

Examiners' Report
June 2019

IGCSE English Literature 4ET1 01

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Introduction

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The International GCSE English Literature (4ET1 01) paper comprises of three parts:

Section A: Unseen poetry (20 marks)

Section B: Anthology poetry (30 marks) and

Section C: Modern Prose (40 marks)

Paper 1 is externally assessed and the total available marks is 90.

Paper 1 carries 60% of the total weighting for the International GCSE.

This is a 'closed book' examination; however, candidates are provided with a clean copy of the anthology poems for the examination.

The most popular Anthology question was Question 2. There were about a third of candidates who chose to answer Question 3.

The most popular prose text was, once again, *Of Mice and Men*. Question 6 was slightly more popular than Question 7. The second most popular text was *To Kill a Mockingbird* and *Things Fall Apart* was third favourite. There are still very few entries for *The Joy Luck Club*, but the number of responses to *The Whale Rider* has increased slightly.

Centres are asked to remind their students about writing their responses in the correct area of the answer booklet and to check that they have checked the correct question number. It does not matter which order our candidates attempt the questions, but they must make sure that responses are written in the correct area of the answer booklet.

The full range of marks was awarded for this paper, but there were very few gaining marks in Level 1. Most candidates gained marks in Level 3 or above. There were some extremely good responses that were above and beyond expectations at this level.

The feedback received from examiners has been very positive.

We had a dedicated team of examiners dealing with responses written in the wrong areas of the answer booklet and this team marked complete papers. One examiner summarised her findings as follows:

"I was able to see whole scripts, so will comment on general observations. Some candidates did not leave sufficient time for the prose section with evidence of truncated or overly brief responses. This did not serve them well bearing in mind the distribution of marks across the paper. Some candidates did the prose section first with a number working backwards through the paper. This worked for some, but meant that for others, little time was spent on the unseen poem. A number of candidates did not refer to context details in their answers to Section C or added 'tack on' paragraphs to their essays. The best answers integrated details of context into their arguments and offered sensitive views on the significance of particular points. Quotations were used thoughtfully in many of the best responses, especially in terms of Section B answers and a number of candidates did very well, especially on Sections B and C."

Question 1

Section A: Unseen Poetry

Poem: *A Cottage in the Lane* by Brian Patten

Question 1: Explore how the writer presents the cottage and its inhabitants in this poem.

This was a very successful poem. A full range of marks was awarded and candidates fully engaged with the poem. Feedback received has, on the whole, been very positive.

Examiner comments include:

"This was a great poem choice. Many candidates could quickly engage with the aspects of wildlife. The old woman's role was sometimes confused and less able candidates were not sure if the woman was dead. More able candidates were empathic to the situation of living and dying alone. was a poem that differentiated, allowing meaningful responses across the complete marking spectrum."

"Higher level candidates deduced the animal's control in the cottage and their dominance. The almost arrogant air of the wildlife's indifference to the old lady who either engaged or was disinterested in her world were commented upon. They knew the house was theirs' was often cited as an example. This is where the poem shifts into the sparse living of the old lady and the sadness of her death. The italics of the 'For Sale' board were noticed as an example of the reality of the sale of the cottage, as opposed to the 'ghostly' world the old lady now inhabits. The metaphor of the 'flag of surrender' which indicates the cosy world of the wildlife is about to change. More able candidates also linked 'flag' with military connotations and the conquest achieved. The tragedy of the 'pest controller's snare' was linked to the sudden realisation that the wildlife seemed so appealing at the start of the poem, but now they have become vermin to be destroyed. The social status of the occupancy of the cottage is now about to change, with the 'green wellied weekenders' who were identified and the alliteration commented upon for emphasis. Other language comments included the choice of the verb 'prowl' and how it further emphasises how these new potential buyers are just looking at the plot of land. The final two lines of the poem were often commented upon really well. Despite the explanation in the glossary, many cited 'dynasty' as a regal term mirrored with 'held court'. The haunting final line, in its simplicity, was cited with its matter-of-fact tone, which suggests a new dynasty of occupants will soon inhabit the cottage."

"This was a good choice of poem and almost all the candidates had something relevant to say about it. There were some excellent readings picking up the images of the 'ghost in waiting', and the 'dynasty of toads' with many candidates seeing the entire structure of the poem and its greater message of time/change/destruction/ impermanence. There were some pleasing moments as some of the best candidates achieved answers that were almost publishable in their fluency and sensitivity. At the other end of the scale, there was something that students could write about. It wasn't there to catch them out."

"Generally, a nice question and an approachable poem. Most students were able to pick up the subject matter of the poem, although some were confused by the word 'ghost' and thought that the woman was a ghost haunting the house. Many only focused on the first half of the poem (the woman and the animals) and missed the point about the change of tone and the sale of the house. There was some feature spotting, particularly with asyndeton, and over-use of the word 'diction' when the word 'word' would have sufficed - teachers need to ensure they teach students to use clarifiers when students use the term 'diction'. There was varying success in analysis of structure, although many strayed towards the narrative."

"Some excellent responses considered the time scales. Most candidates commented on the 'dynasty of toads' and referred to that showing that they had ruled the cottage and then lost out to the humans. There were some good responses to the flag analogy, although some of the weaker candidates were confused about the significance of what it meant. Candidates responded well to the fact that the lady was alone although there was some confusion as to whether she was still alive or not."

"Almost all candidates seemed to understand the message of the poem. Most candidates could pick out at least some simple language features and a lot focused on the woman and animals in the poem. Answers were sound and showing development in meaning and effect. There was less comment on structure and some comments lacked specific focus and meaning."

"This was a poem that invited a range of responses which many candidates engaged with positively. However, there were a number of candidates who either misread or half read the poem, and therefore, came to some strange conclusions. Not reading the poem carefully led to partial understanding. Many wrote well about the main ideas of the poem about the harmony and the imminent change brought about by the upcoming sale of the cottage. A surprising number thought it was a good thing and that the cottage was a wreck and would now be looked after. A few thought it was a metaphor for colonisation."

"Candidates seem to be generally well-prepared for the unseen poem and are able to write about language and structure with detailed reference to the text, but terms are misapplied sometimes. At times, an overforensic approach blinds candidates to the more obvious aspects of the text. There were candidates who were so taken by the word 'dynasty' and went on to talk about the royalty that must have lived there and actually described the cottage as a 'big beautiful house' thus demonstrating the dangers of seeing words in isolation."

"Frustrating were the responses that offered promise, but failed to cover the entire poem, and thereby, failed to fully understand its meaning."

We shall now look at some exemplars. We have included three examples of responses for the Unseen Poetry section. Our first exemplar is a Level 3 response.

In the poem 'A cottage in the lane'; the poet ~~was~~ successfully presents the inhabitants through structure. The poem is free verse which suggests the non-chalant and ignorant nature of the animals that lived in the cottage. ~~The poet~~ Perhaps, the poet shows the readers ~~the importance of his~~ how care free ~~he~~ was when writing the poem as he did not intentionally create a rhyme scheme or any style. Furthermore the use of long compound sentences in the poem portrays the inhabitants of the cottage, "they ~~stayed~~ ~~rested~~ stayed in the cottage for a lengthy period of time until they had to leave. A

More, the poet presents the cottage as an ~~rest~~ abode through language. The squirrels were 'nesting'; ~~it~~ the use of the verb nesting in the poem ~~symbol~~ connotes the assurance of the inhabitants of the house to procreate and care for their children; which depicts the ~~how~~ cottage as a warm and safe environment for a family. Furthermore, ~~the birds that sang a~~ ~~at song~~ as ~~part~~ the emphasis of the poet to portrays the house as an abode is presented where the animal knew "the house was 'theirs'". The use of the noun, "theirs" for ownership elaborates the poets depiction of a warm and safe environment for the inhabitants as they claimed it as their own.

Moreover, the cottage is vividly depicted as a lonely and isolated house through imagery. This is portrayed

through the single human inhabitant in the house. The woman ~~lived~~ ~~at~~ ~~one~~ "lived out her life alone". The metaphor "alone" depicts a lonely and isolated woman who is only passing through life while the other ~~inhabitants~~ inhabitants create family. This is buttressed towards the end of the poem, 'ghost-in-waiting' she became. The noun 'ghost' depicts a lifeless soul wandering about. The poet uses this ~~as~~ a metaphor to perhaps present her as dead mentally, but not physically as she was 'waiting'. For the readers, the poem serves as a lesson as to ~~not passing through~~ allowing life pass through you but instead passing through life.



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Examiner Comments

In this response, the candidate demonstrates a sound understanding of the poem. The candidate begins with some comments in relation to structure and the use of 'long compound sentences' and continues with some language points including the use of specific verbs and nouns. There is appreciation of how both the cottage and woman are 'lonely and isolated' and that the woman is 'dead mentally, but not physically'. Not all areas of the poem have been considered, but understanding is clear. More coverage could have qualified this response for a mark in a higher level.

Level 3, 10 marks



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Examiner Tip

Remind candidates to write their responses in the correct area of the answer booklet.

Our second exemplar gains a mark in Level 4.

In the poem "A Cottage in the Lane", Brian Patten uses tone, language and structure to present the cottage as a quiet shared home to a female human-being supposedly who has died of old age alone in this cottage, and the other inhabitants like mice and birds who "For all they knew the house was theirs,"

In the title, Patten makes the cottage seem like any other in the same lane, by saying "A Cottage". This could imply that the old woman in there was distant from other people and suffered loneliness, bringing about a sad tone to the poem and the setting. This idea is then juxtaposed with the joyful living ~~other~~ of the ~~the~~ other animals living there, "The birds that came each spring / And nested there, and sang / A song as pure as the rain-washed air." The use of enjambment gives these three verses a rhythm similar to the song sung by the birds, engaging the reader into a flowing continuous rhythm. Patten describes the song sung by the birds using the simile "as pure as rain-washed air" stimulating the reader's senses while thinking about the clean pure air and the sweet chirping of the birds. The juxtaposition between the sadness of an elderly woman dying alone in her house

and the joyful living and singing of the animal inhabitants demonstrates how differently the inhabitants of the cottage are living even though are literally living under the same roof.

The poem's tone changes about half way through, in line 17 where the lonely death occurs of the old woman. It seems like the other inhabitants are happy that the woman "has finally evaporated into thin air," referring to her soul leaving the body, this could imply that the animals living there feel relieved of her death or that the woman was extremely old and that it was evident she would pass away soon. This, though, brings another problem to the animals, which are having to leave the cottage before they get "caught in a pest-controller's snare" when the cottage is put for sale. This connotes that their living in that cottage has come to an end when the woman's did too, and despite that, they didn't care. The use of the onomatopoeia "snare" ~~is~~ implies a violent end or death for the animal inhabitants of the cottage.



