

Examiners' Report
June 2016

GCSE English Literature 5ET2F 01

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Introduction

The Unseen Poem was chosen from a prescribed list of fifteen poets. For the Anthology Poems, candidates are set one essay in which they have to compare the set poem from the Collection they have studied with one poem chosen by the candidate from the relevant Collection. There were considerable numbers of responses where candidates engaged with the nature of the poetry presented. Examiners for this paper were pleased with the quality of responses they read, in particular for the Unseen Poem. There were also many sound responses to the Anthology Poems, where candidates looked for links and comparative points across two poems, and there was evidence of careful preparation. The more successful candidates offered a sound analysis of the named poem as well as clear comparisons with the poem of their choice. Less confident candidates struggled to compare the poems effectively, often adding a brief comparative conclusion after treating each poem in isolation. Making more detailed and integrated links throughout both texts would have gained additional marks since 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 regard to the Unseen Poem, candidates could be encouraged to start with an intuitive approach to the text and then look for techniques which bear out their opinion, as opposed to a formulaic approach which tends to come across as somewhat 'artificial'. On the other hand, candidates who write entirely empathic responses without commenting on techniques tend to have difficulty hitting the criteria in the mark levels.

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

Question 1

The poem selected for this paper was *Next Door* by Helen Dunmore, a poem reflecting on the similarities and differences between two apparently contrasting families. This was an appropriate choice for the Foundation paper and the majority of responses demonstrated at least some grasp of its themes and concerns. While some responses focused on the narrative content, the question's emphasis on 'thoughts and feelings' directed most candidates to make some comment on the more implicit meanings. More confident responses included observation and comment on the shifts in the poet's tone and presented phrases and techniques to support their arguments.

Most candidates could relate to the poem in some way, even if only on a literal level such as experiencing noisy neighbours with their loud invasive music or the possibly snobbish attitude of the poet. Many examiners noted that the imagery of the mirror was a real discriminator with candidates examining the metaphor and its possible meaning of how a mirror can distort and not show the full picture. Conflict and identity were picked up on and the final two lines, with their open-ended and ambiguous meaning, provoked some sensitive interpretations.

Examiners felt the poem lent itself to analysis of language techniques and candidates were able to identify and comment meaningfully on a range of language devices used by Helen Dunmore. At the lower end of the mark range, however, many responses focused on decontextualised 'technique and feature spotting' rather than explanation. The poem invited commentary on structure and form. Responses across most levels made at least some attempt to consider aspects of the poet's craft, linking for example, the use of enjambment and caesura to convey a sense of noise and busyness in the first two stanzas and then a sense of reflection in the final one with its feelings of ambiguity.

Most 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 lent 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 over-arching meaning of the poem became somewhat lost in the emphasis given to the poetic devices employed. An excessive focus on the use of particular parts of speech meant that sometimes the candidates failed to make connections between these points and the presentation of the poet's ideas. The balance between a holistic and technically specific approach was something which differentiated the most successful and the less successful responses.

This is a candidate's response to the Unseen Poem.

Helen Dunmore presents thoughts and feelings about people living next door by explaining what is going on in the house. When we have parties they tense into silence. This shows that the neighbourhood don't enjoy the fact of other people partying.

The writer has organized the poem into three stanzas. At the end of the poem the writer have used a rhetorical question to get the reader more interested in what is actually going on in that house.

Helen Dunmore uses an easy language about what she thinks about the house but also uses some descriptive words such as demolition

The meaning of this poem is to tell the readers about some random neighbours that are acting all strange. They have children that are slamming the doors and running around like wild playing war games.

This poem has an effect on the reader as it gets them thinking what type of people they are, where did they

move from and why they are acting all strange, the suspicion from the other next doors gets the reader to be left with no more than the ending. '...look over the fence, what will I see?' This will leave the reader with the confusion about what is actually over the fence.



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Examiner Comments

There is some explanation of the poet's ideas and how effects are achieved with particular reference to language. All three bullet points have been addressed. There is a comment on the rhetorical question, but it is more generic than specific to the poem and so is not developed. The response was awarded a mark of 12 which is in Level 3.



