

Examiners' Report
June 2016

GCSE English Literature 5ET2H 01

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June 2016

Publications Code 5ET2H_01_1606_ER

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Introduction

The Unseen Poem was chosen from a prescribed list of fifteen poets. With reference to the Anthology, candidates had one task to respond to, in which they were invited to analyse a set poem from the Collection they had studied and compare it with one other poem chosen by them from the relevant Collection. There were considerable numbers of responses where candidates engaged with the nature of the poetry presented. Examiners were pleased with the quality of the responses and the variety of interpretations, in particular for the Unseen Poem.

With regard to Section B, examiners noted that the majority of candidates dealt well with the requirements of a single question, devoting time and thought to the task in hand. There were many good responses to the Anthology poems and some thoughtful candidates revealed careful preparation of their chosen Collection. There were some excellent comparisons with their chosen poems, although a minority of candidates struggled to compare the poems effectively. Rather than making occasional links, intergrated comparisons throughout would have greatly improved their answers, as many candidates had a thorough understanding of the texts. Centres might like to consider ways of helping candidates find and comment on similarities and differences between two poems, especially in their handling of thematic material.

Candidates, in the main, seem to have taken on board the advice in previous reports to write each question in the appropriate section of the answer booklet.

Overall, the responses from candidates had many strong features, demonstrating their enjoyment and engagement with the study of poetry. Examiners noted:

- the many refreshing and independent responses to the Unseen Poem
- evidence that candidates understood the ideas presented in the poems of their choice
- the capacity of candidates to select apt examples of the way a poet's language expressed feelings and attitudes and to comment on how these related to the themes.

The less successful responses:

- did not demonstrate clearly a full grasp of the poems' meanings and ideas
- sometimes made unsubstantiated and over-general points, without supporting them with appropriate textual evidence
- when writing about two poems, treated them separately, without making the required connections.

Question 1

The poem selected was *Snake Woman* by Margaret Atwood. Many examiners noted that this Unseen Poem was a particular strength of the paper as it was accessible to the vast majority of the candidates. The poem's varying levels of complexity allowed for some perceptive points to be made from the more confident candidates along with more superficial, sometimes narrative comments from the less confident.

The poem contained a wide range of structural features that were picked up upon by many candidates, for example, metaphors, similes and interesting changes in tone. The question, which focused on how Atwood presented a childhood fascination with snakes, also allowed for a wide range of personal responses. Many noted the child's naivety and cruelty, quoting the exclamation of 'what fun I had!'. Candidates also picked up on the persona's increase in maturity and compassion as an adult. Some really perceptive responses understood the feminist angle of the poem and how it subverted traditional gender stereotypes.

Most candidates had something positive to offer and identified the persona's love of snakes by reference to the snake as a 'bracelet'. Content words such as 'mercury' and 'vein of cool green metal' initiated analysis at word level and were found across the full ability range, including some attempts at Level 1. Some candidates brought contextual knowledge into their responses, understanding an implicit theme in Atwood's works and linking those to the poem.

These are the opening and closing sections of a candidate's response to the Unseen Poem.

SECTION A: UNSEEN POEM

PEE
Quthe
ST x?
Lang x?

You must answer Question 1 in the space below.

The poem *Snake Woman* by Margaret Atwood tells the story of her memories as a child and her love for snakes. The title "*Snake Woman*" gives an image of an odd, lonely woman who seeks comfort in the reptiles more than people. However the poem goes on to show a more cosy side than the darker imagery initially conjured by the title. This imagery is likely due to the popular fear or dislike of snakes that ~~some~~ people experience - making this poem something that is immediately associated with disturbing imagery.

Overall, Atwood seems to be expressing her loneliness in the poem as she spent her childhood around snakes more than other children. It deepens however when you see that her descriptions of the snakes are always in the past tense: "once", "used", "had" - all of which are replaced by the word "now". This shows how she is even lonelier without the company of her snakes and that this has caused her to reminisce of her past ~~the~~ life.



ResultsPlus Examiner Comments

There are plenty of perceptive comments and ideas, and interpretation suggests personal engagement with the text. This is an unusual response, but a definite interpretation with ideas supported by textual reference. The response is sophisticated in language and analysis. It could be seen as 'quirky' but it is definitely perceptive and sustained. It was awarded full marks - Level 5, 20 marks.



ResultsPlus Examiner Tip

Note how the candidate's interesting and individual introduction helps focus the response on the requirements of the question. The closing paragraph sums up the candidate's arguments and a rounded response is presented.

