

Examiners' Report  
June 2014

GCSE English Literature 5ET2F 01

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June 2014

Publications Code UG038799

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## Introduction

In this series there were considerable numbers of responses where candidates engaged with the nature of the poetry presented. This was particularly evident with the Unseen Poem, where examiners for this tier professed themselves pleased with the quality of response. There were also many sound responses to the Anthology Poems, but preparation of some candidates was not always sufficiently thorough. However, in comparison, on both the (a) questions on the named poem and the (b) questions that looked for links and comparative points across two poems, some candidates did show evidence of careful preparation. On the (b) questions, more successful candidates offered sound and clear comparisons, although some of the less confident struggled to compare poems effectively, often adding a brief comparative conclusion, after treating each poem in isolation. Making more detailed and integrated links throughout would have gained more marks as most candidates showed an understanding of each poem.

Centres might like to consider further helping candidates to find and comment on similarities and differences between two poems, especially in their handling of thematic material.

With regards to the unseen poem, candidates could be encouraged to start with an intuitive approach to the poem and then look for techniques which bear out their opinion, as opposed to a purely formulaic approach which tended to come across as forced. On the other hand, candidates who wrote entirely empathic responses without commenting on techniques tended to have difficulty hitting the criteria in the mark bands.

Overall, the responses had many sound features, demonstrating the candidates' enjoyment and engagement with the study of poetry.

## Question 1

### The Unseen Poem

The poem selected for 5ET2F was *Shopping Trolley* by Brian Moses, an amusing poem with an underlying theme of how a child's imagination works even in the most mundane of circumstances. The poem discriminated well across the ability range and stimulated a wide range of responses which demonstrated, at the very least, some grasp of the poet's subject matter and attitude. Many candidates responded enthusiastically and on a personal level to Moses and his adventures in a supermarket; generally this strengthened responses. The more confident responses moved beyond a literal interpretation and understood the imaginative aspect of the poem. Some candidates explored the ideas of a child's narrative voice; others explored the global use of figure and metaphor between trolley and car; some of the most sophisticated comments were on freedom and fantasy, although there were some who misjudged the tone of the poem to be a morality tale warning against reckless trolley piloting and bad manners. In some cases tangential discussion of luxury and super vehicles did lead to some loss of focus. Comments on the writer's craft ranged from simple identification of techniques to responses which thoroughly discussed the poet's language, organisational choices and their possible effects on the reader.

Many candidates had been taught to comment on the three bullet points which helped structure their responses. However, some stuck too rigidly to this approach and this did lend itself to 'tagged-on' comments about language that did not really explore the context of the quotations selected.

In a number of candidates' responses, the thoughts and feelings expressed in the poem became somewhat lost in the emphasis given to poetic devices employed. An excessive focus on the use of particular parts of speech meant that sometimes candidates failed to make the connections between these points and the presentation of the poet's ideas. This was something which differentiated between the successful and the less so responses.

This is a candidate's complete response to the Unseen Poem (Question).

In the poem 'Shopping Trolley' Brian Moses talks about a shopping trolley as a toy, and how fun they can be. He does this by either a childhood memory or in the persona of a young child.

Brian makes the poem about a child in a supermarket with a trolley. He explains about the trolley is used by the child in an irresponsible manour 'Never say excuse me, never say please, ram it in the back of someone's knees' This shows how the child has

no care for anybody else, s/he is having too much fun.

This poem is organised in 5 main stanza's, with ~~two~~ ~~two~~ 2 stanzas at the start of the poem and that are repeated at the end. This poem is set out like a child is speaking it, the repetition of words and phrases resemble the impatience of the child, about how s/he wants to be noticed and paid attention to. The italic text in the repeated stanza's show how they want to be paid attention to, almost as if the child is shouting to be noticed, like they need to be noticed.

Brian uses many language features; alternate rhyming pattern, repetition, metaphors, ~~metaphors~~ <sup>pronoun</sup>, and on ~~onomatopoeia~~ onomatopoeia. The use of the alternate rhyming pattern gives the poem a rhythm; it shows control and care. 'seat' and 'beat', 'eyes' and 'customised' all show rhythm, and because of this it keeps the poem moving along, you don't get bored with reading it at all. The use of repetition shows how the child wants to be noticed, the repetition of the

metaphors, ~~metaphors~~<sup>personification</sup>, and on ~~onomatopoeia~~  
onomatopoeia. The use of the alternate rhyming pattern gives the poem a rhythm; it shows control and care. 'seat' and 'beat', 'eyes' and 'customised' all show rhythm, and because of this it keeps the poem moving along, you don't get bored with reading it at all. The use of repetition shows how the child wants to be noticed, the repetition of the title ~~shopping trolley~~ means that the reader cannot get distracted, the use of 'it' shows that the child is referring to the shopping trolley constantly throughout the poem. It also shows how the child is bragging about their trolley and about how much better it is than an average trolley.

The use of metaphors in the poem shows how the child has imagination, we know it is, an average shopping trolley, but the child sees it as a ~~competition~~ competition about who has the best trolley around. The way s/he says 'it's got a volvo chassis, a velvet seat, and around the store, it can't be beat' shows how the child adapts the trolley to suit him/her.