In this response, the candidate engages with the poem and begins to offer some thoughtful interpretation. There is recognition that the lady has died of 'old age' and that she was possibly 'distant from other people' and lonely. This is then juxtaposed with the 'joyful' wildlife that share the cottage with her. Comment is made about the use of enjambement, rhythm, simile and tone. There is one 'grey' area about the animals feeling 'relieved of her death', but there is recognition that the animals know they must leave before they are caught in the 'pest-controller's snare'.

The candidate demonstrates a thorough understanding of the poem, but more points could have been included.

Level 4, 14 marks



When responding to the unseen poem, candidates should show the examiner that they understand what the poem is about.

A useful acronym to use is AIM: About, Idea and Method - Say what the poem is about, explain the poet's ideas, why it has been written or what the poet's message is and explain how the poet has used language and structure to convey these ideas.

Our final exemplar gains full marks.

In Patten's free verse poem, "The old lady or 'ghost in waiting'" is shown to be isolated and deserted by everyone but the "squirrels, mice and birds", and the "rich green-wellied weekenders" are presented to be disruptive and harmful.

The poem, from the title onwards, has a rather sinister tone at the start as Patten uses the indefinite article "a cottage" to show how there is only one cottage in the whole line. Moreover, he uses the determiner "that" to describe the home in a sinister fashion and reminds me of a creepy home. Moreover the use of the adverb "finally" suggests that the old lady was waiting to be alone and thus may have been responsible for the "tragedies" giving a mysterious feel to the poem, further confirmed by the coupling of "knew or cared" suggests a neglected society despite the title suggesting an idyllic and placid setting.

However, despite everyone else abandoning it, the animals use it as a habitat. Patten subtly uses the tricolon of "rabbits, mice and birds" to contrast

how the animals have invaded the home which was rejected by all. Moreover, he uses the polysyndeton to describe the birds' inhabitation of the area as it is conveyed to be "pure" and having a positive effect. This is conveyed by the repetition and sibilance in "sing a song" mimicking the melodious nature of the birds, which is associated with love and life.

The animals are elucidated as being carefree in the respect that they don't care who lives in the cottage as Patten uses an anaphora of ABAB in "how full... how poor" with the paradoxical phrase showing that the animals are non-judgemental and will not interfere with the woman. This may be an attempt on Patten's behalf to suggest that we should become more like them instead of "not caring" about those who live in our society - or love in this case.

The lady, who isn't named (to make the message ubiquitous) is shown to be at peace as she has "no desire to be elsewhere" as she has a cosy "small room" with an "electric fire and lamp". It is important to not Patten's use of light here, suggesting that perhaps it mimics the lady's peaceful mood, emphasised

by the tricolon here.

In line 17, there is a volta as the lady is shown euphemistically to have "evaporated" as it was inevitable as she was a "ghost-in-waiting", which further adds to the mystery surrounding the "cottage in the line". The fact that the porcupine board is shown as an act of "surrender" brings empathy for the animals, as they are powerless now without the lady there in her "small room", perhaps representing a symbiotic relationship, as they give her company whilst she gives them a home, but now they are homeless. Moreover, the use of the verb "nailed" suggest that the people hated to "finally" sell the place in a forced action.

Pattern uses a couplet to symbolise how the animals will "move on" to force the reader to empathise with them, especially as they will be "caught in the pet controller's snare" with the sibilance conveying a sense of disgust towards the animal control.

Finally, there is another volta in her very short line "change is in the air" symbolising how

The rich people have possibly removed the animals and put their lives in danger. This is shown by the verb "prowl" conveying that the "rich green netted weekenders" ("w" alliteration is negative towards them) will disrupt the balanced relationship here by being predator-like and the "place will soon be bought".



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Examiner Comments

This is a comprehensive response that explores the complete poem. The candidate comments on the use of free verse and immediately comments on how the cottage is isolated and deserted and how the 'weekenders' are 'disruptive and harmful'. There is comment about the tone of the poem and how specific words and phrases are used for effect, such as the use of coupling 'knew or cared'. The candidate incorporates a wide range of terminology throughout the response with confidence. This is not a 'feature spotting' response, as the terminology is used to support the points made. Some perceptive points are made, such as the woman not being named and how the poet uses light to suggest a peaceful setting.

Level 5, 20 marks



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Examiner Tip

Use a range of evidence from throughout the poem to formulate Point, Evidence, Explain (PEE) paragraphs.

Another very useful acronym is PETER: Point, Evidence, Technique, Effect on Reader - as this addresses the points in the mark grid.

Question 2

SECTION B: Anthology poems

Question 2: Compare the ways the writers present concerns about society in *Prayer Before Birth* and *Half-caste*.

The majority of candidates attempted this question with confidence and enthusiasm. *Half-caste* is a favourite from the collection, and it is clear that candidates enjoy writing about it. This was a more popular option than the alternative Question 3 and a full range of marks was awarded. The vast majority of candidates successfully compared the two poems and almost all candidates wrote about them both.

Examiner comments include:

"This was the most popular question in this section. I think the security of having two named poems proves a safer choice than one other poem you are not that confident with. The focus on the question topic 'concerns about society' was mostly adhered to, rather than just providing a comparison. The more common style of comparison focused on one poem then the other, but more able candidates made a point in one poem and then linked it with the other. There were only a small number of Level 2 responses. There was some accurate use of subject terminology, which seems to get more varied and sophisticated each year. Analysis of form and structure was evident in most responses."

"The concerns of society in each poem that is so differently expressed was apparent in many responses. The empathy towards the unborn child was often expressed in a moving way."

"Focus on language analysis, tone and structure was evident and ideas were supported with well-selected succinct quotations, often a feature of Level 4/5 responses. The free verse structure in 'Half-Caste' with Afro-Caribbean patois and the 'Yu' pronoun enabling an accusatory tone were all identified. Many candidates thought if the poem 'Prayer Before Birth' was viewed as a side image it represented the heartbeat of the unborn child. Agard's conclusion that wholeness will be restored if you are prepared to listen to the rest of the story, was easily identified. The intimidating and sarcastic and satirical tone were ever present in responses."

"The best candidates again saw a bigger picture: the individual against society; the individual retaliation, etc."

"Students generally fared well, and treated both poems equally, although there was sometimes surface level comparison, where students used comparative connectives but did not actually express points that were linked. However, there was a good focus on the poems and most students knew the poems well. There was less feature spotting in this question, and some insightful comments, especially regarding tone in 'Half-Caste'. There were some nice ideas on structure in 'Prayer Before Birth', and many students talked about the size of stanzas showing the gestation of the baby."

"Understanding of the poems was good overall; most knew the main points of the poem and key linguistic features. I saw a lot of able responses to this question. There were also some contextual points made although these are not marked. Most comparison points were relevant to the question and there was some strong analytical focus in the more able students. This response was more popular than Question 3."

"Both 'Prayer before Birth' and 'Half-caste' leant themselves to this topic and many candidates demonstrated good knowledge and understanding of both poems. Some tended to employ empty phrases such as 'exceptionally situated stanzas' and struggled to make specific comparisons."

"The best responses did not attempt line-by-line comparisons and dealt with each poem at some length first. While context is not strictly necessary, the candidates who offered some background knowledge of the poets were able to present more fluent and reasoned arguments."

Two exemplars are included for Question 2.

One way in which Prayer before birth and Half-caste present concerns about society is through ~~the~~ the writers use of language. Prayer before birth begins with the 'Frank' declaring ~~that~~ 'I am not yet born', asserting a clear sense of self against the bleak background and the chaos of an unforgiving war. While Half-caste begins with ~~a~~ ^{the} confrontation exclamation 'Excuse me', ~~employing~~ ~~it~~ ~~to~~ employing caustic humour to add sarcasm to his statement. While prayer before birth only uses one language to convey their desperation and concerns, Half-caste uses a mixture of Caribbean dialect and formal English dialect to emphasise his mixed heritage. ~~As the unborn~~ The first person narrative of both the poems allows a sense of ownership for both the unborn foetus and Agard who both fight in different ways to assert a sense of individualism within their ~~as~~ society ~~as well as~~ and break the norm. Throughout ~~the~~ Prayer before birth, ~~the foetus~~ MacNeice uses imperatives ~~to employ~~ as the

foetus implores with god to be protected by god and display it's desperation to not be not another 'cog in a machine'. ~~To present~~ ~~on the other hand~~, Agard uses scathing humour to express his frustration over the societies opinion on being 'half-caste', allowing him to create a more profound impact on the readers. Agard also uses imperatives, however to allow the poem to gain a more confrontational and provocative nature, ~~exclaiming~~ pointing his thoughts directly at the reader as he repeatedly exclaims 'Explain yourself.' ~~Ag~~ To express his frustration at the over societies opinion on being half caste agard ~~at~~ uses scathing humour, allowing him to create a more profound impact on the reader. This is opposed by MacNeice, who presents the foetus lack of interest in society through the use of personal ~~pronoun~~ pronouns such as 'me' and 'i', allowing him to assert a sense of self.

Structure is ^{also} used ~~to~~ by the writer of both prayer before birth and half caste. Both poems present a first person narrative of the struggles that need to be faced as a result of ~~society~~ the societies they are placed in. To express their frustrations, both poems use a variety

of repetition to further inforce their ~~points~~ concerns. In prayer before birth, MacNeice uses the anaphoric repetition of 'I am not yet born' to ~~allow~~ express both the vulnerabilities of the foetus prior to birth and ~~the~~ to allow ~~the~~ the foetus to express a clear sense of individualism. While in Half - Paste, Agard uses repetition of key phrases such as 'Excuse me' and 'wha yu mean' to allow himself full control and ownership over ~~the~~ the people in society who believe being half core is wrong. Prayer before birth also uses ^{the} epitaphic repetition 'me' to further accentuate individualism in a world with mass contribution to war. Another structural device used by Agard the use of ~~epith~~ only half the page for his writing. This ~~the~~ further emphasises his mixed heritage and that he is not afraid to stand up to those who criticise. On the other hand, ~~MacNeice~~ ~~he~~ to express ~~the~~ the foetus' fears, Macneice uses free verse which denotes a lack of control that the foetus feels he will be able to exert ~~to~~ on his life after he is born.