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Examiner Tip

Remember that a short introduction helps to focus on the task in hand. A conclusion rounds up the argument and frames the response.

This is another candidate's response to the Unseen Poem.

In Next Door short stanza lengths are used to show how little each other knows how each other. They have lived next to each other for years but still they have no clue. This is strange because normally neighbours get along and have something in common but this shows that neither of them have tried to get along.

A juxtaposition is used showing they live in the same house but they present it differently. 'Is the same as ours; but different' shows how two people or two families can be so opposite when surrounded in the same environment.

Another juxtaposition is used to show how sometimes the other family use 'silence' but are sometimes 'fighting' this shows how two faced people can be and what they want to keep to themselves about their personal lives and what they don't want people to know.

The rhetorical question ~~shown~~ at the end of the stanza shows she never knows what to ~~expect~~ ~~except~~ ~~aspect~~ ~~to~~ expect with their behaviour.

The powerful word 'scab' shows the reader that the neighbour's patch of the lawn is disgusting like a scab on your knee and that they are letting their children play on it can show that they don't care about what their house looks like or what their children do but on the other hand they could be struggling for money and that is what all the fighting is about and then the silence because no TV so nothing to do.

Helen Dunmore shows emphasis on 'their children' saying that the other lady or man has more respect and cares more about their children than to play there with them. They may not want their children to interact with their children because they may be a bad influence.



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Examiner Comments

Some understanding and explanation are evident. There is reference to language, technique and to some of the imagery. Personal engagement is clear and there are some thoughtful interpretations of the poem. More direct textual reference would have moved this response into the next level. This response was awarded 16 marks.



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Examiner Tip

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

This is part of a candidate's response to the Unseen Poem from midway until the end of the response.

Helen Dunmore presents her thoughts and feelings as a poem she talks about how ~~the~~ 'After the last screech and slam, their children play war on their scab lawn' this means that after the kids have stopped fight they go outside to play fight and the word scab implies that it is old, dried out and unclean. This is almost like they dislike each other because the parents ~~are~~ aren't there.

Helen Dunmore presents her thoughts and feelings as a poem she talks about how they aren't showing their ~~real~~ real self they just pretend. 'We are mirrors of one another never showing what's real' this implies that they might show that they don't like them but really deep down they are ~~like~~ like that this shows that they are two faced because they only show what they want people to see.

Helen Dunmore presents her thoughts and feelings as a poem she talks about how if she looked over the fence quickly what will she see this could be from both neighbors perspectives like if the naughty ~~the~~ neighbor looks ~~cover~~ then will she see the stuck up family ~~is~~ acting differently to how they see them act or will it be the other way round.



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Examiner Comments

The response improves as it proceeds and there are some thoughtful final points. The candidate has tried to get to grips with direct quotations. This is a well-structured and focused response that was awarded 18 marks.



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Examiner Tip

Note how the candidate refers to the text and uses quotations which clearly illustrate the points made.

This final extract from a candidate's response consists of the opening paragraph with part of the answer immediately following it and the closing paragraph.

Plan;

first person, short stanzas and sentences, them being the same as each other, children playing both having parties and music.

In Helen Dunmore's poem 'Next Door', she talks about what happens next door and what they do. She makes the two households sound very similar to each other as if she is talking about just ~~the~~ the one household.

The first sentence of the first stanza 'is the same as ours, but different' this is written in first person and tells the reader that she is talking and comparing one house with another. 'Back to front stairs, and a bass that thuds like the music of demolition' this ~~make the~~ gives the reader the first impressions on the next door neighbours and it tells us that they are noisy. ~~the~~ The simile used in this quote helps us understand that

they are loud and its not nice music.

The organisation of this poem is 3 very short stanzas with short sentences which helps make the poem punchy and also stick into the readers head. At some points in this poem Helen has made the reader feel like we need to know more and made the reader think hard and question some of the things she has said.