The onomatopoeia of 'flashing' and 'ram' and also 'Purr' gives the poem life in the reader's mind. The word 'flashing' gives the reader the image of a child running past the aisles and only being able to catch a glimpse of him/her. The use of 'ram' gives the illusion of a child stuck behind someone moving slowly and wanting to keep racing and literally raming the person ahead to get them out of the way. The way 'purr' is used in a simile or 'like a Rolls' gives the poem the sweet sound of a powerful engine in the street. It also gives the impression of children making the sounds of cars to make their dream seem even more realistic.



**ResultsPlus**  
Examiner Comments

This response is focused and displays sound understanding of the poem, its content and ideas. There is evidence of a personal response with the comments on the childlike imagery. Ideas are clearly communicated and supported by relevant references.

The response was awarded the mark of 20, top of band 5.



**ResultsPlus**  
Examiner Tip

The use of a short introduction helps focus the response on the task in hand. Also note how the candidate refers to the text and employs quotations which illustrate the points made. The candidate's personal response is supported by relevant quotations.

This is a short but complete response to the unseen poem.

In the poem shopping trolley there is someone who I believe is imagining they ~~see~~ have a customised shopping trolley like a race car driving. I think that the ~~text~~ <sup>writer</sup> was trying to make you see what the person in the poem sees, I think that in this poem the person is a little boy/girl sitting in the trolley imagining ~~that~~ he/she is driving it, I think the writer was trying to make us imagine. ~~you~~ You know he is talking about a car when he says things like "engine in the back end it purrs like a roll". ~~the~~

I think the purpose of the poem is to tell you about how the imagination of kids are so strong and deep. As you can see there is a lot of imagery in the poem such as when it says "..... a velvet seat, .... it can't be beat ....". It is also in very short but interesting sentences that can give the reader ~~a~~ a lot of



intention On ~~the~~ what the writer is  
trying to tell us.

I also notice that the writer use repetition  
Repeating mother, ~~at~~ ~~is~~ as the first two parts  
are the same as the last two parts.

~~I~~ ~~saw~~ ~~that~~ When I realized that this was  
meant to be from a kids mind ~~that~~ I  
~~he~~ noticed short phrases that gave away  
he was a kid such as "wheely dips", and  
"poly-pdys". These are only little things but  
they can change the poem completely.

I don't think this poem fully has a purpose  
or message apart from that kids imagination can  
be amazing and ~~we~~ we don't understand how  
important it is to a child's life.



### ResultsPlus Examiner Comments

This is not a literal interpretation. The candidate has understood the imaginative aspect of the poem. Comments are supported by relevant quotations. However, this is a brief response which lacks sufficient development for it to be in a higher band. The response was awarded the mark of 15 - Band 4.



### ResultsPlus Examiner Tip

To reach band 5, the candidate would need to ensure that all comments were more developed and fully supported by quotations from the text.

This is the first part of a candidate's response.

I have read the Shopping trolley poem and have figured that the poem is based on a man/Woman that goes shopping and acts like ~~there~~ on a race track "it does ~~back~~ somersau and backflips, roly-polys and wheely dips" as well as doesn't care about who ~~is~~ <sup>they</sup> ram into the back of someones knees. Sounds like someone without manners and never says please "it goes over 70<sup>mph</sup> miles per hour, ~~and~~ flashing past in a burst of power sounds like a grandad/grandma ~~mobile~~ scooter how it explains in the poem about "you really won't believe your eyes my shopping trollys been customized" I personally don't think you can customize a trolley to suit the discription the poet makes out to be in the poem. On the other hand the poet says "scoot down the istes in my shopping trolley i could go for miles in my shopping trolley" again makes it sound like a race in a supermar and think they can go for miles until they ram it in the back of someones knees.



**ResultsPlus**  
Examiner Comments

A personal response is clearly evident, although this is a rather literal interpretation. There is some sense of the candidate trying to get to grips with the language, although this is not developed.

The response was awarded the mark of 11 - band 3.



**ResultsPlus**  
Examiner Tip

Note how the candidate uses quotations from the text to support comments made.

## Question 2

### Relationships

2(a): *04/01/07* by Ian McMillan was the poem chosen for candidates' comments. Responses generally demonstrated at least some understanding of McMillan's perspective on relationships within a family. This question produced some sensitive responses to the issue of losing a parent in adulthood and candidates were able to discuss the grief felt by the poet and for the need for closure. There were also some sound and relevant comments on the sense of disconnect in relation to grief that the poem presents. Some candidates speculated on how losing a parent might feel and moved away from any focused textual references. Less confident candidates adopted a narrative and sequential approach which paraphrased content rather than examined thoughts and feelings.

2(b)(i): The named poem was *Nettles* by Vernon Scannell, by far the most popular option. The basic relationships and broad emotional tone of the two poems elicited some satisfactory and some good responses. Many candidates noted that whilst one poem focused on grief for a lost parent, the other on a father's desire to protect his young son. The less confident candidates were able to distinguish between the two types of relationships, whilst for the stronger, the pairing made for a discussion on the differences between the language and imagery of grief in *04/01/07* and the hard militaristic metaphors of *Nettles*. Some candidates noted the concluding ideas about the need to move on in *04/01/07* and about the father's inability to protect his son from hurt.