Finally, ^{To} to convey ~~the~~ concerns about ~~the~~ society

both poems use imagery, and ~~tone~~
In both poems, the writers primarily use
visual imagery, allowing the reader to
~~depict~~ + fully immerse themselves in the
story told in each poem. In prayer before
birth, one of the most prominent piece of
imagery is used at the end of the poem
when the foetus announces, 'otherwise kill me'.
This vivid imagery, accentuates the desperation
~~that has crescendo~~ of the foetus, as he strives
to not ~~not~~ ~~become~~ be changed by the
norms of WW2 and the world surrounding him.
~~Maere~~ MacNeille also uses the visual ~~ima-~~
sentence 'forgive me', This ~~suggests~~ ' as
the foetus implores with god to forgive him
for the flaws he knows he will ~~be~~ embody,
suggesting that all sins are mentable. He also
use religious imagery of 'god' and 'prayer
~~to further~~ as he desperately seeks gods
protection and guidance. ~~On the of~~ Like MacNeille,
Agard also uses ~~the~~ visual imagery, exploring Art,
weather and music to express his mixed
heritage. ~~This allows~~ He describes the 'half-
caste symphonies' by composers such as ^{the romantic composer} + Tchaikovsky,
expressing his knowledge as well as diversity.
Through the image of mix red an green is

a half caste canvas', he further ~~ex~~ emphasises his disdain for ~~to~~ society and his diversity.

Finally Both poems use Tone to convey their concerns^{on society}. ~~suggesting~~ Half caste begins with a sarcastic tone, employing both caustic and scathing humour to further accentuate his view. ~~with the poem the~~ Throughout, the poem becomes increasingly angry as he takes his views to the extreme stating 'I dream half-a-dream! In prayer before birth there is a strong emotive tone, with the poet's desperation clearly being shown throughout. This ~~grows~~ desperation ~~the~~ crescendos throughout and reaches the climax at the end where he exclaims 'kill me'.



This is a maturely expressed response that begins by identifying the use of a 'frank declarative', 'the confrontation exclamation' and 'caustic humour to add sarcasm' within the first few lines. There is an assured and perceptive understanding of both poems conveyed throughout the response and the candidate explores the use of dialect, narrative form, imperatives, pronouns, anaphora and more. There is some balance of coverage and a wide range of points has been considered.

The candidate meets the criteria in the mark grid - there is a cohesive evaluation of the inter-relationship of the language, form and structure, the response compares and contrasts the two poems and there is discriminating use of examples.

Level 5, 30 marks.



Advise candidates to try and write equally about the two poems. There should be a balance of coverage.

Our second exemplar is awarded a mark in Level 3.

The form of ~~poem~~ Prayer Before Birth is a prayer
whilst the form for Half-Caste is a speech.

In ~~poem~~ Prayer Before Birth, the unborn child pleads
for mercy from God, seeking protection and salvation
from a ~~refusing~~ world that he is not yet born
into. Every stanza begins with "I am not yet born"

emphasising the plea for protection from
society. In Half-Caste the ~~poet~~ ^{protagonist} is scolding
those who discriminate against mixed race people.

He exclaims that he will treat people with half
the respect if they treat him as half a
man.

Both poems talk about being isolated in an
unjust society. In ~~Prayer~~ ^P Prayer Before Birth the unborn
child explains the problems in society. Society has
accepted its problems but refuses to take action.

In Half-Caste the protagonist is also in a
society which refuses to change. ~~The~~ He complains
and rants about how the term "half-caste"
~~is~~ is meaningless because being a ~~human~~
mixed race does not make him half of a

human.

In both poems it talks about the protagonists' fates being predetermined. In 'Prayer Before Birth' the unborn child talks about being born to be part of a greater machine if he is not saved. "Make me a cog in a machine". This would make the unborn child less human and just another name in a long list of names. In 'Half-Caste' the protagonist accepts that there will always be ignorant people that will never treat him with the full respect that he is due. "He turns me into his own hands" by seeing the racists as less human. "I will tell you the other half of my story". The protagonist tries to change his own fate so that he will be remembered as someone.



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The candidate begins by making a comment in relation to form, with one poem being a 'prayer' and the other being a 'speech' and goes on to consider how one speaker seeks protection from society while the other scolds society for 'those who discriminate'. The candidate continues by providing other comparative points, but ideas are not sustained. A closer analysis of language would have benefited this response further.

Level 3, 15 marks



Candidates do not have to include a wide range of poetic terminology. Demonstrating an understanding of specific words and phrases is more important.

Question 3

Question 3: Compare how the writers present a moment in time in *Blessing* and one other poem from the anthology.

Like Question 2, this question received some very good responses and the full range of marks was awarded. Some candidates compared with very relevant poems, such as *Piano*, *Half-past Two* or *War Photographer*, but some candidates chose a poem that was difficult to use and compare.

Examiner comments include:

"This was not such a popular choice as candidates had the dilemma of needing to know *Blessing* well and then being about to parachute their favourite and confident poem into the question."

"Comparison coverage of both poems present, but responses became repetitive when desperate. Terminology was employed easily."

"*Blessing* is a poem that appears to be well learned and candidates responded well to the question. From the opening simile to the concluding sun metaphor, there was real engagement with the joy of the water and how that moment in time had been longed for. The concluding lines of the poem were well understood, and there was an empathy for the children."

"Question 3 attracted a number of responses. *Blessing* was paired most often with *War Photographer*, which was a successful choice. Other poems chosen included *Half-Past Two* and *Piano*. *Hide and Seek* and *Poem at Thirty Nine* were also seen. Candidates were very confident writing about *Blessing* and understood Dharker's extended metaphors and structure. Some candidates became too engrossed when writing about the length of poems or about the shape of the poems on the page and overplaying the significance of this. As in Question 2, some genuine comparisons were seen alongside some answers that were effectively separate essays about two poems."

"The choice of second poem often seems to dictate success with this question. Few candidates managed to fully explore the idea of a moment in time - some changed it to how time is important. Choices that tended to lead to success included *War Photographer*, *Piano* and *Half-Past Two*. Less successful were comparisons with *In Search of my Tongue* and *Half-caste*."

"Really well-answered and the love shown for this poem argued for the author being made Poet Laureate: moving and focussed explorations of language on this poem which went well with *Piano*, *Half-Past Two* and *Hide and Seek*. Not so much with *If*."

"This was a less popular choice, but the responses were generally able. No unusual comparison choice poems were seen. There was a good focus on linguistic points and comparison although some focused more on subject matter comparisons and did not expand on this particularly. As with Question 2, there was some focus on context at times with the second poem and structural points lacked the detail and depth of linguistic points. Effect on the reader was sustained generally throughout."

Our first exemplar for Question 3 is a Level 2 response.

In both poems blessing and Half-past Two the writers use a moment of time to create the poems. ~~the~~

In Blessing, Dharker presents time as a specific moment which is a present from god. In the Indian slum ~~the~~ a water pipe is broken and water splashes out. At this time the "roar of tongues" came up to the water. The metaphor of people which run to the pipe burst highlights a raise in tension towards the reader because ~~the~~ ^{she} feels pity for the people. This shows how ~~the~~ time can change peoples mood. ~~is~~ Before the pipe burst the people properly have been desperate. However, in half-past two the time is not compared with a gods decision it is clearly a boy which losed his sense of time in detention. In the beginning of the story ~~it is shown~~ "Once upon a schooltime" ~~highlight~~ highlights

directly that someone writes about memory and his time he lost. The in media res clearly gives the reader right ~~to~~ at the start a point where it set up. This isn't show by the poem blessing. Although both text are about time they differ one is more focused on memory in time and the other about a ~~the~~ moment of change in time.

Half-past two has show memory in time whear the old men tells a story where he was young. The young boy ~~was~~ went "into the air outside the window, into ever" this highlights he went off with is minds and did clearly forgot~~e~~ time ~~by~~ although his teacher aswell. However, the poem blessing focuses more on the great moment of time wheare the water comes. This is show in the beginning of the poem ~~where~~ "There never is enough water" this is a juxtaposition towards the text because it shows later ~~the happiness of sea~~ that they ~~to~~ get enough. The tone is ~~the~~ ~~beginning~~ tragic, however

it changes to pure happiness. ~~the~~ Although in the poem *Blessing* there is not a huge story change the boy gets still back to school time after the help of the teacher.

Both poems have the theme of time. Although *Blessing* focuses more on god's decisions, and *Half-past Two* on memory.



ResultsPlus
Examiner Comments

This is a largely narrative and descriptive response that compares *Blessing* with *Half-past Two*. Some relevant points have been made, but there is very little comment in relation to the language, structure and form of the two poems. A closer analysis is required in order to qualify for a mark in Level 3.

Level 2, 11 marks



ResultsPlus
Examiner Tip

Avoid simply retelling the 'stories' of the poems. Comment in relation to language, form and structure is required.

Our second exemplar is a Level 4 response.

The poem "Blessing" by Imtiaz is about how there was no water in a area because of drought and when they get water they all rush with a lot of desperation to get water. In this poem the writer conveys a lot ^{of feelings} because ~~she~~ he is trying to bring out how each moment with or without something feels like and how to fight without ~~the~~ life necessities.

The poem "If" by Rudyard Kipling is about the father giving the son advice on how to become a man even though life is ~~is~~ sometimes like a huge cyclone and it can drive you ~~every~~ crazy. Both the poems "If" and "Blessing" are about life lessons but in "If" there is the father guiding the son but in "Blessing" there is no one to guide anyone but they have to live the challenge of drought on their own.

There are ~~4~~ four stanzas in the poem written by Rudyard Kipling with each stanza consisting of five lines each. The poem written by Imtiaz Dharker has four stanzas but the number of lines vary showing that the drought was very difficult and life without water was extremely difficult because water is a basic necessity. It also brings out the desperation of the people. The third stanza in "Blessing"

~~is~~ is the longest conveying how excited everyone were because they finally show a "water pipe bursts."

In "if" the repetition of "if you can" ~~convey~~ conveys that if you ever get a opportunity in life never let go of it because ~~the you can earn a~~ life is all about experiences you can either break yourself or make yourself but not doing it will always make you regret. This repetition also emphasis that life is too short to think about anything hence "if you can" then take full advantage of it.

The alliteration of "small splash" in "Blessing" conveys how the people sat all day long just to wait for the moment to hear the sound of water flowing, they just wanted a drop of water that could ~~quench~~ ~~quene~~ quene their thirst. In "Blessing" the writer does not use repetition because there is nothing to emphasis to because everyone knows how drought feels like, everyone knows how life without water is. The alliteration also ~~emphas~~ brings out the moment in time clearly since ~~they are~~ their desperation makes them wait for water.

In the poem "If" the writer uses ~~the~~ second person "you" which makes the poem more conversational and it also looks like the advice is given to the ~~ad~~ audience until the last line the poet says "My son!" and the readers find out the whole advice was to the son.