In this extract three paragraphs are taken from the body of a candidate's response to the Unseen Poem.

Firstly, in the first stanza of 'Snake Women' Atwood makes a one line statement of "I was once a snake woman" the word "once" tells us that she is not anymore, this could mean throughout her life people have got in the way for her

love of snakes. This word also could symbolise sadness because it is a lost interest of her, there is a pause after this small sentence which makes readers stop and think for a minute about what has happened ^{to} the Snake woman. Therefore Atwood adds emphasis on the stand-out line when she does this.

In stanza three Atwood writes about her childhood, she seems like an adventurous child with a big imagination which could be another reason why she is different to others and has a strong connection with snakes. Furthermore she goes on to use the simile "run through my fingers like Mercury" which creates imagery of a runny and textured material of what she is describing a snake to be like. This again shows that she is completely amazed by the movement, texture and everything else that the snake is shown to be. Atwood's compassion and strong connection is shown by the words "Mercury" and "gripping" because they portray a bond and an unbreakable importance to her.

Finally in stanza four, Atwood uses alliteration when describing that she could "follow them by their odor", shows she knows a lot about snakes and is almost an expert on them. "Sick smell" shows quite negative imagery in contrast to her original message towards snakes but she is conveying them in their true form. The alliteration used of the letter "S" creates not only emphasis but also the sound a snake makes, this adds to the effect of the reader seeing imagery. In this stanza there is also ^{half} rhyme used on the ends of line 1 and 2 of "Odour" and "glandular" this creates the impact of a further description of the snake being even more unappealing to readers. Therefore this adds to Atwood's comment earlier of not many people liking them and being scared.



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Examiner Comments

There is an assured explanation of language, theme and structure in this response. The candidate explores the significance of certain words and phrases and relates them to the theme. There was some loss of focus, with some of the points made being rather vague, and this kept the response in Level 4. It was awarded a mark of 14.



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Examiner Tip

Note how the candidate looks closely at some of the language and has made good use of the examples given. The candidate is not afraid to respond personally to the text, they describe how, for example, the word "once" can imply sadness and regret.

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

Margret Atwood shows herself to others as special in this personal poem. I can know that this poem is personal from it starting with the personal pronoun "I", this gives way to the rest of the story. She considers herself different, this is because she says how she was "the only person, it seems, in the whole place who wasn't terrified of them." The word "only" highlights how she is special with the gift of a fascination with snakes. This shows how Margret Atwood presents the gift of a lack of fear towards snakes personally and with a feeling of being gifted.

Margret Atwood also presents her fascination as a danger as well as a gift. She does this by saying that she looked for this "cool green metal" that sometimes would ~~grip~~ end up "gripping [her] wrist". This details how her gift could also sometimes lead to her downfall. The ideas of this ~~danger~~ risk taking make the reader anxious and respectful of the snakes as the two very different semantic fields created contrasting ideas for the reader.

Later, in the stanza beginning "I could follow their odour", Margret Atwood lists the many odours of the snakes. She presents her child-self as ~~unaffected~~ unaffected by the terrible smells. She describes ~~her~~ the scents as "a sick smell, acid and glandular" which shows how revolting the smells are to the reader. The use of onomatopoeia to link the "s" sound to the slithering snake sounds.

Finally, Margret Atwood presents her fascination as a way for her child-self to get attention and humour from others. She shows this

by saying "What fun I had!" This shows how she would use her fascination of snakes to her advantage to get attention through a seemingly childish way. The reader may find this either humorous or childish as apparently the snakes were something that "even men were afraid of".



ResultsPlus Examiner Comments

A clear understanding and an awareness of the writer's motives are evident in this answer. There is some discussion of the language but the response overall lacks development. It is focused and succinct and there is good use of embedded quotations. The response is sustained but not assured; comments about the semantic field are not really explored. The mark awarded was top of Level 3, 12 marks.



ResultsPlus Examiner Tip

When discussing language, form, structure and effect make sure your comments are precise and thorough.

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

Margaret Atwood also uses language devices to present her childhood fascination with snakes. For example she uses a lexical field of fear and intimidation to do so by using words such as "terrified", "raw" and "acid". This could ~~demonstrate~~ ^{demonstrate} to the reader that although many people found snakes scary, she didn't, she liked how mesmerising they were.

~~The poet also uses~~

Yet again, the poet uses another language technique to present her feelings about snakes. For example she uses personification to do so. An example of this is when

It says "gripping my wrist". By personifying the snake, who she sees as a bracelet, it brings human characteristics to it and gives the reader the impression that although the snake is threatening, she sees the snake as an ~~accessory~~ accessory.