2(b)(ii): This was a much less popular option. The alternatives offered by candidates were: *One Flesh*, *Rubbish at Adultery*, *Valentine* and *'Kissing'*. All choices made for valid comparisons from a variety of perspectives. No one poem proved the most popular. Whilst some candidates tried to focus on the element of 'relationships within a family' others wrote about romantic love in a rather vague way. A small number of candidates chose a poem with little relevance for this part of the question (*Even Tho* for instance) and went on to explain how the poems had nothing in common. This approach tended not to allow the candidates to score highly on part (b)(ii).

It was also noted that whilst many candidates had written full and perceptive responses particularly to 2(a), they did not always seem to understand that they had to compare and link both poems and hence lost marks because the AO3 criteria had not been met.

This is a candidate's complete response to the set anthology poem *04/01/07*, Question 2(a).

a) Ian McMillan portrays his family's relationship to be one that was of great value to him. His opening line states that the 'telephone shatters the night's dark glass.' By using the word 'shatters', he is saying that the telephone destroyed the night, and like the breaking of a

glass, it was loud and unwelcomed and we soon learn that it is the news he gets on the phone that was shattering, not ~~the~~ just the telephone itself.

The title of the poem tells us the date, '04/01/07', ~~at~~ this tells us that is is the beginning of a year, and in the poem he says, 'I am suddenly awake in the new year air', meaning that the news he will receive will ruin his year. We know someone has died when he says, 'and in that moment it takes a life to pass'.

It is his brother who tells him about the death of their mother, however we are not told what is said, instead, he focuses on the sound of the milk float and the light outside, to avoid thinking about his mother. After this, McMillan reinforces that his feelings about a family relationship are that of love, and that death within a family is a tragedy. We



know this because he says, 'And I feel the tears slap my torn face', the word 'torn' indicating that the news has made him hurt physically as well as emotionally.  
~~the en~~

The final line of the poem refers back to the ~~en~~ opening one as he talks about the smashed glass being cleared, as if he doesn't need the glass anymore because his world has already been shattered.



### ResultsPlus Examiner Comments

The candidate has offered an interesting response which engages with the poem. The opening sentence focuses on the theme of the poem and then proceeds to develop this opening statement and the argument is rounded off with a short conclusion. The response is structured and there are some well supported comments. However, there is insufficient depth to merit the full top mark of 15. The response was given the mark of 14 - Band 5.



### ResultsPlus Examiner Tip

Remember that an introduction helps to pinpoint ideas and focuses on the task in hand. Aim to round off your answer with a conclusion that demonstrates your grasp of the poem, as the candidate has done here.



This is the complete response for Question 2(b)(i), where the second set text was *Nettles*.

'Nettles' and '04/01/07' are both poems written about the separation of a parent and child in some way. Within 'Nettles' by Vernon Scannell, he talks about a relationship between father and son ~~as it is happening~~ when the child is young. However Ian McMillan ~~the~~ writes about the relationship between mother and son after the mother passes away.

It is clear that ~~both poems~~ <sup>'Nettles'</sup> suggests a close family is being described, however ~~they both~~ <sup>'04/01/07'</sup> portrays this in a different ways. The relationship between father and son in 'Nettles' is clear, the father adores his son and his son ~~wants~~ is clearly a 'daddy's boy' as Scannell writes, 'The boy came seeking comfort'. This tells us that the family is a close one as the boy knew where he could get comfort. And later in the poem he writes, 'I went outside and

slashed in fury', meaning the father is very angry his son had been hurt and that he loves him dearly

In '04/01/07' we are not given any information about ~~the person in the~~ <sup>his</sup> ~~poem's~~ upbringing. However it is clear that the death of his mother devastated the man, by using phrases like, 'the telephone shattered' and 'the tears slop my torn face', McMillan makes it clear that the man loved his mother.

Both poems suggest that the parent ~~family unit~~ and child relationship is one that is always present, <sup>yet will grow apart</sup> in '04/01/07' it is clear that the man had grown apart from his mother as they no longer live together, but he is clearly still devastated.

In 'Nettles' however, it shows how even though the boy lived with his father, and that they were very close, they ~~still~~ still grew apart in some way because the opening lines states, 'My son,

aged three, fell in a nettle bed', meaning he is telling a story.

'04/01/09', personally makes me believe that the separation of the man and his mother in that poem, was easier than the separation between the father and son in 'Nettles', because the father seemed just as angry that his son got stung, as the other man did that his mother passed away. McMillan focuses less on the reaction of the man and more on the phone call itself, as opposed to Scannell, who focusses solely on the reaction to the son getting stung.



### ResultsPlus Examiner Comments

This is a confident response which fulfils the criteria for top band 5. The response is well structured dealing confidently with both poems, integrating ideas and comparisons from both poems throughout the response. The response was awarded the mark of 15 - Band 5.



### ResultsPlus Examiner Tip

Note how the candidate immediately homes in on the links and comparisons between the two poems. Note how the poems are not treated in isolation, but linked throughout the response.

This is an entire response consisting of two paragraphs to Question 2(a).

(a) The writer presents strong feelings about relationships within a family. He shows us how upsetting it can be when someone in your family dies and your relationship with them is no longer there.