In the poem "Blessing" the poem does not make use of second person or first person because they are a whole group of

people that are suffering the challenges in life.

~~then~~ When Rudyard tells the son not to "look too good nor talk too wise" he is trying to emphasize that if you talk too much and do nothing time will come when everyone around you will taunt you about it hence be there and listen to what others say because the beauty of listening is better than the beauty of talking things you cannot live up to.

The simile used in "~~The~~ "Blessing" "the skin cracks like a pod" shows how much pain the people were in without water and how in a moment of time how good skin to skin which is cracky just because they didn't ~~can~~ respect water before the drought happened. The skin is compared to a pod because a pod only ~~break~~ cracks when there is too much water but skin cracks without any water.

The series of opposites in "if" "pitch-and-toss", "Triumph and Disaster" shows how the father counilled the son saying all these opposites. The father is trying to convey that life is very difficult ~~but~~ because you can be happy at some point but within a moment of time everying can break down but you need to ~~be~~ pick up the pieces and move on life is beautiful!™

In "Blessing" nothing at all feels beautiful but the use of "Brass, copper, aluminium, plastic buckets..." brings a sense of happiness at somepoint because they are colourful and they bring brightness to everyone's dry life. ~~The~~ and

they are also there because everyone has hope that sometime soon water will come.



In this response, the candidate compares *Blessing* with *If-*. The candidate begins with a brief overview of the two poems and goes on to consider structural points. Language points are made and supported with relevant examples and their effects on the reader are considered. The candidate systematically works through both poems and links ideas back to the question. The response is focused and detailed and the answer is sustained. Throughout the response, the candidate has demonstrated a thorough understanding of the poems and has included some thoughtful comments. More could have been included and some ideas could have been explored a little more, but the candidate has fully engaged with the question.

Level 4, 22 marks



Remember to link ideas back to the question.

Question 4

SECTION C: Modern Prose

Question 4: *To Kill a Mockingbird*

Explore the importance of Tom Robinson in this novel.

This question produced some very perceptive and cohesive responses. Most candidates tracked Tom's progress through plot involvement and his interaction with other characters. Tom's death contrasted against the views of the missionary circle ladies. Weaker responses tended to explore too many examples of Tom's involvement in the novel, but did not cover any in detail. Better responses were more selective and often analysed Tom's relationship with Atticus and Mayella Ewell. There were a number of detailed, personal responses that recognised the kindness and quiet, unassuming character that Tom was. There was strong sense of injustice conveyed over the way Tom was the victim of disproportionate violence leading to his death by 'seventeen bullets'. There was more focus on the bildungsroman and how it educates Scout and Jem in the horrors of racism and its dire consequences. Many candidates commented on the integrity within Atticus, which makes him take on the trial. Many candidates used apt and succinct quotations, which is impressive with a 'closed book' examination. The use of accurate quotations or paraphrasing supported and demonstrated the high levels of knowledge and understanding.

Examiner comments include:

"This was a good question and many students focused well on it. There was a good coverage of context in this question, although a lot of the same contextual points were repeated, and many used Tom as a focus on how he, and his trial, affected other characters. Some students drifted into focusing too much on the concept of Mockingbirds, rather than Tom specifically."

"Candidates seemed to be able to access this question well, with close focus on the character and a range of plot developing moments. Contextual response was generally sustained and detailed making seamless links between the character and the writer or social context. This question was the preferred choice for candidates studying this text."

"Many candidates demonstrated excellent knowledge of the text and in particular the trial and importance of this character to the overall themes in the novel. Quoting was generally very accurate and enhanced the arguments put forward."

"There is a tendency to write lengthy contextual detail, which threatens to make the response a history essay. It is a skill to refer to context within the discussion. All candidates were outraged and showed great sympathy for this character, and the wrongs he endured due to the racism of the town. A familiar path of quotes and events were employed, and candidates might be encouraged to write about less well known examples."

There are two exemplars for this question.

In 'To Kill a Mockingbird' Harper Lee presents Tom Robinson as an important character, ~~not mentioning~~ likening him to a mockingbird. We know this because the mockingbird ~~was often~~ has many references made to it as the novel goes on. This shows the reader that Tom is a very loving and caring character - as the quotation from Miss Maudie states: "They don't do anything but make music for us to enjoy. That's why it's a sin to kill a mockingbird." ~~Tom~~ We can infer from this that Tom causes no harm, and simply does things for others. Therefore, ~~killing~~ to kill a mockingbird has a metaphorical meaning, don't kill anybody or disrespect those who cause no harm.

Tom Robinson was unfairly convicted of raping a white girl, named Mayella Ewell whom he had



This is a brief response that begins to consider the character of Tom Robinson. There is a paragraph explaining why Tom can be considered a mockingbird and the second briefly considers how he is 'unfairly convicted'. The final paragraph becomes a little narrative. The response is rather succinct and ideas could have been developed further. More examples and details would have benefited this response. There are some contextual points.

Level 2, 15 marks.



Remember that evidence can be examples from specific episodes or events in the novel. Responses do not have to include quotations but, if used, they can be paraphrased.

This second exemplar is a Level 4 response.

Tom Robinson acts as an example of the prejudice, ^{discriminative} ~~differentiation~~, ^{inequal} ~~inequality~~ and unjust society of Maycomb and of general attitudes towards race in 1930's America, especially in the Southern States where Jim Crow laws controlled the life of African Americans.

The discrimination Tom Robinson faced is most prominent ~~in the~~ ^{during the} trial. Casual racism was repeatedly demonstrated, especially in the courtroom. For example, while being questioned Tom was repeatedly referred to as "boy" which acted as a method of devaluing him. In response, Tom always used formal, respectful language ("suh") despite being ridiculed in front of the whole courtroom. Moreover, in the courtroom, all the African American spectators had to sit in the "coloured balcony". This is an example of the physical separation of society based on race. In 1930's America, ~~sepe~~ segregation such as this was common and enforced by law: the Jim Crow laws limited the actions of African-Americans but insisted to be fair:

'seperate but equal'. This discrimination was common of the time, especially in the confederate & These examples ^{reflect} ~~elaborate~~ the discrimination faced by Tom Robinson, solely because of his skin colour.

Tom Robinson is also a significant character in the novel because he helps reveal the ways of the town maycomb. For example, Tom's trial is described as a "Roman carnival" and "gala occasion" ~~event~~ by the residents of maycomb which suggests the common attitudes towards race in the town. Moreover, after Tom's death, the people of maycomb describe his death as "typical" of an African American. These opinions are expressed by residents stating, "maycomb thinks". The collectiveness reveals how instead of individuals holding their own opinions they follow the voice of the town. However, there are a few exceptions to these collective views, for example Atticus Finch ~~who~~ who continuously holds high respect for Tom and the other African American ~~loves~~ maycomb residents. Despite being "licked a hundered years before", Atticus continued to fight to prove Tom's innocence. We know that Atticus' views ~~was~~ and actions were controversial in the town because of treatment he recieved during and after the ~~faest~~ case. For

example, at school Cecil Jacobs teased Scout and called Atticus a "nigger-lover" because of his work for justice. This further reveals the ~~prejudice~~ racist views of Maycomb because even Cecil Jacobs, a primary school boy, is verbally abusing Scout for Atticus' ^{sympathising with African Americans.} ~~work~~. Another example of a character who tried to reject these discriminative views is Miss Maudie Atkinson who described the trial as "morbid", which massively contrasts to the rest of Maycomb's view of the trial being a "gala occasion". All of these examples demonstrate the treatment of African Americans in Maycomb. ~~This~~ & These attitudes were not uncommon in 1930's America, especially in the Confederate states for which Maycomb is set in. The Civil War is still very present in the town of Maycomb and is often referred to. For example: Mrs. Dubose explains how she still has her "Confederate pistol"; when it ~~is~~ shown in Maycomb it's ~~is~~ revealed that, "it hasn't showed in Maycomb since the Appomattox"; Atticus states "we're no longer fighting the Yankees, we're fighting our friends." All of these examples reflect how the Civil War is still in living memory of ~~the~~ Maycomb's residents which influences their attitudes to African Americans.

Tom Robinson is an example of the mockingbird.

motif that's extended throughout the novel. This motif of protecting the innocent, ^{is introduced} when Atticus explains to Scout and Jem that it's a "sin to kill a mockingbird," after receiving rifles for Christmas. Tom Robinson embodies this motif perfectly because of his innocence in the trial which still ultimately results in his death and his moral nature.



ResultsPlus
Examiner Comments

The candidate begins by identifying that Tom is a victim of prejudice, discrimination, inequality and an unjust society. The following paragraphs deal with these and the candidate maintains focus on the question. Ideas are supported with contextual points and evidence. The response is sustained and some thoughtful personal comment is included. More detail, such as Tom's relationship with Mayella, would have benefited this response; however, a thorough understanding is demonstrated.

Level 4, 30 marks



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Examiner Tip

Context is assessed in this part of the paper. Remember, context should support the points made and not be included in a separate paragraph. Context should not outweigh evidence from the novel.

Question 5

Question 5: *To Kill a Mockingbird*

In what ways is friendship significant in *To Kill a Mockingbird*?

This question was not as popular as Question 4. Some candidates produced excellent responses and explored a range of friendships. Others seemed to struggle with the question and did not comment on the relationship between Scout, Jem and Dill.

Examiner comments include:

"Very few candidates wrote on this, but one memorable comment was about the function of friendship and how this 'helped to achieve tolerance and acceptance in the microcosm', which was a very good point."

"This was a surprisingly less popular question to Q4. There were many insightful comments on perhaps the unusual bond of friendship between Jem and Scout. I liked comments on Boo's pitiful attempts at friendship with the children with his gifts. The strength of his friendship when he saves Jem and Scout from Bob Ewell reinforces Boo's more positive life at the end of the novel."

"I enjoyed the key messages of empathy illustrated in Dill and Scout, racism in Tom and Mayella, and courage in Mrs Dubose and Jem. More subtly how each friendship slowly developed, despite some initial barriers: Dill the outsider, Tom a black man, and Mrs Dubose's cantankerous personality."

Included here is an example of a Level 3 response.

Friendship is such an important theme in "To Kill a Mockingbird" largely due to the story being told through the eyes of a child.

Friendship allows for the further development of characters, enabling Lee to develop the children's adult friends in Maycomb into individual people with different strengths and weaknesses, such as Mrs. Dubose's battle to rid herself of her morphine addiction despite being blatantly racist by calling Atticus a "nigger-lover". This also allows for the character of Dill to play a more prominent role in the quest for Boo Radley's identity, as well as being a subtle comparison between the poorer "dust bowl" and the comparatively richer "breadwin" in the post Wall-street crash in the 1900s.