Overall ~~the~~ Margaret Atwood uses both language and structural techniques to ~~clearly~~ clearly show/tell us about her childhood fascination of snakes.



ResultsPlus Examiner Comments

There is a clear attempt to engage with the text and especially the language. There is an interesting point made about the snakes being an accessory. There is relevant exemplification. The point about personification is really 'feature spotting' and just defines the technique. Overall, the response lacks depth and specific comment to move it higher in Level 3. It was awarded a mark of 9.



ResultsPlus Examiner Tip

When discussing technique it is important to avoid feature spotting. Be specific and explain what is the effect of the technique used on your understanding of the text.

Question 2

Pity me not because of the light of day by Edna Vincent St. Millay from Collection A was the named poem. There were many strong responses which showed a good understanding of the poem and empathised with the persona. Most candidates commented on how rejection is hard to come to terms with. The more confident candidates made sensitive links between the descriptions of nature and the emotional state of the persona.

Candidates, in the main, chose apt poems for comparison, the most popular being *Sonnet 116*, *Song for Last Year's Wife*, *Our Love Now* and *One Flesh*. Many candidates identified the form as a Shakespearean sonnet which was a contrast to the usual expectations of such a form, in that it was about a love which had ended, as opposed to Shakespeare's vision of ideal love. The obvious contrast in Shakespeare's intended sonnet form and St. Millay's usage was effective in exploring changes in relationships.

A good range of candidates compared the poets' use of natural imagery: 'tempests', 'flotsam from a former passion', 'wreckage gathered in gales', and 'raging storm damages the trees'. A few candidates did not respond to the focus of the question and looked at relationships rather than changes. Less successful choices were *Habit of Light*, *Kissing*, and *04/01/07* where candidates struggled to make meaningful comparisons.

The majority of candidates understood the necessity of discussing both poems in a balanced manner. Candidates who performed better were those who considered both poems simultaneously, rather than considering each poem in turn and then linking them with a summative comment.

This candidate chose *Sonnet 116* as the companion poem. These are the opening and closing paragraphs of the candidate's response.

In the poem "Pity me not because the light of day" Vincent Millay introduces us to the idea that love is like nature, you can't stop it from ending - it's inevitable that the love will end, this is supported by "great tide" this implies you can't stop it, it's bound to happen!

In contrast with this the poem *Sonnet 116* by William Shakespeare is about love is eternal, it doesn't matter how you change in life love is "ever-fixed". Shakespeare says "It is in the star" this implies that it's their destiny = / fate for them to be

together for eternity - you can't alter the stars, so this reinforces the fact that they are meant to be.

"If this be ~~an~~ error ... I never writ, nor no man ever loved" Shakespeare deliberately wrote this to emphasise his view on love (~~eternal~~) he does this by saying "I never writ", obviously he did as he's a renowned ^{writer} poet - ~~this is reinforcing his view on love, it must be true. Sonnet 116 must be true.~~

In both poems the writers have decided to write their poems in sonnets. Sonnet 116 does this because they follow a pattern, you know what's going to be in a sonnet, just like love - its inevitable can't alter / change it! In contrast to this pity me now is in a sonnet because its like nature - "the ebbing tide goes out", this implies its inevitable just like a sonnet you know what's going to happen, and you know that love is going to end.



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Examiner Comments

There is an assured focus on language in this response. Comparisons and links are maintained throughout both poems. Both poems are discussed with confidence and the sonnet, although not strictly dealing with changes in a relationship, is used successfully as a comparison. This is an enthusiastic response with personal engagement. Overall it was an assured response with AO3 being slightly stronger than AO2.

It was awarded: AO2 Level 4, 11 marks; AO3 Level 4, 12 marks.



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Examiner Tip

Note how the two poems are not treated in isolation but linked throughout the response, comparing and contrasting to build up an argument.

This candidate has chosen *One Flesh* as the poem for comparison. This extract is from the closing part of the response. Also included is the short plan.

Plan: Pity me not because the light of day and one flesh.
 similarities: Rhyming scheme in both, both mention loss of love, or passion
~~growing older~~ Growing older
 differences: pity me not is the end of a relationship, one flesh they are still together but in separate beds, no intimacy or passion, sonnet
 Pity me not.