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Examiner Comments

A strong personal response is evident and there are some thoughtful comments which attempt to move away from the literal meaning of the text. Comments are supported by textual references.

The total response was awarded 20 marks.



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Examiner Tip

Note how the candidate has included a short plan to help focus on the response. The opening paragraph focuses on the task in hand.

Question 2

Pity me not because the light of day by Edna St. Vincent Millay from Collection A was the named poem. Examiners felt that the focus of the question enabled a range of poems to be selected from the cluster. Most candidates engaged with the given poem and a variety of poems were chosen to compare. Many candidates commented on how rejection is hard to come to terms with. The most popular poems chosen for comparison with the given poem were: *One Flesh*, *Song for Last Year's Wife*, *Our Love Now* and *Sonnet 116*. All of these were suitable choices and each of them gave rise to some thoughtful analysis of the form of the poems and some comparison of the ways in which each of the poets has used the form. The most challenging of these choices was perhaps *Sonnet 116*, although the more successful candidates argued that Shakespeare shows how true love does NOT change, thus the element of change was incorporated in the responses.

Some candidates did not pick up on the requirement of the question to discuss 'changes in relationships' and poems such as *Nettles*, *Rubbish at Adultery* and *04/01/07* were offered as companion poems. These proved to be less successful as candidates struggled to bring the 'change' element into their responses.

Quotations were used with varying degrees of success; some candidates used embedded references very successfully but there were occasions where paraphrase was the only form of reference which made comment on language difficult. Stronger responses made comparisons as they moved between the poems rather than discussing them separately and then linked them with a general comparison towards the end of the response.

This candidate has chosen *Rubbish at Adultery* as the companion poem. The extract consists of the first half of their response.

In both poems *pity me not because the light of day* and *Rubbish at adultery* both writers explore a similar idea of a bad relationship showing how a woman has been damaged by love and treated wrongly in a relationship, as both poems are described as mistakes, unmeaningful and broken. This can be seen in the line of the poem *pity me not because the light of day* when it says 'pity me that the heart is slow to learn' this implies that she has tried to get past the broken and untrustworthy elements of her relationship with another man but has taken long to accept these mistakes as she does still love him but knows she needs to move on, as this supports the title of the poem *pity me not* as this explores the idea that she doesn't want him to feel sorry for her or have any

sort of sympathy as she doesn't want them feelings to catch on to her heart and pull her back into this relationship. The writer also uses the oxymoron 'pry me not' ^{throughout the poem} to show that she doesn't want him to give her sympathy as she doesn't want to feel weak and helpless as sympathy gives ~~her~~ ^{them} emotions off. 4

This can also be supported by the poem 'Publish at Adultery' as this suggests that a man has committed adultery to his lover in which means he has had affection with another woman whilst married which also implies that this relationship is also toxic and unfaithful also not trustworthy. The speaker's feelings and emotions which are coming from a woman is broken, unfaithful and unmeaningful and elements of cheating. This is shown when it says 'about how terribly grim you feel' in the 3rd stanza that suggests how disappointed and how she feels that she has been let down and pushed away as her lover has tried to make her feel sympathy for him and forgive his adultery mistakes but she has shown to not let him ~~down~~ ^{devalue} her strength by not giving in to him and not letting her be loved all over again but then hurt all over by his mistakes again. This can also support the line 'You stupid, stupid git' on the last stanza implies that she is angry and showing aggression towards him in the words 'stupid git' that shows she can't put up with his lies and torment of his

adultery to which she had shown aggression towards him
to try and make him feel bad. ~~and~~ ~~and~~ ~~and~~



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Examiner Comments

The response has a lot of detail looking into language and structure and there are some sound comparisons made between the texts. However, the response is not always secure where the companion poem is concerned.

The response overall was awarded: AO2 13 marks; AO3 14 marks.



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Examiner Tip

Note how the candidate makes comparisons throughout and tries to link and compare the poems right from the start of their response.