It says 'the telephone shatters the night's dark glass', the word 'shatters' is used to sound powerful and like his life is shattering as he hears the news, this is used as a metaphor. When his brother rings to tell him the news 'he already knew', ~~that's what he says~~ he says 'outside a milk float clinks and shines' Clinks is ~~an onomatopoeia~~ an onomatopoeia to show how he is hearing and noticing the little things as he is on his own and upset.

A metaphor is used to say ~~the tears stop~~ 'I feel the tears slap my torn face' which shows how sad he feels that he no longer has his mother. It then says using an adjective 'I'm trapped inside that empty space', showing he is alone and almost scared.



**ResultsPlus**  
Examiner Comments

A generally sound if not developed attempt to get to grips with language and the effect on the tone of the poem. This is a clear response with textual support which was awarded the mark of 11 - band 4.



**ResultsPlus**  
Examiner Tip

For a band 5 response comments such as those on the use of language (...it then says using an adjective...) which though valid, needed further depth of treatment.



This is a candidate's complete response to Question 2(b)(i), where the set second text was *Nettles*.

(b) The contrast between these two poems are that 04/01/07 is about a mother dying and the child is left to deal with it, yet in *Nettles* it is showing how when the child is hurt, the parent tries to help and get revenge. In 04/01/07 it represents thoughts and feelings as a lot more serious and emotional, as it says 'I feel the tears stop my face' and 'I'm trapped inside'. Where as in *Nettles* it is more of anger then sadness, it says using adjectives 'And then I took my bill-hook, honed the blade and went outside and slashed in fury with it' as the parent is getting rid of the nettles. In *Nettles* there is a metaphor to describe the nettles as 'green spears' showing that they hurt you, ~~but~~ Yet at the end of this poem it says 'My son would often feel sharp wounds again' as the ~~the~~ 'busy sun and rain' had caused them to grow again. Showing that the parents need to let ~~the~~ their ~~son~~ son grow up and experience getting hurt. ~~the~~



In contrast to this in 04/01/07 the mother has died and they have ~~no-one~~ no-one to ~~be~~ be ~~there~~ there for them if they do get hurt, we know the mother ~~is~~ is dead as it says 'you greet in when your mother dies' which is also a metaphor.

In 04/01/07 it is showing how the children deal with problems and ~~the~~ their ~~feelings~~ feelings, <sup>\*look for\*</sup> yet in Nettles ~~is~~ it is showing how the parents deal with their feelings in a physical way. (cutting down the nettles)

\*in a emotional way.



### ResultsPlus Examiner Comments

The candidate attempts to look at language and at contrasting effects. There is a clear selection of examples offered, but not enough for a higher band. The response was awarded the mark of 13 - band 4.



### ResultsPlus Examiner Tip

Make sure you have made sufficient points about both poems to make sound links and comparisons.

This is a candidate's brief response to Question 2(a).

The writer in 'Memento' writes about death and the depressing effects it has. 'I'm suddenly awake in the new year air and in the moment it takes a life to pass from waking to sleeping I feel you there' this section tells that he is constantly thinking about his mother's death the moment he wakes up and the moment he goes to sleep. 'In the moment it takes a life to pass' describing that anyone's life can be over so quick. My brother's voice that sounds like mine gives me the news I already know; his brother is telling him something he already knows '04/01/07' the date of his mother's death, something he will never forget. 'And I feel the tears slip my torn face; the night clicks on. I rub my eyes. I'm trapped inside

that empty space you float in when your mother dies. He feels stuck, his mother's death is something he will never forget. The writer shows how sad and helpless he feels, he doesn't know how to deal with it. On the death day all he can think of is his mother, and the emptiness he feels and how he's supposed to cope with it. Feeling that the story ends just here, the stream dried up, the smothered grass clear. The writer shows that there can be away to cope with his mother's death eventually and the next day is a new day.



**ResultsPlus**  
Examiner Comments

Some explanation about how the writer achieves effect is offered. There is some undeveloped interpretation of some of the images - like the broken glass. Occasional, if undeveloped textual references are offered. The response was awarded the mark of 9 - band 3.



**ResultsPlus**  
Examiner Tip

Try not to 'translate' textual references. Rather use them to help develop your ideas and comments. Try to explain why you have used this particular reference.

This is a candidate's brief response to Question 2(b)(ii), using the candidate's choice of poem for comparison *Rubbish at Adultery*.

(b)(ii) Sophie Hannah ~~is~~ writes a poem about an affair and how the girl just wants to have some fun and not care, 'I'm after passion, thrills and fun.' The poem shows how frustrated the girl is getting about the affair now, 'You're rubbish at adultery.' The man she is having an affair with now feels guilty and is confused, 'You say you'll never leave your wife and children. Fine; when have I ever ~~asked~~ asked you to?' This is showing selfishness towards other people's feelings. The poem ~~is~~ 04/10/07 shows more emotion and something that he will not let himself get over. 'And in the moment it takes a life to pass' this shows life is so short to be wasting  $\frac{1}{2}$  time and you don't realise how much you love someone until they're gone, which



is comes across in getting guilt in both poems. ~~But~~ "Must I give up another night to hear you whinge and whine about how terribly grim you feel and what a dreadful shame you are?" This is showing guilt for his actions, and he feels he can't get out of this situation, where in the poem ~~there~~ "CA/O/O/O" "I'm trapped inside that empty space" this shows a comparison of them both feeling stuck and trying to cope with their situation.