Both Pity me not because the light of day and One Flesh present a change in relationships through growing older since that is the ~~best~~ time where sexual relationships typically begin to end

onto a life of chastity. What is essential to these two poems is how the loss of this intimacy and passion can make each person in the relationship feel and how it goes can lead to a relationship ending like how it did in Pity me not. What Elizabeth Jennings's message was with One Flesh was that just because you grow older, that doesn't mean that a relationship should stop having passion since this leads to insecurities and an unsure feeling between each person in the relationship of whether or not the other person still loves them and wants to be with them. Which is likely the reason why Edna St. Vincent Millay ended the relationship because there simply wasn't any love or want left, everything was simply boring and lacked love between each individual.



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Examiner Comments

The question is addressed with an emphasis on change. Comparisons and links are sustained throughout the response. This is a very personal response with different comparisons on how love changes and on the idea of loss in both poems. Although little developed reference to the text, to exemplify the points made, kept this response in Level 4.

Marks awarded: AO2 Level 4, 11 marks; AO3 Level 4, 12 marks.



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Examiner Tip

A brief plan often helps to focus on the task in hand.

Always support your comments with carefully chosen quotations.

The candidate here has chosen *Sonnet 116* as the companion poem. The extract consists of the opening two paragraphs and the final paragraph summing up the argument.

The poem 'Pity me not because the light of day' is in the form of a Shakespearean sonnet, which traditionally present the theme of love. This poem does so but with a slight twist to it. The speaker talks about a relationship she has just ended where she has been left. She asks the reader that they do not pity her because she says that it is her fault 'that the heart is slow to learn' that deep inside she knows that the idea of love is hopeless because it is the same every time. It is just a cycle of disappointment and sadness. However by asking the reader to do this it means that we do pity her. She makes her hopelessness so clear to us that we have no choice but to pity her.

Sonnet 116 is another Shakespearean Sonnet, actually written by Shakespeare himself. 'Pity me not because the light of day' is really just a negative take on this poem. In all his glory Shakespeare displays the almightiness of love, specifically true love. He says that 'if this be error upon me proved,

never write, nor no man ever loind. He is basically saying that if what he has writt true then really no one have ever experinced true love.

In conclusion, Sonnet 116 and Pity, me not are very similar in style and verse form but their ideas of love are different. 'sonnet 116' says that love is everlasting and will not change your relationship if it is true. 'Pity, me not' says that this idea of love is rubbish and that relationships will always change and vary because we cannot always have this perfect and picturesque life that has been forced upon us.



ResultsPlus Examiner Comments

The response is perceptive with clear personal engagement. The candidate has made some interesting comments about how one text 'mirrors' the other. The response fulfils the criteria for the top mark.

Marks awarded: AO2 Level 5, 15 marks; AO3 Level 5, 15 marks.



ResultsPlus Examiner Tip

Note how the candidate, when making comparisons, does not treat the poems in isolation but moves seamlessly between the two.

affects everyone, not just those fighting.

Invasion also discusses how violence is always travelling when it reads "blood will cover our roads." This is a very powerful phrase and could imply that violence comes, ~~from~~ ruins places, leaves a mark, then travels on to the next place which shows how brutal and relentless violence can be. Both poems show how violence

is relentless. This is further backed up by Our Sharpened when its line length changes ~~to~~ when the point about harming children is made in the line "but ~~not~~ maulers of ~~children~~ children". This shows just how shocking and disturbing this imagery is and shows a ~~sense~~ sense of disbelief in the speaker's tone. Invasion not only shows violence as brutal as ruthless, but also as mysterious and unknown. Hardy uses senses to create this idea when she says "First we will hear the sound of their boots approaching at dawn then they'll appear through the mist." This shows that violence is heard first, which means that knowers are completely sure what it is yet which creates the mysterious and unknown feel. The ~~star~~ quote also says how violence comes through the ~~the~~ mist, meaning that any view of it is not clear and is ~~distort~~ distorted, adding to the idea that violence is mysterious and unknown.



ResultsPlus Examiner Comments

This is an assured appreciation which has produced some successful comparisons. The response is balanced but comments are not always developed. Some of the comments on the nature of violence are working towards the perceptive.

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



ResultsPlus Examiner Tip

Note how the various ideas about violence in both poems are evidenced and the poems are treated in a balanced way.

