and how you see it is very different from the writers attitude towards death in the 'conscientious objector'.

~~The last stanzas~~ There is a sentence in the last stanzas that shows us that the teacher doesn't see her pupils as ~~individuals~~ ~~individuals~~ individuals and doesn't know a lot about them and their personal life outside of school, this line is " ~~through~~ through reams of what this girl did, what that lad did".

The way the writer ends the poem ~~is~~ shows realisation and remorse as the writer uses a pun with the placement of the 'e' above 'did', this could be dark humor.

The attitude towards death in this poem is a lot more sad and it makes you feel sorry for the child, ~~whereas~~ whereas in the 'conscientious Objector' the writer makes it more strong and independant, and the poem 'Your Dad Did What?' shows ~~is~~ ~~is~~ a vulnerable attitude towards death, almost like the child is scared and weak against death.

The poem ends with "and read the line again, just one 'e' short: this holiday was horrible. My Dad did." making the reader stop and think, it shows realisation and then remorse from the teacher towards the student.



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Examiner Comments

The candidate makes a sound response to the two poems, choosing the given one for comment and making appropriate comparison. There are some well-selected textual references and these are supported in a clear way. For this Tier, this is a response which merits a mark close to the top of the range, so it was awarded 14/15, a secure Band 5 mark.



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Examiner Tip

Note the way the candidate focuses securely on points of language, for example, looking closely at the use of 'did' and 'died' in the second poem.

This is the whole of a candidate's response to Question 3 (a) on 'Conscientious Objector'.

Millay ~~thinks war only leads to death~~ does not believe in war and thinks it only leads to death, she shows her feeling by saying 'I shall die, but that is all I shall do for death' which could also mean she ~~is not~~ going to do anything for war is death and she will not do anything to help. For example, she says 'with his foot on my breast I will not ~~be~~ tell him where the black boy hides in the ~~swamp~~^{swamp}'. This shows that no matter what happens she will not help war in any way.



ResultsPlus Examiner Comments

The response to 'Conscientious Objector' is very limited. The opening shows some grasp, but fails to develop the response or to deal with the ways in which Death is personified. The candidate was awarded 6/15, at the top end of Band 2.



ResultsPlus Examiner Tip

Note that this is all that the candidate wrote, and think about how to develop your points more fully, drawing on your reading of the whole poem.

Question 4

4(a) 'City Jungle'. There were comparatively few answers on this collection. However, examiners commented that the language and structure of the named poem offered candidates much to explore, which many did with some success.

Most managed to discuss, at their own level, the elements of personification throughout, but comparatively few made it clear that the whole city was being presented metaphorically as a jungle with its accompanying dangers. Consequently, some focused on analysis of particular words and phrases, but were not very strong when considering what these showed about the writer's feelings and thoughts.

4(b)(i) The stated poem for comparison was 'City Blues', which presents the reader with a number of 'options' in the wording of its images. Stronger candidates responded to these, with a clear focus on the ambiguities this gave to the poem and how, depending on your choices, the interpretation would be different. Weaker candidates found themselves unable to explain the writer's thoughts and feelings because they were puzzled by the presentation of opposing choices, missing the fact that many key words that were not optional were in fact revealing. Many responses focused successfully on language and structure, finding that both poems lent themselves to such analysis.

4(b)(ii) There were several poems about particular places which were chosen to compare the poet's treatment with that in 'City Jungle'. 'Assynt Mountains' was one of the few poems selected, but the comparisons were poorly done. Some interesting and valid responses used 'Westminster Bridge'.

This is the start of the response by one candidate to Question 4 (a), 'City Jungle'.

④ a) The writer's thoughts and feelings in 'City Jungle' come off as being dark, gloomy and mysterious. The poem describes and personifies different aspects and features of a city at night. The first line 'Rain splinters town' tells us that a sharp rain is ferociously coming down on the city. The fact that the writer doesn't write 'Rain splinters down' which would make the sentence make more sense, signifies that the words town and the negative word down are somewhat linked, creating a negative effect. Splinters hurt when they pierce your skin so the fact that the rain 'splinters down' signifies that the rain is coming down that hard it actually hurts your skin. 'Lizard cars cruise by' tells us that cars mysteriously drive past in a slick way. The fact that some lizards can change the colour of their skin may come of reference here. The 'lizard cars' may be colourful during the day but dark and gloomy at night. 'Their radiator grin' is representing the engine running.