The children's friendship is also emphasised as ~~the~~ Maycomb is "an old, tired town".

Stripping back the superficial qualities of life. "Nothing to fear but fear itself" also provides further evidence of the now more basic life style the inhabitants of the dust bowl found themselves in ^{during} ~~after~~ the great depression. This allows for friendship to play a more important role as people are seen as who they truly are. The character detailing due to friendship almost changes as Scout develops in her views and learns that people are individuals more than simply good or bad.

Due to Atticus' virtuous and wholesome upbringing of Jem and Scout, like their families are friends with is an extra example to the reader as to who is inherently a good person or otherwise. This is particularly initially apparent when Jem invites Walter Cunningham back for supper as their "father's old friend". Despite Mr. Cunningham later appearing at the jail as part of the mob, the reader can acknowledge the fact that the Cunninghams are fundamentally good people due to their relationship with Atticus, a symbol of justice throughout the novel. This friendship is also true during the trial with the

group of people who have been working to help Tom Robinson. Atticus' ^{friends} (and subsequently the children's friends) are revealed to be working as a group to help Tom Robinson and the use of "we" by Miss Maudie Atkinson includes Scout and Jem in this group of ~~unprejudiced~~ unprejudiced people further indicating ~~that they're~~ that they're developing their character and consequently Scout's view ~~is~~ due to Atticus' friendship.

In conclusion, the friendship of Atticus and his children allows for the reader to make connections that Scout ^{perhaps} does not, enabling the reader to further view Scout's development as a person throughout the novel, adding complexity and a more human feel to the novel as the court case progresses.



ResultsPlus
Examiner Comments

The candidate mentions a wide range of friendships in the novel, including: Mrs Dubose, Dill, Boo Radley, Walter Cunningham and that between Atticus and his children. All are valid ideas, but none are explored in any detail. There are some references to context and some general comments that would have been better had these ideas been supported with specific examples from the novel. The candidate demonstrates a sound knowledge and understanding of the novel and there is relevant personal engagement.

Level 3, 23 marks



Support ideas with examples from throughout the novel.

Question 6

Question 6: *Of Mice and Men*

Explore the character of George in this novel.

This was the most popular question in the prose section. A full range of marks were awarded and candidates fully engaged with the question.

Examiner comments include:

"This question was well answered and candidates displayed detailed knowledge of the character. There some examples of over-simplification or exaggerated qualities at times. This led to George exhibiting 'caring' and 'fatherly' traits and few discussed the advantages George got from the relationship with Lennie. A small number referred to Aunt Clara and the genesis of George and Lennie's relationship."

"Quotations were often used accurately and enhanced the points made. This is a novel candidates seem to engage with. The contextual detail is not always integrated and is over simplified at times."

"Many astute comments included: he is sexist but is not racist; he is not perfect; he sacrifices his own dream for Lenny's quick death and the dream (still achievable practically without Lennie) dies. In some candidates' responses, there was a tendency to drift from one subject to another. Many used Steinbeck's own background as a migrant worker to good use and his own comments on Curley's wife though they still saw her through George's perspective as a 'rattrap'."

"This was a very popular question as the familiarity of the character would have been easy to access. The refinement of integrating context into theme has really improved, far less 'dust bowl', 'the crash' but more of 'the loneliness of the itinerant workers is evident in his unfulfilled dreams'."

"Some examples followed a format of plotting George's interaction with the ranch characters. Weaker responses just concentrated on Lennie's and George's relationship."

There are three exemplars for this question. The first is a Level 2 response.

Question 13 ✖

Of mice and men the novel ^{written} ~~begins~~ by the author John Steinbeck in 1937 after the 2 world war. ~~He~~

George is the main character in the ~~a~~ novel, He is smart and clever and short, he was having aunt Clara after she died she gives him Lennie and says to him "keep him for ever". Lennie is a mentally retarded man with a tall and powerful body and he loves George and want to keep him forever and George also.

George after the wall street crash there wasn't any jobs only a few in banks and he gets a lot of jobs but Lennie loses him the job "you Lennie you every time loses me job" this explains that Lennie get him fired by his mentally retarded mind he is only loves biting and want to sweep his hands on soft things. this loses George jobs.

When they were to the road in a new job in ranch they take a rest for a night. George always learn and teaches Lennie at any thing he is like a father to him "Lennie do not drink by your face, drink with your hand" "Lennie do not drink too much" this shows how George was a father to him. Lennie was always have a dream with George and he hopes it was real and George do it. George says "We're gonna have a little house and a couple of acres and rabbits and chickens with a large garden" that explains how Lennie wants George to say that every time to archive his dream. but Lennie always broke his dream "See what I got I got you, you loses me every job I get bad and without you I can get by my 50 bucks do what I want and sleep in the cat house" that was the problem with George and Lennie.

When they entered the ranch they saw Candy. Candy is an old man who have an old dog, he shows him the bunk house and there beds. George says Mr. Curley is the son of the boss he hate the big man he don't like Lennie and there always a problems between both. George says to Lennie "you see that Lennie, yes George, don't go and talk with him and stay away from him, stay George" that explains that George wants Lennie

to ~~not~~ stay away from him because he knows that Curley want to make a problems between Lennie and Curley and by any problem they will get find. by the way Curley the is no one loves him or have a friend in that ranch so all hate him.

At the end of the novel and it is the climax of the novel that Lennie killed Curley's wife and run to the place that George told him to go if there is any problem happens. George know very well that Lennie will get killed but George don't want any body to kill Lennie so he decided to kill him and feel right like Candy's dog and Carlson - so he decided to kill him except to make any one kills him.

George is the great and smartest one you will meet but Lennie was the problem with him and after the Lennie die George will live a normal life with his money and this is the end.



In this response, there are some generalisations and some inaccuracies. The response tends to be rather narrative and some points are not clearly conveyed, although we can understand the point the candidate is trying to make. The candidate tends to retell the story where George and Lennie feature. There are some brief references to context and some knowledge and understanding of the novel are demonstrated. Some evidence of a personal response is included and there are some relevant examples.

Level 2, 13 marks



If film adaptations are used to support teaching and learning, it is important to remind candidates that their responses are based on the novel(s) they have studied - not the films. There are some differences and directors often include additional scenes that do not appear in the novel(s) studied.

Our second example is a Level 3 response.

In the novel George is a very smart and hardworking. However he sometimes feels that he is pulled down because he has to take care of Lennie. This is shown when he says to Lennie: "It would be so much better if I did not have to look after you". Despite him saying that quote it is clear that he loves Lennie very much.

It is also very clear in the novel that like a lot of characters in the novel George also experiences loneliness in his own specific way. At the beginning of the book George says to Lennie: "Guys like us are the loneliest guys in the world. Lennie then responds by saying "But not us" because because I've got you and you

got me!" However George ends up showing Lennie at the back of the head to prevent ~~too~~ Curley and his gang from getting him because he accidentally killed Curley's wife. The death of Lennie really emotionally hurts George and Carlson tries to cheer him up.

In the novel George is seen like a father and an older brother figure towards Lennie. He is always ~~strong~~ helping Lennie and Lennie also does what he ~~says~~ says. In the start of the book George makes sure that he holds on to Lennie's ticket because he ~~knows~~ knew that he would misplace it.

Like many other characters in this book George ~~is~~ also seems to believe in the "American Dream" ideology however he never says the words "American Dream" but he keeps on moving from farm to farm to try and get a job.

George is one of the only people in the book that is completely good hearted. In the book when Crooks approaches Lennie and George for work on the farm, Crooks despite Curley's wife saying "I listen nigger I can get you strung up so fast it aint even funny". George still lets Crooks join his farm. However Lennie is also best friend with George despite Lennie having special needs. This shows George is not racist or prejudiced.



ResultsPlus
Examiner Comments

The candidate begins by commenting that George is 'smart and hardworking' and continues by saying that he has 'to take care of Lennie'. There is appreciation that George 'loves Lennie very much' and that George, like others, is lonely. There is recognition that George is 'emotionally hurt' when he shoots Lennie. There are some less secure points, but a sound knowledge and understanding of the character is demonstrated. There is relevant personal engagement and a little context.

Level 3, 18 marks



ResultsPlus
Examiner Tip

As a starter activity, try getting students to list the key episodes or events where a character features in the novel.

Our final exemplar for Question 6 is a Level 5 response.

In Steinbeck's novel, 'Of mice and men', the character George is shown to be a caring, strong and hard working individual. 'Of mice and men' was ~~written~~^{set} during the 1920s in America where the dust bowl crisis had hit the south and lost many people their jobs. The crash in the stock market had left many without money or inspired Steinbeck to write a novel that detailed the lives of ranchworkers and the difficulties they faced during this time. The novel was written in 1936 and the character George Milton shared similarities to the people men.

Steinbeck opens the novel with George and Lennie walking alongside the Salina's river in Soledad. George is described as 'small' with 'dark features' indicating to the reader that his appearance is important. Due to George's 'small' size we may think that he is weak however the author adds that George is a 'strong' man and he only looks small compared to his giant partner, Lennie. George's size is important to the novel as it allows the reader to gain respect for him as he results in being the bravest character in the book.

Before the men arrive at the ranch, George and Lennie eat by the river. Over the meal Steinbeck reveals a lot about the character of George and explains why he travels with Lennie. Lennie complains that 'there ain't no ketchup' infuriating George and calls Lennie a 'bastard', highlighting how George has a short fuse when speaking with Lennie. The unexpected outburst causes George to feel bad for Lennie and he reluctantly starts to discuss their dream of one day owning a farm. George claims that they are 'gon' get a little place and live off the fatta' the land', revealing to the reader a caring and admirable side to George. George knows how to calm Lennie down and though he doesn't believe the dream will ever become reality, his caring and intelligent nature is something Steinbeck wants the reader to recognise.

Moreover, as the novel progresses George's relationships with other characters on the ranch are developed. He develops a relationship with Slim who is known as "the prince of the ranch" and he describes him as a 'strong little guy' indicating an disbelief at how such a small man could be such a hard worker. This allows the reader to understand the resilience of George and how even when faced with difficulties such as caring for Lennie he is still able to do his job to his best ability.

However, George's relationship with Curley's wife is slightly more negative. Due to her being the only woman on the ranch she is often receiving derogatory

actions towards her such as being called a 'bitch' multiple times by her husband. Curley's wife is particularly ~~flirtatious~~ flirtatious with George due to the lack of attention she gets from her husband and he refers to her as 'jail bait'. Steinbeck may have chosen George to use the term 'jail bait' on Curley's wife to reveal a more sexist side to George that we haven't seen ~~ago~~ before. ~~Though George is~~ This could be contradicted by the context of the novel and the negative treatment of women during the 1920's in America.