Here, the candidate has chosen *Hitcher* as the poem for comparison.

differences are that in Our Sharpened Knife the little girl
was part of the violence whereas in Hitcher he is
the main cause of violence

In our sharpened knife it's about an innocent young
girl who is made to believe a lie but she
actually knows the truth. whereas in Hitcher
he is taking his anger at on a hitch hiker he
decides to pick up and give a lift too. the
language in our sharpened knife is base around the
opinion on the killers and the death of people

whereas in hitcher he talks disturbingly
and emotionally about the act he is committing. In
our sharpened knife you don't know exactly what's
going on allowing the reader to think it is an imaginable
when phrases such as 'they do things to little
girls' and 'doing this which remain nameless'
making the reader think the worst possible. we're told
from the beginning about these people but by the 5th
stanza we reverse what's actually happening but

not completely. But when reading *Hitcher* the reader is likely to feel uncomfortable as the narrator which is the killer narrows emotional detachment from what he's just done. There's no guessing with the exact description of what he did for example 'let him have it', 'once in the neck' 'then six times with the brook into the face' and giving specific timing which is unsettling. There's also a disturbing sense of humor between the story telling in *Hitcher*. Both poems have in similar that at the beginning we don't expect violence also that later on in the poems they both go into adult about the death. In *Our Sharpeville* 'a pool of blood that already had a living name grew like a shadow as the day lengthened' implying more and more people were being killed.



ResultsPlus Examiner Comments

This is a sustained and balanced appreciation with comments on the tone of both poems. The comparison between the humour in *Hitcher* and the storytelling element in *Our Sharpeville* is interesting. The overall lack of development keeps this response in Level 3.

The response was awarded: A02 Level 3, 9 marks; A03 Level 3, 8 marks.



ResultsPlus Examiner Tip

As in this response, make sure you have enough points to offer sound and secure comparisons and links. Always support your comments!

This candidate has chosen *Invasion* as the poem for comparison. The extract consists of the opening section of the response and the closing paragraph.

In *Our Sharpeville*, the clashes the poet experiences are due to racism. The poet does not experience any violence directed at her, but watches as there is conflict between the racial minority and the Government. In *Invasion* by Choman Hardi there is also racial conflict where the Kurdish people are trying to protect themselves. However, this time, the poet is on the side of the racial minority.

Ingrid de Kok presents the people ~~as~~ inflicting the violence as animals. They are said to have "roared past." This ~~gives~~ animalistic behavior emphasises the level of violence and gives the impression of a predator such as a lion. ~~But~~ The dehumanisation shows how the poet doesn't agree with the violence, but also doesn't understand as she is only a young girl. To show ~~that~~ her young mindset, she compares it to the only thing similar that she has experienced before, which is the animals. This part of the first stanza is juxtaposed with the ^{very} beginning of the poem. She is "playing hopscotch on the slate," which shows her innocence. It gives the implication that from this moment on she lost all ignorance and learnt what the world was really like.

Choman Hardi also uses euphemisms to show the violence approaching. The soldiers have also been dehumanised, but this time to an object. She talks of "their boots." This shows her thoughts on the violence as she believes that you can't be human to do these horrific things. Hardi never addresses the enemy completely, again describing them as just "death-bringing uniforms." This shows the lack of humanity.

that is shown in violent times. By just talking about them as their clothing it puts less worth on their lives. She sees them as killing machines that will destroy the lives of her people. These poems both show racial conflict as the minorities try to defend themselves, but both leave you with a sense of hopelessness. The difference in perspectives, from a young white person to an older minority, means that they have slightly different views and ~~the~~ levels of understanding, yet both agree that they don't want the violence and would try to avoid it as much as they can. In both poems there is also internal conflict as in Our Sharper Knife, the narrator doubts her grandmother. In Invasion, she feels that maybe (Section B continued) they should stick up for their culture, but knows deep down that it probably won't be worth it as there will be too much blood shed. This is the sad reality of many minorities around the world and both the poets have tried to highlight this.



ResultsPlus Examiner Comments

This response makes perceptive comments about both poems. The candidate relates to both poems throughout the response with overarching themes and ideas. Comments are developed and supported by textual references. Personal and thoughtful engagement is evident.

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



ResultsPlus Examiner Tip

Note how the candidate's introduction helps focus on the differences and similarities between the two poems. Also the sound conclusion helps to round up and 'frame' the argument.

Question 4

A *Major Road for Romney Marsh* by U.A. Fanthorpe was the given poem for Collection C. This was the least popular cluster in the series. Many candidates commented on the strength of feeling that the voices in the poems had for their surroundings and provided strong textual evidence. The use of the dual commentaries was one of the features of the poem that the candidates commented on, and noted what effectively was a critique of the destruction of the countryside.