~~They are both poems that show someone who is hurting and feels guilty but in love and death. Both poems show that pain and guilt can come from any situation, you just need to try and~~  
~~A ~~poem~~, ~~showing~~ ~~that~~~~  
"Rubbish at rebuttery" ~~and~~ and "CA/O/O/O" ~~are~~ are both poems that show someone who is hurting and feels guilty but in love and death. Both poems show that pain and guilt can come from any situation, you just need to try and



And ~~they~~ a way of  
dealing with it.



**ResultsPlus**  
Examiner Comments

The candidate has made an interesting choice of poem. However, there is not much comparison on family relationships, but the idea of the husband's guilt towards his wife is touched upon. The response was awarded the mark of 9 - band 3.



**ResultsPlus**  
Examiner Tip

When you opt for a (b)(ii) response, you must choose your poem carefully and make sure you can refer to it in sufficient detail as well as making links with the first named poem.

### Question 3

3(a): The poem selected for candidates' comment was *Belfast Confetti* by Ciaran Carson. This was the most popular choice and hence led to a wide range of responses. Although this poem is relatively short, it has a strong narrative element. Thus the majority of candidates were able to recognise and comment on the basic 'storyline' of the conflict the poem relates. Most were able to pick up the confusion, fear and sense of being trapped felt by the writer.

The poem's systematic use of punctuation-based metaphor encouraged candidates to think about writers' techniques more generally which helped a lot of candidates to offer stronger responses. With reference to language analysis, responses in the lower bands consisted of generalised comment, whilst more confident candidates selected precise textual evidence to support interpretation. These included comments on figurative language, on the punctuation used and how that added to the atmosphere of terror and bewilderment. There were some thoughtful comments on the irony of the term 'confetti'. The focus at word level on the title impressed examiners: 'Confetti is usually used at weddings to connect families. However, in the riots 'confetti' is separating families and breaking them apart because of the violence' is one of the more notable examples. Some candidates were well informed about the historical context of the subject matter, whilst others were unsure and referred to the riot as 'some kind of war'.

(b)(i): The set poem for comparison was Wilfred Owen's *Exposure* which looks at soldiers' experiences on the Western front during the First World War. This was the option most candidates chose. As it is a lengthy poem, many candidates commented on selected parts, perhaps concentrating on one aspect of the poem. Many of the responses in the lower bands were less secure in their understanding of 'Exposure' and the sense of futility, often confusing it with boredom as well as working on the premise that the poem was about the weather. Strong responses were those which, rather than approaching the idea of conflict in a generic way, made connections between the two poems comparing the emotions, their shared theme of conflict and the message that it is often the innocent who are caught in the middle.

(b)(ii): Candidates opting for this question chose to compare the named poem with, amongst others: *August 6, 1945*, *Our Sharpville*. These two examples which dealt with physical war or conflict proved to be more successful than those which looked at different types of conflict, for instance *Cousin Kate* or *Your Dad did what?* This choice proved somewhat problematic and many candidates struggled to find links and comparisons, observing that the poems were completely different.

The response offered is a candidate's complete response on Question 3(a).

The writers thoughts and feelings about conflict in Belfast Confetti are portrayed in a ~~the~~ unusual way. It has been portrayed using grammar to express the different emotions at the time.

Belfast Confetti is about a riot squad and the violence taking place. The writer uses different types of grammar to show what he is feeling. For example he has used "rainy exclamation marks" which gives the effect that rain was heavy and sharp.

The writer uses a tone which is sort of panic and uneasiness. He shows how it is panic in the poem when it says "I was trying to complete a sentence in my head but it kept chattering" this gives the effect that he was panicking and couldn't think straight.

The alliteration that Carson used in the poem was "side streets" which emphasises the words. Also the writer personifies the grammar and the tools as if they are real life which shows how painful it was. \*

The writer uses a structure that has 2 stanzas ~~with~~ which use enjambement to tell a story. The use of free verse makes the poem sound more serious than more of a joke.

To conclude my essay about the ways Ciaran Carson portrays his feelings of conflict in the poem, I think that he has accepted the way it all happened which even cause him to allow his feelings to be out by talking about grammar and the use of different techniques.

\* The writer uses rhetorical questions to portray how confused and lost he is about this ~~a~~ incident, he says "What is my name? where am I coming from" This suggests that war has caused him to forget ~~everything~~ <sup>very</sup> everything.



### ResultsPlus Examiner Comments

The candidate has offered a sound explanation about the writer's craft and the overall effect on the tone of the poem. The candidate has got to grips with the language and comments are supported by relevant textual references. The response is focused and well structured with an introduction and a conclusion. The response was awarded the mark of 13 - band 5.



### ResultsPlus Examiner Tip

Note how the candidate has started the response with an introduction on the writer's craft and then a brief comment about the content of the poem. This immediately focuses on the task in hand.





That the writer is in pain and the writer uses personification whilst talking about it.

The writer portrays the ~~more~~ way they go, the man uses his words about this and tries to get the man to care for him. Both poems show the conflict but in different ways for example in Exposure the writer describes the pain and ~~the~~ the anger when he says "our brain aches."

