



Examiners' Report  
Principal Examiner Feedback

January 2019

Pearson Edexcel International GCSE  
In English Literature (4ET1)

Paper 02R: Modern Drama and Literary  
Heritage Texts

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## **General Observations**

This series was the second since the launch of the new specification for International GCSE. Achievement in this small entry was pleasing with candidates responding to the questions with relevance and interest. Use of well-chosen quotation and reference was an indicator of success and confidence on the paper.

On Section A, the best answers used full and deep knowledge of their chosen text to form focused and relevant arguments in response to the question. In these answers, a broad balance between AO1 and AO2 demands was achieved with candidates exploring well-selected techniques and their impact. Candidates performed best when they identified with the texts as drama rather than merely texts. This awareness and insight led to some effective and apposite comment on detail such as foreshadowing, dramatic irony and characterisation. On Section B, the best answers used the question to build well-developed and focused answers that incorporated both AO2 and AO4 aspects with relevance and seamless fluency of structure. Some effective responses were seen that engaged fully with the question and provided judiciously chosen detail from the text to support their arguments. Application of both AO2 and AO4 aspects were largely well balanced. The best answers used the AO4 elements as inherent to their arguments.

## **Section A – Modern Drama**

*An Inspector Calls* was the most popular Section A text chosen by candidates in this small entry. Answers to Question 3 on the theme of money as central to the play's ideas reflected a systematic approach with purposeful and balanced application of AO1 and AO2. The abuse of money and its implications for social justice were considered alongside power and the backdrop of Capitalism. Question 4 on the presentation of Eva/Daisy explored Priestley's portrayal with application of relevant detail and some thoughtful and sensitive awareness of the character's situation. In particular, candidates considered Priestley's use of the character to represent all working class young men and women who faced hardship, both at the time the play was written and the time in which it was set.

In terms of *The Curious Incident of the Dog in the Night-time*, answers to Question 6 on Christopher's presentation as a hero combined the effective application of knowledge and understanding with a sense of the play's structure and dramatic tension. There was a genuine sense of engagement with the character's development and awareness of the writer's choices and their impact on audience response.

## **Section B – Literary Heritage Texts**

In terms of *Romeo and Juliet*, Question 12 required candidates to write about the theme of violence.

Candidates selected detail appropriately and arguments were well developed with inclusion of AO2 and AO4 aspects alongside relevant AO1. A good example of ways in

which skills were fused to focus analysis was the use of reference to the Prologue and the dramatic significance of violent acts to the play's tragic form and historical context.

Question 13 on ***Macbeth*** required candidates to argue about whether or not Lady Macbeth's character changes in the play. Answers focused clearly and with insight on the character of Lady Macbeth and candidates used quotation effectively to support their points. They considered a number of different ways in which Lady Macbeth can be perceived to change as the drama unfolds. The sleep walking scene was used with relevance as well as the changing response to Macbeth's ambition and power.