



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

November 2021

Pearson Edexcel GCSE
English Literature (1ET0)

Paper 2P: Poetry since 1789

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Paper Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language is a linear course. It consists of two externally examined components and one endorsement for Spoken

Language. Paper 1 is worth 40% of the total GCSE and consists of two sections, lasting for one hour and forty-five minutes in total. Candidates are recommended to spend one hour on section A which tests reading with questions on an unseen 19th-century fiction extract of approximately 650 words. In the November 2021 series this was an extract from *Lady Audley's Secret* by Mary Elizabeth Braddon. There are four questions on the text which are stepped in difficulty with the following mark breakdown: Q1 = 1 mark, Q2 = 2 marks, Q3 = 6 marks and Q4 = 15 marks. Questions 1 and 2 test AO1: Identify and interpret explicit and implicit information and ideas. Question 3 tests AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views and Question 4 tests AO4: evaluate texts critically and support this with appropriate textual references.

Section B tests writing, and candidates are recommended to spend 45 minutes on this section which is worth a total of 40 marks, giving the paper a total of 64 marks. In this section, there is a choice of two writing tasks, linked by a theme to the reading extract. One of the writing tasks provides two images that students can use to help them generate ideas for their writing; in this series that was question 6. Students can write a response that draws on just one or neither of the images. This is an untiered specification and the choice of texts and questions set are such that all candidates are able to access the paper and to show their abilities in reading and writing. In

In the November of 2021 candidates found the paper to be engaging and interesting and they responded well to it.

1ET0 02P

POETRY

For the 1ET0 02P paper, there were just 12 candidates.

Q1 (*Relationships*) x 2

Q2 (*Conflict*) x 8

Q3 (*Time and Place*) x 0

Q4 (*Belonging*) x 0

Sec A x 2

Q5 Unseen Poetry: *Boots* and *Absent Player* (12 responses)

Part 1, Anthology

Question 1, Relationships

The named/given poem was *A Child to his Sick Grandfather* and the question focussed on family relationships.

(One candidate paraphrased the given poem and made very little personal comment. The response lacked close analysis of language, form and structure, did not comment on context and only dealt with the one poem.)

Question 2, Conflict

The named/given poem was *Exposure* and the question focussed on how war is presented. Popular choices for comparison included: *Poppies*, *Poison Tree* and *War Photographer*.

This remains the most popular Anthology collection. A range of marks was awarded, but most were in Level 2 and 3. This was often due to lack of coverage or close analysis of language, structure and form. Some candidates did not consider context.

Some responses did not explore language sufficiently and others provided a muddled exploration of a second poem. For example, some provided examples from poems that do not exist in either (or any) poem in the collections. There were also some confused points, such as writing about *What Were They Like?* or *The Charge of the Light Brigade* and then providing evidence from *The Man He Killed*.

There were some Level 5 responses, where comment was sustained and assured. Points were made about context and comparisons made throughout.

Question 3, Time and Place

The named poem was *Nothing's Changed* and the question focussed on how a specific place is presented.

There were no response to this question.

Question 4, Belonging

The named/given poem was *We Refugees* and the question focussed on how places are presented in the two poems. There were no response to this question.

Question 5: Unseen Poetry

The two poems were *Boots* by Mick Gower and *Absent Player* by James Berry.

The question asked candidates to compare the ways the writers present different sporting experiences.

There were some very brief responses, where ideas were not developed fully enough, but there were also the detailed and sustained responses that offered thoughtful interpretations and comparisons. Often, areas of the poems had not been considered or there was not enough close analysis of specific words or phrases; however, most candidates gained marks in Level 3 or 4.

There were some misinterpretations, such as the suggestion that both poems were about the players' passion for their sports and that both poems were about the game of rounders. Very few identified the boy's desire to play in his new football boots and his disappointment was overlooked.

When comparing with the Unseen poems in previous series, the poems offered many opportunities for candidates to comment on the use of language, form and structure.

In comparison with previous series, performance is similar. Even though the entry was small, the distribution of options followed the same pattern in popularity, although for this series there was the introduction of the new additional option: *Belonging*. The range of marks was consistent and similar key areas for improvement were noted. Most candidates approached the questions with enthusiasm and attempted to deal with the assessment objectives. There were some less successful responses, due to lack of coverage, and there was one response simply complaining about examinations.

The wording of all questions followed the same format and layout as all previous series.

Assessment objectives remain identical to all previous series; however, those studying Prose, rather than Poetry, do not make any comparisons or comment on context. Context is assessed in Paper 1.

Paper Summary

Overall, both papers performed well and a full range of marks was awarded across each paper. All questions are worded similar in format and layout to all previous papers.

As in previous series and based on the performance of the papers, centres are offered the following advice and reminders:

- candidates should not use extra paper. Ample space is provided in the answer booklet
- centres should remind their students of which Assessment Objectives are being assessed for each part of the paper
- context is only assessed in 1ET0 02P, Part 1 Poetry Anthology
- for Section A Prose, Part (a) of the question, candidates must explore the language, form and structure of the extract. Candidates should just refer to the extract in this part of the question
- Section A, Part (b), candidates should draw on their knowledge of the text that they have studied and give examples from elsewhere in the novel. Candidates may, depending on the question, explore specific areas in detail or cover a range of examples. Remember, context and language are not assessed in this part of the paper
- Section A, Part (b), examples can be particular references to other parts of the novel such as events, episodes, character, action, and so on, that are relevant to the question. Candidates can paraphrase quotations from memory, but exact quotations are not mandatory,

particularly as this is a closed book examination. The Assessment Objective for this part assesses the candidate's knowledge of the texts and not language, form and structure. Centres should remind themselves of where the Assessment Objectives are assessed. Context is not assessed in the Prose study

- 1ET0 02P, Part 1, Anthology – candidates need to consider language, form, structure and context
- 1ET0 02P, in both parts the poems need to be compared and use relevant terminology where appropriate
- candidates should be reminded to label their answers clearly (identifying the question attempted and labelling Part B in the Prose response) and to use the correct space in the answer booklet. A separate area in the answer booklet is provided for candidates' responses to the Unseen poetry.

Again, we should like to thank our centres for their hard work preparing their students during a very difficult year. We very much hope that everyone keeps safe and well and hope that you join us again in the Summer. Please do remember to look at our website for the latest updates and new teaching and learning materials.

Principal Examiner
GCSE English Literature
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