The most overwhelmingly popular choice for comparison was *In Romney Marsh* where the description of the natural and untouched beauty worked well in comparison with the fragility of Fanthorpe's endangered countryside. Candidates analysed the imagery created and used it to develop ideas on the changes to a memorable place in both a positive and negative light.

This candidate chose *Cape Town Morning* as the companion poem. The extract is from the main body of their response.

The themes in these two poems are quite similar. Both poems ~~say~~ show us the negative impacts of human kind. *Major road for Romney Marsh* shows us that the place is healthy and is 'ripe for development'. This implies that as soon as there is a clean place it has to be taken by human kind for development. Nowhere is like it 'shows us how significant the place is, and if it is being developed by human kind it sets the sad emotion that something so rare was taken and ruined by construction and human made thing that only pollute the nature.

Cape town morning shows us a place that has already been taken by humans and was turned into a busy town. De kok ~~make~~ ~~comp~~ puts two words near each other to create a contrast between them ~~eg~~: 'Winter' is referred to 'old rust'. Referring these two means that he's referring nature to something that has been decayed away and now has no use.

The language that is used in both poems are quite unique. Both of the poems use extended metaphors and, imagery language and descriptive language.

A Major Road for Romney Marsh uses imagery very effectively on the reader. 'It is a kingdom, a continent' makes us imagine an image of a kingdom as big as a continent. This makes Romney Marsh appear big and beautiful.

There is enjambment that sets the contrast between two positions in the poem. This is effective because when the reader compares things in their head they think more deeply about the two ideas and try to decide which idea is the most accurate.



ResultsPlus Examiner Comments

The response is stronger on the chosen poem, although there is some undeveloped comment about the threat discussed in the set text. The candidate has not really addressed the focus of 'memories' and hence struggles with how the poets remember the places. This is an assured response with stronger content than comparison, which is sometimes implicit.

The response was awarded:
AO2 Level 4, 12 marks; AO3 Level 4, 10 marks.



ResultsPlus Examiner Tip

When choosing your poem for comparison keep the focus of the question in mind to make sure you have enough points to make sound comparisons and links.

Question 5

A *Consumer's Report* by Peter Porter was the named poem for Collection D. This Collection was very much a minority choice within the Anthology. Most candidates were able to comment on the feelings of frustration and confusion in relation to the question and the theme of 'Life'. Successful candidates understood the dry humour, irony and sometimes sarcasm and how they were used by the poet to convey his ideas and attitudes.

A popular choice for the companion poem was *On the Life of Man* and sound comparisons were made with the poet's view of life as a play, with stronger responses looking in-depth at the semantic fields of the theatres and the consumerism in the poems. Another popular choice was *Pessimism for Beginners* and here candidates were able to consider the dark humour and irony of the personas' voices and how these were created.

The World is a Beautiful Place and *Zero Hour* were also considered with a fair degree of success.

The candidate here chose *On the Life of Man* as the poem for comparison. The extract is from the opening section of the response.

A Consumers report seems to be one big metaphor which is - mocking life, this poem is serious about the concept of life but presents it in a way where it's mocked it. 'The product I tested is life', the way it's considered life to be a noun of 'product' tells us it's attitudes to life isn't taken seriously enough but is seen something we as people have chosen to have; which we know we haven't.

In comparison to 'On the life of man' it's the same, both poems mock life and it's value, in this second poem the opening line is a rhetorical question of 'What is our life' which in both poem makes their attitudes of life to be unsure, as a consumers report mocks it and uses it as a metaphor and in on the life of man the attitudes seem to

be searching for answers as they don't understand the concept of life showing us their attitudes are wanting to know what it is.

Both poems try to explain their ideas of life and how they found it. In A Consumers report they mention 'I'd ^{have} liked to be more excited' this suggests to us that they'd of wanted to have their attitudes of life to be more thrilling, the adjective 'excited' is like the best reaction they could have had but where they say 'I'd have liked' the imperative tells us how they wanted that but didn't receive it.



ResultsPlus Examiner Comments

This is an assured consideration of the complexities of each text. Tone and linguistic features are considered in some detail. Comparisons are made as are links which explore the writer's ways of achieving desired effects.

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



ResultsPlus Examiner Tip

Note how the candidate looks for similarities as well as differences and comments on the former in detail.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- make sure the particular requirements of the question are focused on
- use your examples fully, analysing and commenting on them
- make effective links and comparisons when required
- answer in the correct section of the paper.

Grade Boundaries

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

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