This candidate has chosen *Sonnet 116* as the companion poem. This extract consists of the first half of the response and the closing paragraph.

I will compare "Pity me not because the light of day," to "Sonnet 116" by ~~Shakespeare~~ William Shakespeare. "Pity me not..." is a poem about a love that has passed away in contrast to "Sonnet 116" which is about an never-ending love that can survive everything. Shakespeare's idea was to ~~represent~~ represent the love as best as it can be although "Pity me not..." is saying that when years go by, the love fades away but there's always a new day that may change something. The two poems are a contrast to each other. "From field and thicket as the year goes by" which is saying that love is shrinking each day and its beauty has passed away, to Shakespeare's: "Love's not Time's fool" which ~~means~~ means that ~~true~~ true love cannot fade away as the time goes by. ~~Throughout~~ Throughout the whole "Pity me not..." poem, the writer says "Pity me not" but on the last lines she says "Pity me that the heart is slow to learn" which indicates that she's not sad from anything but only that she cannot learn ~~to not~~ to fall in love again.

The two poems tell the different story and a different view upon love, ~~Shakespeare~~ Shakespearean view ~~is~~ may be represented as a view on love in Shakespearean times and the modern view on love represented in "Pity me not because the light of day" is a modern type of love that has changed.



ResultsPlus Examiner Comments

This response starts confidently and the element of comparison is immediately apparent. However, there is little analysis of the chosen poem. The comparative element is more secure.

The response overall was awarded: AO2 12 marks; AO3 13 marks.



ResultsPlus Examiner Tip

Note how the candidate has moved between the poems comparing both; the poems are not treated in isolation but linked throughout the response.

Here, the candidate has chosen *One Flesh* as the poem for comparison. The extract is from just after the introductory paragraph to about halfway through the response.

Both poems show on how love ~~had~~ has changed between ~~the~~ two people. In "Pity me not..." the man has lost interest in the woman and I know this because the man "no longer look [s] with love on [her]" which tells us as readers that he's lost interest in the woman and no longer loves her anymore. Whereas in "One flesh" the man ~~and~~ and the woman still love each other but it's not like old times, to show this the poet says "She was like a girl dreaming of childhood" which could imply that she misses on how they use to be.

The title "one flesh" could represent on how they were once one and ~~a~~ staying in the same bed but now they are "lying apart... in a separate bed". This could also show how close they use to be and now things have changed whereas the title "Pity me not..." could show that she doesn't really care if he ~~dot~~ doesn't love her — this could also imply that the man was once doubting her and she is now trying to get her point across by repeating "Pity me not" throughout the stanza.

In the poem "Pity me not... day" the woman knew that the man no longer loved her, due to her saying "this ~~later~~ have I known always" and due to it maybe happening before she also knows that "love is no more" which implies that

She's so tired of not being loved ^{and that} she's given up ^{to the} ~~on the~~ point she thinks ^{feel} the love isn't real anymore. The word "love" creates an image of passion, commitment and happiness but in this case it's all died down. Whereas in "one flesh" they're still together but "hardly touch" which gives me the impression that they don't touch or even communicate and that it's only ^a "thread" holding ^{them} ^{still} together. Also due to them "hardly touching" shows they ^{have} that little feeling of love cause they're still together but they don't have enough of ^{love} that ^{to} touch each other. The word "hardly" makes me think of not a lot of communication and could also link back to their feelings for one another. (hardly loving)



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Examiner Comments

This is a sound, detailed, focused and well-balanced response. *One Flesh* has worked particularly well in this response showing how relationships change over time.

The response overall was awarded: AO2 Level 5, 15 marks; AO3 Level 5, 15 marks.



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Examiner Tip

Note how the candidate does not labour the point but makes a comment, supports it with a relevant quotation and moves on.