The poem Exposure has half rhymes for example "brambles, rumbles" this gives the effect that they are talking about the dead. And in Belfast Confetti the writer uses enjambment. Also the rhyme for this poem is ABBA which shows how the writers portray the conflict with each ~~other~~ poem.

The structure that the ~~a~~ ~~right~~ writer uses in Belfast Confetti is 2 regular stanzas which also use enjambment and the structure that the second poem uses is

is P stanzas which are regular and consist of metrical questions at the end of each stanza. This gives the effect that the writer is losing hope when he says "is it that we are dying?" and "But nothing happens" these two quotes show the hope that they have given up on in Exposure and that the language used is not simple which shows the writer was an angry upset person who wrote from their heart about the ~~struggle~~ survival.

To conclude my essay about their ~~ideas~~ ideas of conflict between these two ~~poems~~ poems I think there is more presented in Exposure and there is more to say about the different things ~~in it~~, that happened in the explosion for Wilfred to write about.



### ResultsPlus Examiner Comments

There is some sound comparison looking at different moods and contrasting conflicts. The candidate is aware of how mood is created in each poem and comments are supported by relevant quotations. The response was awarded the mark of 14 - band 5.



### ResultsPlus Examiner Tip

Note how the candidate immediately comments on the contrasts and links between the two poems. This avoids the impression that the question is being approached in a rather general way.

This is a complete, brief response to Question 3(a).

In 'Belfast Confetti' C. Carson describes conflict as sudden and confusing. Conflict is shown to be sudden through the use of the short sentence of 'And the explosion' which emphasises the suddenness of the explosion as the sentence 'suddenly' finishes as if nothing else happened after the explosion, also with the word 'the' which could emphasise the explosion maybe meaning it is the only explosion, that it was so abrupt that it is 'the explosion', conflict is also shown through the use of the ellipsis line 'what is / my name' I-~~can~~ emphasising that he suddenly cannot remember his own name, like it is a shock that suddenly he is nameless.

~~Conflict~~ Conflict is described as confusing through the repeated short sentences and repeated rhetorical questions of 'what is / my name? where am I coming from? where am I going?' these all show the person's confusion to the conflict in 'Belfast Confetti', the uses of the exclamation shows the person's confusion and that his is completely lost. Also the majority of the questions are on the same line so it could show his sudden burst of confusion. (3a still) 'Belfast Confetti' uses conflict and describes it as sudden and confusing so the reader can see the person's thoughts towards the conflict at ~~the~~ Belfast.



**ResultsPlus**  
Examiner Comments

This is a generally sound response. Some fair points about the conflict are made, but there is a tendency to repeat. Comments, though not developed, are supported adequately. The response was awarded the mark of 11 - band 4.



**ResultsPlus**  
Examiner Tip

Try not to labour a point: make a comment, develop it and support it with a suitable quotation and then move on to the next.



This is a candidate's brief response to Question 3(b)(i), comparing the second named poem *Exposure*.

3b.i) In 'Exposure', W. Owen explains the weather and that the weather was more deadly than the bullets that were fired at them. Also Owen explains how everyone is waiting to die from the harsh and bitter weather. To illustrate his feelings Owen uses pathetic fallacy to show the darkness also he uses juxtaposition, 'less deadly than the air that shudders black with snow', the juxtaposition of 'black with snow' could show that if they were at home they would be rejoicing and enjoying it, but as they have to live in the snow they are in melancholy also it could also mean their feet if their feet die it would turn their feet black showing how the snow is black.

Although in 'Belfast Confetti' C. Carson uses metaphors to give his opinions of conflict, such as: 'an asterisk on the map' which could also stand for the explosion when went off, or that Belfast is the capital. C. Carson on the other hand doesn't use the weather to explain conflict as Carson explains conflict as a rush, as a well educated tactic when the police use, whereas Owen explains that in 'Exposure' the weather is the killer, that the weather is the one to fear when the enemy is in.



### ResultsPlus Examiner Comments

This response is neither developed sufficiently nor sustained for a higher band. There are references to pathetic fallacy and juxtaposition, but dealing only with one small part of the poem. The response was awarded a mark of 11 - band 4.



### ResultsPlus Examiner Tip

Note how, although a number of features are spotted and commented upon, there is no 'feel' of a whole text approach with either poem.

This is a complete response to Question 3(a).

(a) In Belfast Confetti, the writer is not happy about the trouble's that is going on in his country and he is not happy about the Riots that are happening. "Suddenly the riot squad moved in" the riot squad are there to stop the people from fighting. "It was a vain exclamation mark" the writer is surprised by what is happening he seems to be shocked he doesn't know what is going on.

"Nuts, bolts, nails, car-keys" things that are being thrown by the people. "A fount of broken type" there is a lot of broken things. "The explosion" the writer says every thing that is happening, things that are being thrown is like an explosion.

"I was trying to complete a sentence in my head" but it kept stuttering. The writer is scared he does not know what to say. "Why can't I escape" the writer knows all

the streets of Belfast "Balalaava"  
"Raglan" "Inferno" or "a street" but  
he can't escape he doesn't know  
what to do or where to go  
he feels trapped. "What is my  
name" the writer is confused  
he does not know what to do.



**ResultsPlus**  
Examiner Comments

There is a tendency to narrate 'what happens next' in this response. Relevant textual references are used but they are not developed. The response was awarded the mark of 8 - band 3.