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Examiner Comments

In commenting on 'City Jungle', the candidate shows a willingness to analyse the writer's language choices, with a lengthy comment on 'rain splinters down' which shows a generally sound grasp of the writer's techniques in presenting his ideas. The candidate was awarded 12 out of 15, the top of Band 4.



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Examiner Tip

Think about the effect of the visual images that the poet presents you with, and how these help you to understand the ideas about the dangers of the city.

Question 5

5(a) 'The World is a Beautiful Place' elicited some sound responses from stronger candidates, but baffled some weaker ones who wrote of its positive interpretation of the world without appreciating the irony, taking the poem's title more or less at face value. Others showed a far more subtle grasp of the poem's tone and use of contrast. Such candidates were often able to use the poem's idiosyncratic use of layout to support this tone, offering responses that made very successful links between content, language use and form.

5(b)(i) In making links between this poem and 'Those Bastards in their Mansions', candidates offered some very sound responses. There was often a marginally better grasp of Armitage's poem. Although in some cases the content of this was interpreted very literally, responses were quite varied in their readings, often making points clearly and appropriately. Some pursued similarities in the tone of the two poems, whilst others found interesting contrasts in the attitudes towards collective responsibility and divisiveness in the two poems, with a focus on class struggle, for example.

5(b)(ii) Where candidates offered their own choice of poem, this was generally appropriate and permitted comparisons. There were some sound responses on 'A Consumer's Report', 'Pessimism for Beginners' and 'One World Down the Drain'.

There were also some clear responses from candidates who chose 'Zero Hour' or 'One World Down the Drain'.

5a)
In this poem 'The World is a Beautiful place' the writer is very Sarcastic towards life, you can even say ~~to us~~ his views are humorous. "Touch of hell" implies to me that the Writer is being humorous in the poem, because of course, Nobody wants there life to have a touch of hell in it, moreover, I think that phrase is also very 'Sarcastic' because "hell" is a negative way to describe something and he said that "everything is ~~of~~ fine", ~~which~~ which contradicts each other. moreover he says that life is okay even though people are dying and starving, which makes me feel that he only ~~feels~~ feels that you should care about yourself and forget ~~the~~ everyone else.



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Examiner Comments

The candidate offers a generally sound awareness of the poet's ideas and how these are expressed. In particular, the way in which he undercuts the idea of 'beauty' by use of humour is appreciated reasonably well. This was awarded 10 out of 15, a mark at the lower end of Band 4.



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Examiner Tip

Think about how to turn a Band 4 response into a Band 5 one, by making sure that the examples and analysis are as clear as possible.

This is the second (final) paragraph of a candidate's response to Question 5 (b) (i), in which 'The World is a Beautiful Place' is compared with 'Those Bastards in their Mansions', the given poem.

"These bastards in their mansions" is a really strong pessimistic side of life, because he explains that rich people can fear you but, at the last line it says 'Me, I stick to the shadows, carry a gun.' which suggests that whatever you are dealt with it and the same point is being made in 'world is a beautiful place' but these two points that are being made can really change a lot as you compare these two poems.



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Examiner Comments

Although comment is not always fully focused, there are some fair linking points made between the two poems. This meant that the response was awarded 7 marks out of 15, at the lower end of Band 3.



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Examiner Tip

Make sure that, when you make a comment, it is always clear how this relates to the language of the poem which you are discussing.

Paper Summary

The response of candidates to the poems was one which often pleased examiners, who noted that even the less strong candidates usually offered a significant response that referred to language and ideas.

Overall:

in Section A, candidates:

- were able to connect with the idea of children who were isolated or victimised by others;
- often picked out telling language examples and offered appropriate comments on how Wendy Cope achieved her effects;

in Section B, candidates:

- often had at least a reasonably clear grasp of the poets' depiction of relationships in the Collection A poems;
- in many cases, responded suitably to the writers' treatment of the subject of death in Collection B;
- wrote with relevance about the descriptions of places and contemporary life in Collections C and D - where these were chosen (far less often than Collections A and B).

To improve their performance, candidates should:

- make sure they understand what the question is looking for;
- find relevant examples of the poets' language, and comment on these examples in a way that shows their understanding;
- develop their answers as fully as possible, by planning what points and examples they intend to include.

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