Question 3

The poem *Our Sharpeville* by Ingrid de Kok from Collection B was the named poem. The focus of the question allowed for a range of poems to be selected looking at various types of violence and the situations leading to such violence whether it is political, racial or personal. Most candidates demonstrated a grasp of the named poem. Across the mark ranges, most responses included at least some commentary on the aspects of language, the voice of the poem and the nature of the violence, although a number of responses lacked explicit focus on the 'violence' specified by the question. However, where the presentation of violence was implicit in discussions of 'racism' and 'discrimination', credit was given.

There were some nuanced and well-supported comparisons with poems such as *Belfast Confetti*, *Invasion*, *August 6, 1945*, *Hitcher* and *The Drum*. *Belfast Confetti*, *Invasion* and *August 6, 1945* were well used to explore the issue of violence, conflict and warfare and the effect these have on innocent civilians, linking this to the child in the named poem. Many candidates were able to make valid and relevant comments and comparisons about the historical context of the subject matter, linking it to the language of the poets and the ideas expressed in the poems.

Less successful choices for comparison were: *Catrin*, *Half-Caste* and *The Class Game* where it seemed as if the candidates had opted for a poem which **might** have something in common with the given poem, hence comparisons were limited in success.

This candidate chose *Invasion* for the companion poem. The full response is given here.

In our sharpeville violence is presented by showing that the characters are so scared to come out of their homes "called from behind the door" this is showing that the girls grandmother is so scared to come ~~home~~ out of her home because of the violence that is happening outside but also in invasion the poem indicates to stay indoors "keep your head down and stay in doors" this also shows that residents in the poem stay in doors due to the on going violence outside their homes.

Both poems start with creating a sound in your head by describing what they can

hear. In 'Invasion' "first we will hear the sound
their boots". and in our sharpville "when miners
roared past in lorries" both of these
are placed in the poem to resemble a
sound that creates terror and fear
they both remind you of the sounds that
could possibly be linked with war.

In our sharpville the idea of violence
comes into place "come inside they do
things to little girls" this could be suggested
that they rape or beat little girls or its
just like girls when trying to scare her in
linking to in 'Invasion' there is a idea of
Death as well "blood will cover our roads"
this shows that the soldiers are killing
people or leaving bodies on the roads.

also in our sharpville there is a
small religious aspect ~~at the end of the~~
~~poem~~ "I remembered from my
Sunday school book" this shows that the
writer brings a religious aspect in the
poem but unlike in 'Invasion' there is no
religious idea just talking about free
will "their short lived freedom" this explains

that by joining the fight they have no more
free will they no longer belong to their
army and war.



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Examiner Comments

The comparative element of the response is generally sound whilst the analysis of violence in both poems is tackled in a thoughtful manner. The comparative element is stronger.

The response was awarded: AO2 Level 4, 12 marks;
AO3 Level 5, 13 marks.



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Examiner Tip

Choose your poem carefully, as the candidate has done here. Make sure your choice has sufficient links and comparisons with the set poem and make sure you are focused on what the question asks of you.

The candidate here has chosen *August 6, 1945* as the poem for comparison. The extract is from the middle of the response.

August 6, 1945 is another poem that presents violence. This poem is about the nuclear bomb attack in Hiroshima. Violence is presented in a different way to our *Sharpeville*. The narrator thinks and describes how the pilot feels and what he sees. In the final stanza it says he will see 'lady birds'. The writer uses lady birds as the victims would be left with no skin and just black burn marks so when he's looking down from the cockpit the people will look like lady birds.

The two poems ~~are~~ have similarities and differences. One similarity is that there isn't any organisation in both. This could be because when there is a rhyming scheme or organisation the poem flows and would therefore be harder to show violence.

One difference is how the two ~~characters~~ people who the poem is focused on is different. For example the narrator in our *Sharpeville* is a young girl this is shown by 'I was playing ~~topscotch~~ hopscotch on the slate. The pilot in *August 6, 1945* is clearly a grown man as he is flying a plane. Although the man should understand the consequences of his actions he doesn't. We could forgive the girl if she didn't

understand what was happening but she is very smart about it. This is not what we would expect. This is one big difference in the two poems. This also shows how ~~stupid the pilot~~ in the people who carried out the nuclear attacks weren't as mature as the young girl in 'On Sharpeville'.