**ResultsPlus**  
Examiner Tip

Try not to retell or paraphrase the poem. Try to use the quotations to explain why you feel they are relevant to your comment.

The candidate has offered Question 3(b)(i) for comparison.

(B)(i) the idea's about conflict in Exposure is completely different to Belfast Confetti because Exposure is about the condition's of living in the trenches in the first world war and how the weather was just as dangerous ~~and~~ as the fight itself meanwhile Belfast Confetti is about a fight between the people of Ireland and some people wanting to be part of the United Kingdom and how the others wanted no part of the UK, so that's how the riots would start.

Ⓔ The Conflict in Exposure is about the weather of the war and that it was as dangerous as the real war "The merciless iced East wind that knives us" The writer is saying that the wind had ~~had~~ no mercy it did not care about how the men were feeling and that it was so cold it felt like they were getting Stopped by the wind. "Slowly our Ghosts drag home"



The writer feels that they are slowly dying. "love for God seems dying" when they beg God for help and he doesn't give them anything they start to lose faith in God. "what are we doing here" The writer wishes that he was not there because he feels trapped he can't get out. Similarly in Belfast the writer seems to be trapped he feels that there is nothing to do "Why can't I escape".



**ResultsPlus**  
Examiner Comments

There is some attempt to evaluate different ways of expressing the conflicts. The final point is good but overall there is not much in the way of comparison. Using the 'best fit' approach, the response was awarded the mark of 8 - band 3.



**ResultsPlus**  
Examiner Tip

Try to include a range of links between the two poems and then look for differences and comparisons rather than using a 'parallel' approach.

## Question 4

4(a): There were very few responses for this Collection. The set poem was *City Blues* by Mike Hayhoe. Some candidates demonstrated a rather limited understanding of the poem and the message it tries to convey, which was variously described as 'happy' and 'positive', although most did describe it as 'depressing'. There was quite a lot of 'feature spotting' and candidates generally tried to make something of the alternative vocabulary with some of the imagery being explained rather literally.

(b)(i): The set text for comparison was *Cape Town Morning* by Ingrid de Kok. This was the more popular choice. There was generally a fuller understanding of the poem and candidates engaged with the poet's description of the city at sunrise. Although candidates made interesting and valid points such as the quiet of the early morning, less confident candidates missed the bleaker ideas presented about poverty and death; such detail as the flowers and summer were assumed to indicate beauty and happiness.

(b)(ii): Among those who opted to choose their poem for comparison, there were some thoughtful comments on *City Jungle* and *Composed upon Westminster Bridge*. *City Jungle* worked particularly well and provided scope for contrast and language analysis with reference to the animal imagery. Candidates who chose *Composed upon Westminster Bridge* noted the contrasting attitudes to the cityscape.

This is a complete and very brief response incorporating both sections (a) and (b)(ii) within the one response.

The writer of 'City blues' does not seem to be fond of the city. When somebody has 'the blues' they are feeling down, so the title may suggest that the city makes him feel down. He refers to skyscrapers as sky-spoilers, he thinks these buildings ruin the city and the sky.

The writer of 'The Stone Hare' seems to be fond of the place they are from, 'Clear waters of warm palaeozoic seas' doesn't exactly sound like a

bad description. Where as the writer  
of 'City blues' doesn't seem to  
like the city news from.



**ResultsPlus**  
Examiner Comments

(a) This is a very basic response with very little explanation about the writer's craft. It was awarded the mark of 3 - band 1.

(b)(ii) Although the choice of text is sound and there is potential for some meaningful comment, the comparison is very basic with no textual references. This part of the response was awarded the mark of 3 - band 1.



**ResultsPlus**  
Examiner Tip

All points should be supported by short and relevant quotations. Make sure that the points linking the two poems are developed, with sufficient comment on both.

## Question 5

5(a): This question was very much a 'minority' choice. The set poem from this Collection was *The Penelopes of my Homeland* by Choman Hardi. Most candidates demonstrated at least some understanding of the key issues. Very few candidates referred to the Greek myth of Odysseus and Penelope and how this linked to the poem of the wives waiting in vain for their husbands. The less confident responses simply retold the story of the waiting wives.

(b)(i): The poem chosen for comparison was Christina Rossetti's *Remember*. Most candidates responded positively to this poem and understood the dilemma the persona was presented with. There were some interesting and thoughtful comments on the differences between the two poems and most candidates were able to make the link that both poems were about death with some development of ideas.

(b)(ii): The most popular choice for this question was *I Shall Paint my Nails Red* by Carole Satyamurti. This was a sound choice which allowed candidates to respond with good understanding about the contrasts between the different lives led by women and their areas of concern.

This is a complete response to Question 5(a).

The poem "The penelopes of my homeland" is a poem of ~~grief~~ grief, hope and disappointed. The poet "Chorman Hardi" gives the reader an image of a loveless cold village ~~at~~ where your dreams are dead the day they are dreamt.

This poem of ~~from~~ mourning and grief interacts the reader enough for them to actually feel the penelopes pain. This is mainly shown by the poet when he says "Their dream was dead the day it was dreamt", this suggest they have no one in the hildage to give them drive or determine. But in the last stanza on the 2nd line it says "Carrying their dreams to their graves" ~~it's~~. This suggests that even though, there dream had been ~~exting~~ killed the day it was dreamt, they didn't stop dreaming, this shows you the faith that the penelope have.