Furthermore, George's decision to shoot ~~to~~ Lennie comes from ^{murder} a place of love and friendship. After the ~~death~~ of Curley's wife, ~~Lennie~~ George has to make the quick decision to save Lennie from torture that is bound to develop due to the bloodthirsty Carlson and Curley. The novel is ~~ex~~ cyclical and ends where it begins so Lennie and George find themselves back at the Salinas river. George commands Lennie to 'turn around' and 'picture the farm where you (he) get to tend the rabbits' displaying ~~to~~ to the reader the control that George has over Lennie. Even though George's hands 'shook violently' he knew that the merciful way of killing Lennie was by him imagining the farm. The reason why ~~the~~ Steinbeck tells the reader about George's shaking hands is to develop empathy for him as he has had to make an extremely tough decision which highlights once more his caring nature.

The character of George is extremely important to the novel as the reader ~~feels~~ feels they can relate to him the most.

Though George makes the decision to shoot Lennie he knows it is for his own good and Slim admits that he has 'done the right thing'. Slim being the voice of rationalism in the novel allows George and the reader to accept what he has done is the right thing. George's caring, hardworking and strong personality ~~for~~ makes him the protagonist of the novel and therefore one of the most important ~~influent~~ influential characters in the book.



ResultsPlus
Examiner Comments

The candidate begins by identifying that George is a 'caring, strong and hardworking individual' and supports this with a contextual point. There is some consideration about the description of George in the first chapter, how he loses his temper with Lennie and in order to pacify him, George tells him about their dream. The candidate goes on to consider George's positive friendship with Slim and his contrasting negative views of Curley's wife. Towards the end of the response, the candidate explores the final chapter when George shoots Lennie. The concluding paragraph summarises why George is an important character in the novel and how the reader understands that what he has done was 'the right thing'. This response is demonstrating an assured understanding of the character and examples are drawn from throughout the novel. There are no 'discriminating' points, but the response is worthy of a mark in Level 5.

Level 5, 34 marks



ResultsPlus
Examiner Tip

Use the format of other questions for other texts as a guide to possible alternative wording of future questions.

Question 7

Question 7: *Of Mice and Men*

How important are plans for the future in *Of Mice and Men*?

This was a successful question and most approached this by considering the dreams of each of the characters. A full range of marks was awarded.

Examiner comments include:

"Many candidates approached this by a character study categorising each in relation to whether they had a plan for the future or to what extent their dreams were thwarted. A few discussed how Slim was somehow above the general desire for a better life and seemed to be contented. There were a number of sophisticated responses, which explored this in the light of historical context."

"There were a number of candidates who wanted to include knowledge of other aspects of the novel - for example, the use of colour and light imagery, which did not always fit with the rest of the discussion."

"Some good comparisons were made in relation to plans for the future, such as George's modest and Curley's Wife's unrealistic dream - and their function. Some looked at the political context of the American Dream and its achievability. This was the question that got most candidates drifting into narrative as they tried to list one dream after another."

"This question was not as popular as, but often more successful than Question 6. Students focused well on the steer, with some good comment on the inspiration for the title of the novel, and context in general. Many drifted into ideas of 'dreams' without explicit reference to the steer, but there were still a lot of creditable ideas in this. More successful answers had wide-ranging points, rather than focusing just on George and Lennie, and particularly successful responses moved past even Curley's Wife and Crooks, talking about how Slim represents the futility of the American Dream, as he has no future plans, choosing instead to stay in his success on the ranch."

Two exemplars are included for this question.

The idea for a plan for the future was introduced very early in the novel along with the two characters George and Lennie, used as a way of hope for them, as well as a story to put Lennie at ease. 'Tell me about the rabbits' he asks, and George hesitantly obliged with the plan he knows by heart, as he repeated the words rhythmically as though he had said them many times before, proving importance for plans for the future, or as George sees it now, a dream, for Lennie. George speaks of a highly detailed plan, 'a little house and a couple of acres', a pen for rabbits, a beautiful tree. Although George uses this plan as a method to calm Lennie, the details of his dream seem to question whether George uses it as hope for himself as well.

Later on in the novel however, this ~~plan~~ descriptive plan seems less of a dream but finally a reality when George announces he's found a place he can buy, fitting his description and of reasonable price for their line of work. This idea reaches the ears of Candy, who

has gotten stuck on the ranch for too long because of his accident and the bosses guilty, but claims 'they're gonna put me out soon', so his present situation doesn't seem permanent. He latches onto this opportunity, which George hesitantly agrees to. This new plan for Candy's future is also important to his character as well, giving him hope and reassurance, ~~from~~ especially after his recent downfall from his dogs execution, ~~which mirrors~~ For his dog paralleled Candy as a character, 'old' and ~~is~~ disabled, the dog's execution to Candy's upcoming firing, ~~was~~ foreshadowing his potential future unless Candy finds a way out of it.

The next character who is introduced to this plan is Crooks. Crooks 'Alone' character has rejected any planning for his future and ~~rather keeps to himself and sticks forever to on the present~~. Although once this plan seems quite possible he allows himself to imagine it, but was shut off once threatened by Curley's wife. 'strung up on a tree so fast it ain't even funny; if anything this death threat should've pushed Crooks to join this plan, which leads me to believe that although Crooks refuses, this plan is very important, considering his situation of being black in a white-dominated society, as well as a disabled man, a 'n* with a broken back too' as ~~is~~ described. This plan is important to Crooks although he won't admit it.

Curley's wife is described as a very sex attention-seeking character and promiscuous by the workers of the ranch as well as the purposeful ^{male gaze} ~~male~~ narrator, 'tart' is used from George: 'he married... a tart.' ~~and~~ And 'the full ranged lips' 'heavily madeup' is used by the narrator to emphasize her effort in appearance. This however, can be explained by her own plan, ~~and~~ her dreams of becoming ~~for~~ a star. She shares with Lennie 'he'd ~~say~~ put me in the movies, said I was a natural'. The man who promised a letter allowing her to attempt ~~a~~ becoming an actress had told her this, but no letter came. This lead her to believe her mother had hidden them, ~~encouraging her to~~ which ~~so~~ lead her to marry Curley to escape. I believe she still had hope for her plan, otherwise she would've given up and stayed with her mother, instead of marrying someone abusive ~~and~~ ~~and~~ and worsening her situation with loneliness. Her plan was so important her first step was to put herself in a terrible situation in order to move forward.

John Steinbeck's intention for putting dreams and plans for the characters was an idea for hope of the American dream. The recent wallstreet crash created chaos in the economy and practically made fun of the American dream everyone believed in. And for him to give plans for ~~to~~ the main characters ~~so~~ and then taking away their opportunity at the end, Curley's wife and Lennie's

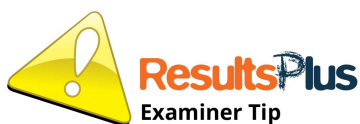
death; was a way of showing the absurdity of outlandish plans as well as ~~hope~~ any form of hope.



The candidate demonstrates a thorough understanding of the novel. There is evidence of personal engagement and some contextual points are made. The candidate begins by exploring George's plans for the future and the dream. This continues with George telling Lennie that he has 'found a place' and this is overheard by Candy - who dares to believe that he can plan for the future, especially now his dog has been shot and he is getting old himself. The candidate then moves on to discuss Crooks and how he momentarily believes that he too can plan for a future, until Curley's wife reminds him of his place. The next part explores Curley's wife and how she had hoped to be in the movies. Personal comment is made when the candidate suggests that perhaps Curley's wife still longed to be in the movies until her death. There is comment about the American Dream, but there is little other context.

A wider range of contextual points and more specific or finer detail in relation to the examples given would have benefitted this response further.

Level 4, 30 marks



For this question, many candidates explored the hopes and dreams for the future via the popular theme of dreams.

As a starter activity, get the class to look for different words or phrases that can be used to express key themes of a novel. Use a thesaurus to develop transferable skills.

Our second exemplar is a full mark response.

Plan

- George & Lennie
- Crocker
- ~~George~~ Curley's wife
- Candy - nothing

Plans for the future are a main source of hope within Of Mice and Men. ^{Steinbeck shows how} ~~More importantly,~~ the flaws of the American dream affect ~~not only~~ both the characters and the ~~order~~ order of events that take ~~place~~ place within ~~the American dream~~. Of Mice & Men.

George and Lennie share a common dream to ~~create~~ ~~their~~

buy their own farm and to live "of the fatta the lan." However, this dream fell apart for George and Lennie at the end of the novel when Lennie accidentally kills Curley's wife. The reason being was mainly due to Lennie's mental disabilities. This demonstrates a key issue in 1930s America where if you were mentally disabled, this further reduced your chances of achieving the American Dream. This was because of both prejudice received by other people as well as their own mistakes for those who are mentally disabled. When Curley's wife started to scream at Lennie when he touched her hair too long, this demonstrated she didn't understand that Lennie never had bad intentions. This demonstrates the disadvantages that the mentally disabled felt as they weren't fully understood by society.

Steinbeck makes

Lennie & George were the ² only characters on the ranch to have a who had the most detailed plans for their future. This is shown when Lennie says "Come on George tell me. Please George like you done before." When Lennie says "like you done before", this shows that George and Lennie have openly discussed their plans ~~too~~ many times. This ~~could be~~ may have been because of their co-dependent relationship which gave them a sense of hope. This wasn't common as ~~it~~ in 1930s America, ~~fall~~ followed the Wall & Street Crash in 1929 which led to mass unemployment. This led to a very low income and a lot of lonely ranch workers as ~~they~~ it was vital to have a

job in order to survive. This meant it was unusual for 2 men to travel together like so George and Lennie. "We got each other. We got somebody to talk to. That that gives a damn about us." By having some somebody ~~to talk to~~ to talk to, this meant that George and Lennie were able to plan a future with somebody else which showed they were able to ~~not~~ make plans for the future.

However, ~~other~~ other ranch workers such as Candy had much less hope for ~~their~~ reaching their American Dream. Candy ~~is~~ was both disabled and old which meant that he was ~~not~~ ~~a~~ ~~to~~ one of the least capable ranch ~~me~~ workers. This was a big issue as in 1930s America there was no life plan or pension for the elderly so ~~if Candy didn't~~ Candy's plan of the future may have scared him as once he ~~is~~ is no longer able to work, there is no support so he ~~is~~ is fighting for survival. ~~For the~~ He is very intrigued when he overhears ~~2~~ George and Lennie discussing their plans for the future as in his mind ~~he is not~~ ~~not~~ he would no longer ~~have~~ be having the same fate of his dog when Carlson, a younger, ~~fitter~~ and more physically able worker, took the dog's life. This could ~~at~~ also represent younger and more able workers taking Candy's job later in his life ~~is~~ resulting in ~~to~~ his death. Candy's plans for the future are so important that it determines the ~~best~~ length of his life.