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Examiner Comments

The chosen poem has proved to be quite successful. There are some generally sound comparisons made about both texts, but the overall response lacks sufficient depth to move it into the highest band.

The entire response was awarded: AO2 12 marks; AO3 12 marks.



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Examiner Tip

Note how the candidate moves between the two poems including a range of links and then looks for similarities and differences rather than using a 'parallel' approach.

This candidate has chosen *Hitcher* for comparison. The extract is from the main body of the response starting just after the introductory paragraph and finishing before the conclusion.

Both of these poems are declaring "Our Sharpville" is because it's on about an oasis and all these nice things in the first half of the poem but then you realise all these things are bad and are violent acts. The same applies to "Hitcher" it's about a guy who seems fine enough but then he loses out and kills an innocent man.

Another thing they both relate to is greed because in "Hitcher" the man who's driving kills the other man because he is jealous of the life he has and how he gets to do what he wants. "Our Sharpville" also portrays this concept because the miners have to work all day in harsh environments while others get to stay above and live normal lives. This drives the miners to do awful things.

Both poems are taking advantage of the free and the people who do that end up doing bad things such as violence. Also the poems are things that happen in real life so it's trying to build up an image in your head of how awful these things are.

On the other hand both of these poems have 5 stanzas. ~~and neither of them rhyme~~ which gives the 'Our Sharpville' doesn't rhyme however 'Witcher' does rhyme but only in a select few places and it doesn't really have a pattern to it. Not having rhyme makes the poem sound more like an event that has happened and for the concept of violence this is a good setup.



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Examiner Comments

The response is balanced and focused with some thoughtful comments on the different types of violence. There is a discussion on the importance of structure and language. However, a lack of direct quotation keeps the response in Level 4 rather than Level 5.

The response overall was awarded: AO2 Level 4, 12 marks; AO3 Level 4, 12 marks.



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Examiner Tip

Always support your comments with carefully chosen and relevant quotations.

Question 4

A Major Road for Romney Marsh by U A Fanthorpe was the given poem for Collection C from the Anthology. This question was very much a minority choice for candidates.

Most candidates who chose to answer the question displayed a general sense of understanding of the poem and discussed the sense of love of the area together with the feeling of foreboding for the future of the countryside. Most candidates understood that there were two opposing 'voices' with those in brackets posing a threat. A few candidates found the aspect of the 'text-type' language rather troublesome, whereas others felt the need to 'translate' this feature and so lost focus on the task in hand. Comparisons on form, structure and tone were made, although there was not a great deal of language analysis itself.

The most popular and obvious companion was *In Romney Marsh* which also reflected upon the poet's love of the area. *Sea Timeless Song* and *Cape Town Morning* were also offered as comparisons, both with varying degrees of success.

The chosen poem for comparison here is *Romney Marsh*. The extract consists of the first half of the candidate's response.

The poem 'A major road for Romney Marsh' is linked to the poem 'In Romney Marsh'. The poem 'A major road for Romney Marsh' is describing a road and what is around that area along that road. In the first paragraph, ^{when} it says "it is a kingdom, a continent. Nowhere like it" the word 'kingdom' makes you think it is massive, an amazing place, like a kingdom would be. When it says 'continent' it makes you feel like it's another place and when it says "Nowhere like it" it makes you think it is original and different from anywhere else. This ~~to~~ links in with the poem 'In Romney Marsh' when it says "Heaven's central gates", ~~Heaven's~~ is meant to be an amazing place, something

out of this world, nowhere like it and that is why it links into 'A major road for Romney Marsh' as they are both saying they are places out of this world. The poem 'A road to Romney Marsh' unlike 'In Romney Marsh' has a negative side and a positive side. You have someone that loves the area and someone who wants to develop the area and develop the roads. They are like conflicting thoughts, one will be saying how the area is amazing and another will be saying how it can be developed and made into something else. This is shown when it says "it is itself and different" and then in brackets it says "(Not for long, Not for long)" this can be interpreted as saying "not for long, not for long" and the fact it has been put in a different way makes you feel like the person who likes Romney Marsh doesn't know they plan on developing it. In Romney Marsh it is different as they only have positives and nothing about the area being developed.