More than this, ~~the~~ ~~the~~ Penelope ~~etc~~ were so fixated on never giving up faith on the odysseus returning they had lost sight of what was important in life this is ~~is~~ shown when Hardy says "Years and years ~~went on~~ of youth that was there went ~~unnot~~ unnoticed". ~~This~~ This suggests that the Penelope were installing their coldness and pain into the youth. This would be the reason why "Passionate love that wasn't made" would occur within their midsts.

Also at the beginning of every stanza the words "Years and years" were repeated. This technique of repetition used by Hardy suggests the progression of their youth and the Penelope's life and this ~~is~~ is proven when it says in the last line of the last stanza "leaving more Penelopes to ~~take~~ take their place"



### ResultsPlus Examiner Comments

This is a sound response which fulfils the criteria required for a top band 5 response. The explanations are sound and there is an awareness of how the writer expresses her thoughts and feelings, as well as focusing on some of the key features of the poem. Comments are supported by some well chosen quotations. The response was awarded the mark of 15 - band 5.



### ResultsPlus Examiner Tip

Note how the candidate has opened the response with a strong statement and focuses on the task in hand.

The candidate's own choice of poem for comparison is offered - (b)(ii).

5b)(iii) In the poem "I shall paint my nails red", you can see a wide contrast in comparison to "The Penelopes of my homeland".

Firstly Satyamurti shows a perfect example of a care free daring woman while Hardy shows emotionally segregated and contained women. "I will look like a survivor", whilst in ~~the~~ Hardy says "The Penelopes died slowly this correlation shows a wide difference in lifestyles. The Penelopes are actually survivors whilst the women in Satyamurti's poem is trying to look like one.

More than this in the poem "I shall paint my nails red", Satyamurti says "My lover will be surprised" whilst in "The Penelopes of my homeland", Hardy says "Years and years of widowhood" they lived.", these two quotes suggest that the Penelopes have no one to surprise. Whilst in "I shall paint my nails red" she has a husband she is no doubtable seeing.

Also I believe both of the poems in themselves show the difference and problems women go through in the life. This varies from being able to judge assume what your daughter will say once you've painted your nails red to ~~to~~ not even acknowledging your daughters ~~existence~~ existence.



**ResultsPlus**  
Examiner Comments

The choice of poem has worked well and there are some interesting comments on the differences between the poems. It is quite a secure response linking two very different poems. The response covered the points needed for top band 5. It was awarded the mark of 15.



**ResultsPlus**  
Examiner Tip

Remember, if you opt for a (b)(ii) response, choose a poem carefully and refer to it in sufficient depth as well as making links with the first named poem.

A candidate's brief response is offered for Question 5(a).

The poet Choman Wardi shows how ~~difficult~~ difficult life were for the Penelope of their home land.

Well one of the things that caught my attention today is that in the first line it says ~~of~~ 'years <sup>and</sup> ~~and~~ years of sighted labor.

Which makes me think that this play is from the slum in India and that they were forced to work and they couldn't answer back and also 'dream was done for the day it was dreamt' which makes me think that it was a bit sad also

Also it says 'avoided despair' ~~too~~ in this poem that the Penelopes are old and vulnerable people and people are just

(Section B continued)  
forgo forgetting them and not ~~doing~~ <sup>doing</sup> to help them 'the Penelopes of my homeland, carrying their dreams to their grave'



### ResultsPlus Examiner Comments

This is a rather narrative response with some explanation about 'what happens' in the poem. There is some confusion about the content ('slums in India') with just the odd textual reference. The response was awarded the mark of 7 - band 3.



### ResultsPlus Examiner Tip

Try not to retell the story of a poem. All points and comments should be supported by relevant quotations.



The candidate has chosen the second named poem for comparison - question 5(b)(i).

In 'remember' me it almost feels like laws are being put into place so men and women can't touch, but ~~after~~ after reading it again and looking at the ~~low~~ language used. Then I thought it was during some type of war and the man is going away so the woman wants him to remember her, when he goes away.

In 'The Persees of my homeland' I feel like the elder women are just working hard to keep their keep and they have never reached any of their goals and the ~~low~~ language that Hardy is using gives off the ~~that~~ impression of the old women are miserable and are unhappy.



**ResultsPlus**  
Examiner Comments

This is a very brief response with only a limited understanding of the content of the second named poem. The comparison is basic with little reference to support comment. The response was awarded the mark of 6 - band 2.



**ResultsPlus**  
Examiner Tip

Make sure that whatever comment you make it is supported by a relevant quotation.

## Paper Summary

Overall, responses to the poems showed understanding and engagement with both sections of the paper. However, based on their performance on this paper, candidates are offered the following advice:

- Include more detail and development in your answers
- Make full use of examples, do not just list them or language features
- Think carefully about how to make effective links and comparisons, addressing both poems (although equal weighting is not required)
- Keep separate and clearly label the two parts of the Section B answers - (a) on the named poem; (b)(i) on the second named poem or (b)(ii) on a second poem of your choice
- Write your answers in the correct part of the answer booklet.

## Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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