Curley's wife is an ~~example~~ example of somebody who has lost all sense of hope for ~~to~~ her future. This is shown

through her unhappy relationship with Curley. "I don't like Curley. He ain't a nice fella." This shows how Curley's wife feels trapped in her relationship with Curley because she has no ~~place else~~ ~~to~~ other ~~place~~ place to go. This is also ~~because~~ due to the mass unemployment at the time as well as the unequal rights that women had at the time. They were expected to ~~to~~ find a husband and ~~to~~ start a family and ~~with~~ nothing ~~more~~ ~~was~~ ~~no~~ ~~more~~. However, Curley ~~the~~ By not having a name and being referred to ~~as~~ as "Curley's wife", this further shows how ~~Curley's~~ Curley's was ~~ago~~ a possession of Curley. However, Curley's wife did confide in Lennie ~~that~~ just before her violent death that she had ~~she~~ ~~always~~ always dreamed to be in Hollywood. This was because ~~by~~ becoming a star in Hollywood was one of the few ways a woman can gain her own freedom. Steinbeck also uses this to emphasize the unlikely chances of women achieving their American Dream as just as ~~a~~ soon as she felt she could show her hopes for the future, ~~she is violently~~, she is violently murdered. ~~Thus~~ Steinbeck uses the tragic death to emphasize the fact that lives many people lived as well as the futility of the American Dream.

~~Plans for the future are also shown to be~~ Plans for the future are also shown to be unrealistic ~~through~~ through Crooks. He has lawyer books on the shelf in his stable which demonstrates his hope to become a lawyer. However, as a Black man this isn't possible due to segregation at the time. Although Tim Crow ~~has~~ ~~never~~ ~~lost~~ ~~leg~~ ~~in~~ ~~California~~, ~~untreated~~ ~~is~~ ~~more~~ ~~still~~ ~~segregated~~ ~~to~~ ~~Crowley~~

Simply wouldn't have a chance of achieving his plans for the future.

Plans for the future in *Of Mice and Men* are by no doubt important. ~~They give~~ They give the ranch workers a sense of hope to keep them sane in such a hard period in America due to unemployment. However, ~~as shown through~~ almost every character does not end up achieving their hopes of the future due to the ~~flaw~~ flaws in the American Dream. *Of Mice and Men* demonstrates the futility of the American Dream.



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Examiner Comments

Following a brief plan, the candidate begins by commenting that plans for the future are 'a source of hope' and explores George's and Lennie's shared dream. Throughout this essay, contextual points are embedded and support the points made. The candidate comments that George's and Lennie's plans are the most detailed throughout the novel, which is an original point or rarely commented on. The next section discusses Candy's loss of hope and the contextual points comment on how there was little social care for the elderly. The candidate then considers Curley's wife and how she is trapped in a loveless marriage. A perceptive point is that as soon as Curley's wife shares her hopes for the future, she is 'violently murdered'. There is brief consideration of Crooks' 'unrealistic hopes' and the essay concludes with comment about the 'futility of the American Dream'.

This is a confident, assured and perceptive response.

Level 5, 40 marks.



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Examiner Tip

This response is an ideal exemplar to illustrate how context can be embedded into responses.

Question 8

Question 8: *The Whale Rider*

'The whales are very important characters in this novel.'

How far do you agree with this view?

Although there are not many centres choosing this novel, numbers are gradually increasing. Most responses are a joy to read and it is clear students enjoy studying this novel. The vast majority of responses for this novel were marked in Level 3 or above. Although this novel tends to lend itself naturally to context, it was surprising to find a lack of explicit contextual points in the responses.

Examiner comments include:

"This has been my favourite text of the paper due to the high-quality responses it received. A superb text, which allows candidates to engage with it at explanatory and at exploratory/evaluative levels."

"Most candidates who answered this question focused on the characters clearly, although weaker responses were more narrative than exploratory. Quotations were generally well used. Context was less utilised than other novel texts."

The response included here is a good exemplar for a low Level 2.

I agree with this view. I think the whales are a really important characters in this novel. As they are establishing a relationship with the rider. Also the fact that they have been mentioned so many times in the text makes them an important part of it. I'm sure a lot of people will agree because the fact about riding whales ~~make~~ makes it exciting for the reader and especially the younger audience. The language in the text is also pretty interesting. The context in the novel takes us to a little bit of background story about the whales and the characters in it. The importance of the text is the believe in ~~the text~~ the whales which brings an amazing feeling to the person that's reading it. And I think the relationship between the human and the whale that this text shows us is simply incredible.



In this short response, the candidate begins by agreeing with the statement and suggests that the whales are mentioned 'so many times' it 'makes them important'. Comments are rather simplistic, such as 'riding whales ... is exciting' and the relationship 'between humans and the whales ... is incredible'. There is brief reference to the use of language, which is not assessed in this part of the paper, and some generalised contextual consideration. Although the candidate does not include specific examples, there is some detail here, but this only just slips in to the level.

Level 2, 10 marks



Remind students of what the Assessment Objectives are in each section of the paper.

For the Prose section, candidates need to address AO1 (knowledge and understanding of the novel they have studied) and AO4 (context).

Question 9

Question 9: *The Whale Rider*

Explore the theme of love in *The Whale Rider*.

There were very few responses to this question. Like Question 8, most candidates gained marks in Level 3 or above and the candidates' enthusiasm for this novel was evident. Again, there was comment about the lack of explicit contextual points but the candidates clearly understood the novel.

Examiner comments include:

"Most responses for this question focused on the relationship between Kahu and Koro, with few questions focusing on wide-ranging points such as Nanny (Nani) Flowers and her links with love."

"There were varying degrees in success in integrating context."

"The responses were detailed and focused, clearly exemplifying the importance of love throughout the novel."

The exemplar included here is placed at the top of Level 3.

In the Whale Rider love is seen in many different ways Human love, the love you feel in a relationship, love for nature and its great characteristics and lastly love for the culture and traditions of the Maori people. Love in this novel is what links everything together.

Firstly the theme of love is ~~mostly~~ mainly noticed in the relationship between Kahu and Koro. Kahu was Koro's great-granddaughter, but most important, he was Koro's first great-granddaughter which according to Koro's Koro's ~~from~~ ~~Apriana's~~ patriarchal beliefs should have been a boy. Which is why Koro from the first moment he learned that Kahu was a girl he could not accept her in his life. In contrast Kahu loved Koro from the first moment she saw him, even so that Rawiri the narrator of the novel described it as 'love at first sight'. Kahu thought the novel always tried to be the best version of herself so that Koro would accept her. ^{so} she ~~was~~ she ^{became} the best student in her cultural class, ~~she never~~ and when ^{her school} ~~they~~

put together a ~~show~~ summer show for the parents. Kahu invited all her family and even reserved a seat for Koro. In this scene the theme of love is brought out the most not by the fact that she reserved that seat for Koro but because she wrote a whole speech of appreciation and love for her grandfather. Furthermore at the end of the novel Kahu only got on top of the ~~to~~ ancient bull whale and rode it because her great-grandfather told her that if the whale dies, ~~and~~ 'we die' and that meant that Koro would die and Kahu did not want that which means that she rode the whale just to save Koro. And lastly the love for Kahu is felt for Koro is finally paid or when she returns home three days after having got on the whale and Koro tells her that he loved her no matter if she was a 'girl or boy'. The whole relationship throughout the book highlights the importance of love in Kahu's life as everything she did was basically ^{out of} for love for Koro.

Nevertheless love is also emphasized in the love the tribe has for nature and the wāhanga so much so that in Maori mythology they are described as God and worshipped in such ways. This type of love comes up in the novel when Koro talks about the ancestors how they could talk with animals and the

'Oneness' of ~~the~~ nature and human being which was broken by humane selfishness and greediness. Implying that the reason to why humans cannot longer talk to whales is because it stoped loving and respecting nature, as said in the novel 'man can carve grave his mark on earth but if he isn't ~~dignant~~ ^{dignant} ~~(kind)~~ nature will take it all back'. ~~Witi~~ Witi Ihimaera what he is trying to say ~~her~~ is that you can try and rule the world but if you do not love and care nature and work against it it will push you back highlighting the power of love and respect.

lastly the theme of love can be explore in the love Koro felt for his culture and traditions. His love ~~near~~ traditions is what make him go crazy to the point or nearly obsession when he was looking for the next chief and what ~~didn't~~ ^{did not} allow him to love Kauri the way she loved him, at first. In the 'Whale Rider' Koro loves his culture to such an extend that it comes before his family and basically anything else yet again highlighting the ~~power~~ power love has and the thing it makes you do.

In conclusion the ~~whole~~ ~~ride~~ 'whale rider' love plays a very important part as it explains why people acted the way they did and why things happened the ~~way~~ way they happened.



Following an introduction, the candidate begins by exploring the relationship between Koro and Kahu and how Koro cannot accept Kahu because she is a girl. The candidate comments that in Kahu's attempt to make her grandfather accept her and love her, she becomes the best student in her cultural class in order to please him, but this very good example is not explored in any detail. There are a number of very good points and had each one been explored in more depth and detail, the mark would have been higher. There are additional points about how the tribe loves nature and the whales and another about Koro's love for tradition, but more specific examples from the novel are needed. A good point is made about the writer's intent and there are some brief contextual points.

Level 3, 24 marks



Remind candidates to refer explicitly to key moments or episodes in the novel that illustrate the named theme, character or question focus.

Question 10

Question 10: *The Joy Luck Club*

Discuss the theme of fate in the novel.

Very few responses were seen for either of these questions; however, those who did respond provided detailed and often sustained or assured responses. Candidates fully engaged with the questions and focus was maintained.

The exemplar for this question is a response that just slips into Level 5.