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Examiner Comments

The chosen poem has worked well in this response. There is sound explanation and comparison between the two poems which are about the same place. Structure, language and content are linked and compared. Comments are supported by relevant quotations.

The response overall was awarded full marks: AO2 Level 5, 15 marks; AO3 Level 5, 15 marks.



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Examiner Tip

Note how the very first sentence of the response firmly links the two poems. This avoids the impression that the question is being approached in a rather general way.

Question 5

A *Consumer's Report* by Peter Porter was the named poem from Collection D of the Anthology. This question also proved to be a minority choice for candidates. The focus of the poem allowed for several poems from this collection to be used as comparison pieces. *The World is a Beautiful Place* picked up on the differing tones and voices of both poems: Porter's wry and reflective thoughts on life and the dark humour of Ferlinghetti, although where the latter poem was concerned there was a tendency towards the narrative rather than the analytical. *On the Life of Man* proved to be a popular choice for comparison which was often used by the more confident candidates, allowing for some insightful points to be made about the use of metaphor to present views on life.

Most candidates did manage to demonstrate at least a general understanding of the given poem and the more successful responses were able to comment on the use of humour and irony in the poems. Apart from *The World is a Beautiful Place* and *On the Life of Man*; other poems chosen for comparison were *Zero Hour*, *Pessimism for Beginners* and *Living Space*, all with varying degrees of success.

This candidate chose *On the Life of Man* as the poem for comparison. The whole of their response is presented here.

The poem *Consumer's Report* presents views about life by "the product I desire is life" this shows that Peter Porter makes life seem you can just buy life and that you have more than one life by "product" when buying a product you can buy more than just one but in reality you ^{can't} buy life. This links to "On the Life of Man" poem, "What is our life?" ~~This shows~~ This shows that in this poem Raleigh talks about what life is about also he uses "our" to show he is talking about every one in a group or everyone in general. The similarity is that both poems talk about life but the difference is that *Consumer's Report* talks about life as a product and *On the Life of Man* talks about life as reality.

"I'd have liked to be more excited" In *Consumer's Report* this shows that life as a product isn't exciting and that it's a bit boring. ^{unlike} ~~like~~ in *On the Life of Man* "a play of passion," this shows that life is a play in the poem or that life is fun and

Playful, ~~and~~ "play" shows on the life of man is a play by
for the title of the poem it says "on the" showing the life of man
is a title for something. This links to how life is a play.

"The shape is awkward" this gives a sense of ^{humor} ~~humor~~ in ~~the~~ a consumer
report by the poem is talking about life it shows that ~~the~~ life is
~~awkward~~ awkward. "where we are dressed for this short comedy."

This shows that in the play of life they are giving a sense ~~of~~
that life is a comedy and a joke but in consumers report
life is awkward.

In consumers report "I'd like to leave" ~~and~~ this shows that the product
life is ~~is~~ bad and that ~~the~~ porter has to walk away from the
product life just like in On the life of man "Our graves are
drawn curtains... play is done." This shows that ~~someone~~ in life you die
by "our graves" shows you block out ~~of~~ life and you're in a
isolated place, "drawn curtains" shows you slowly dying as the curtains
represent you closing your ~~eyes~~ eyes and "play is done" shows that the end of
your life has come.



ResultsPlus Examiner Comments

There are some interesting comments made about both the Raleigh and the set poem, although these are not always developed. Comments and interpretations are supported by relevant comments.

The response was awarded: A02 13 marks;
A03 13 marks.



ResultsPlus Examiner Tip

The candidate does not labour a point but makes a comment, supports it with a quotation and moves on to the next. This creates a brisk and succinct approach to the task in hand.

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 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 in a balanced manner
- 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>

Ofqual



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