In 'The Joy Luck Club', 4 mothers have emigrated from China to San Francisco during wartime and have had children in America. When moving to America, the mothers had a clear idea of fate in the American dream. The mothers believed that if they brought their children up in America, that they would be destined for success, such as speaking perfect American English. The idea of fate in the American dream can be shown when Suyuan says to June says 'My mother believed you could be anything you wanted to be in America'

In 'The Red Candle', we see Lindo go against fate when she is forced into an arranged ^{marriage} marriage and she decides to blow out the candle. The candles were a Chinese symbol that if the candle was to burn through the whole night, that their ^{future} marriage would be success and happiness. Lindo decided to use her 'invisible strength' to go against fate and escape from her unhappy marriage. This shows her strength in character which she also passes onto Waverley, who is ^{we later} a strong see is a strong

feminist and inherits her mother's 'invisible strength'

However, Ying-Ying is a very strong believer in fate and lets it guide her life. In her first marriage with Lin Xiao, she believes that it is fate for her to be married to such a vulgar man. Similarly, she later discovers after moving to America that she feels she is destined to marry Clifford St Clair. This is ironic because we see that Clifford mistranslates and controls An-mei by changing her ^{passport} name and taking away her tiger qualities. Ying-Ying refuses to go against fate even though she can see it is not treating her well. This shows that fate is very controlling in the play for some who are strong believers in it, but for some such as Lindo, it is ignored and they take control of their own lives.

Ying-Ying passes on this tragic flaw to Lena and Lena ends up married to Harold who makes Lena split everything to his and keep money from ruining their marriage but he does the opposite! Lena is so wrapped up in the idea of fate that she does not act upon her knowledge that their marriage is breaking down. However, later in the novel, Ying-Ying tells Lena about her past which gives Lena strength to stand up to Harold.

Lena's vase is also a sign of fate as it ^{symbolises} was placed ~~on~~ ^{near} their marriage. It was placed on a wobbly table which Ted had built and Lena knew the table was wobbly.

but did not act upon her knowledge. The fact that Harold built the cable may also show that he is the one who is breaking down the relationship and has been from the start. When Ying-Ying knocks the vase, it symbolises that Ying-Ying realised that their marriage was unstable and that she needed to tell Lena that she needed to find her voice to stand up to Harold.

Fate is also shown when at the Joy Luck Club dinner, Waverley chooses the best crab and Jure gets the worst one. This is fate because Waverley was a natural chess prodigy and was superior to Jure who was forced into being a piano prodigy as a child.

You could also say that it was fate that the Joy Luck Club was formed for the mothers to feel connected to their Chinese heritage in America together and be able to share possible stories during such a hard time in war. They also hope that the *mu* will be passed onto their daughters as it already has in chapter 1 when Jure is invited to play *Man Jong* with Ying-Ying, Linda and An-mei after her mother's death.

Suzhou gave Jure a pendant which also could be seen as fate because when it was first given to Jure she thought it was ugly and not very nice but after her mother's death she saw it as a sign of love and concern.

for her daughter. This may be fate as even though Jure and Suyuan often misunderstood one another, that as time passed after her mother's death, the pendant made her realise her mother's love and good intentions for her. For example wanting her to become a piano prodigy used to make Jure think she was using her to compete against Lindo but really she was trying to make her into something and have talent in America. Also the fate of her meek younger sister was empowered by the pendant as she wanted to grow closer to her mother and her Chinese heritage for the sake of her mother.

Overall, fate is a key concept in the novel which for some people controls their life and for some people it seems to not affect. For example Lindo's invisible strength saves her and she does not let arranged marriage control her whereas Ying-Ying allows fate to control her, losing even her feelings towards Oars which proves to be unfortunate for her and her. Ying-Ying's following of fate seems ironic as Ying-Ying was born in the year of the tiger which is meant to symbolise bravery and strength whereas Lindo was born in the year of the horse which goes against the Chinese idea of horoscope signs as Lindo seems more tiger-like than Ying-Ying.



The candidate begins by commenting on the mothers' belief in fate and that by bringing their children up in America, they would achieve of the American Dream. A wide range of examples are included in this response, such as: 'The Red Candle' and how Lindo goes against fate and destiny and breaks free from an unhappy marriage; Ying-ying who allows fate to guide her and become her flaw, allowing fate to control her; Lena, who inherits her mother's flaw and does not act upon the knowledge that her marriage is falling apart; the symbolism of the vase; the formation of the club and how this leads June-mei travelling to China with her father to meet her sisters; the jade pendant and how this becomes a symbol of love, and more. Some ideas would have benefited with more development, such as the paragraph about how fate is demonstrated at the Joy Luck Club dinner and how this relates to Waverley being a chess prodigy.

The candidate is beginning to demonstrate an assured understanding of the novel. There are some references to context, but more could be included.

Level 5, 33 marks



Remind candidates about managing their time in the examination. The prose section carries more marks and it is recommended that around 45 minutes is spent on this section.

Question 11

Question 11: *The Joy Luck Club*

How are male characters presented in *The Joy Luck Club*?

Similar to Question 10, there were very few responses to this question, but those who did attempt it did very well. The 'male characters' most commented on included Ted, Harold and Rich. Some names had been forgotten, but their actions remembered. Although all the main characters are women, a number of male characters had an impact on the lives of others.

This is a Level 4 exemplar.

The Joy Luck Club features heavily on the opinions and themes of the women of the book and men are not seen very regularly but if they are they are shown differently depending on what they do.

Ted and Harold the husbands, Ted to Rose and Harold to Lena are showed to be controlling over the women in the book. Ted shows his control over Rose through the divorce and how it leaves her vulnerable to indecisions as she cannot cope without him as he shared some of her burden. We can see his controlling nature as he presses Rose about the divorce papers 'Have you signed the papers', 'I can get them given to you officilly.' He wants Rose to sign them so he can have what he wants out of the divorce. Harold is a controlling husband as well as Lena is second to him and is not respected by him as he holds power over her. The company they have was her idea yet Harold is the boss, he earns more than her yet she is made to pay half towards expenses. Harold's and Lena's marriage has a big power difference and is reduced to columns on a spreadsheet on

income. It's also shown how little Harold knows of Lena as he buys ice cream for her even though she does not like it as she was bohemian. The two men are controlling and try to force circumstances on the women because they hold more power over them.

There are representations of men who manipulate such as Wu-Tsing as he raped An-mei's mother and forced her to become a concubine for him. This is another example of how men think they have more power over women because of what they own and because of their status. Tyan-Hu is another example of a man who is too weak and is unfair and unjust to Lindo. He ignores her and does not accept her as his wife and blames her for his mother not having a grandchild as Lindo would not sleep with him even though she was trying.

The worst presentation of a male character is Ying-Ying's first husband. A womanizer who left Ying-Ying to re-marry with an opera singer. This reflects badly as it shows how easily influenced he was as well as leaving his wife and his unborn child to have an affair, this leads to the abortion of the child and Ying-Ying's depressions and why she becomes so afraid of the world because of her husband.

However some male characters are represented good in the book. The fathers of the daughters all want the best for their daughters and want to help them. Lenz's father, when Ying-Ying was going through her tough times would always try to make everyone happier and lighten the mood he said 'I think she is saying we are the best family in the world.' He says this even though he has no idea what Ying-Ying is saying. Jeing-Mei's father goes with her to China to meet Suyuan's twin children who she had to leave behind, he shows commitment to his daughter as he goes with her to meet them showing how they had a close bond and he would support her, as well as supporting Suyuan as he was her second husband after the first died and he would have had to have supported Suyuan through the trauma and the hard times of having to abandon her children.

Rich is Waverly's fiance and is a male character who brings a sense of comical relief to Waverly's hard and hectic life. Rich jokes about his name with Lindo saying 'She's marrying Rich.' to make it seem as if she will be Rich. He is also a good father as he cares for his step-daughter that Waverly had and it shows how he puts his commitments for his family as a priority like the other fathers of the daughters in the book.

Men are presented differently in the book from taking advantage of the women in their current circumstances like Ted and Wu-Tsing and abusing their power that they have in the relationship with them. There are also the caring fathers of the daughters and the fiance who respect the women and do what is needed of them to help the women through tough times and not take advantage of them through the power they may hold over them.



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The candidate begins by considering Ted and Harold, Rose's and Lena's husbands, who are both controlling men. Examples are provided when explaining how both husbands are controlling over their wives. Other men considered are Wu Tsing, An-mei's Chinese husband and Huang Tyan-yu, who was Lindo's first husband. Both Tsing and Tyan are identified as being dominating men, although the candidate does not consider how Tsing showed weakness as he was manipulated by his senior wife. The candidate argues that not all male characters are presented in a negative way, giving Jing-mei's (June's) father as an example of a good man, as he travels to China with her. It is suggested that Rich brings some humour to the novel and he is a good step-father to Waverley's daughter. There is very little by way of context and some examples could have been explored in more detail; however, a thorough knowledge and understanding of the novel is demonstrated and engagement with the question is sustained.

Level 4, 31 marks



ResultsPlus
Examiner Tip

Remind candidates to be explicit when considering context.

Question 12

Question 12: *Things Fall Apart*

How is change significant in *Things Fall Apart*?

Most responses were extremely impressive and a number of candidates gained full marks.

Examiner comments include:

"The main considerations included: character change; the effect of events; colonisation and, in one case, a careful response which showed how the Ibo changed their own customs and questioned things that were wrong for them as time passed before the onset of the Christians. It also looked at the way Ibo culture was for men and for women and for outsiders."

"I always admire the skill and dexterity that candidates have in grasping such complex issues of character and theme. Context is also well comprehended. The question focus of 'change' was easy for most to grasp and was well-documented."

"Some struggled with the steer and drifted in to analysis of Okonkwo's character, rather than looking at change. The most successful responses integrated context well, focusing on Achebe's own personal changes in viewpoint, and the changes brought about by 'the white men'."

"This question was very well answered with the candidates showing remarkable knowledge and understanding of the text."

Here is an example of a response that gains full marks.

PLAN: change in leadership and power of christians
changes in community over long period of time
change of O from success → downfall
↳ change in how Nwoye views soc.

Achebe 'Things Fall Apart' addresses many types of changes and shifts, which, all together, culminate in the breaking apart of the clan and its culture at the end. Not only are there changes in leadership and shifts in where the power lies, ~~that~~ Achebe also considers changes that have taken place in the clan over a longer period of time and how change affects Okonkwo and leads to his downfall.

There is firstly a fundamental change in leadership in 'Things Fall Apart' and the amount of influence the christians had. In the beginning of the book Achebe immerses us in the culture in a number of ways; he uses Igbo words such as 'ogene' which are not translated as we are being treated ~~as~~ as part of the community who understand it. Achebe also makes a point to name ~~for~~ almost every other supporting character in 'Things Fall Apart'

because, as a close-knit community, people are expected to know one another's names. However, as the influence of the Christians ~~grows~~ grows stronger, Achebe uses more western conventions to show how the clan's culture is being eradicated and the changes taking place in the minds of the Igbo people, such as the capitalisation of 'Ood' and 'Him', as well as introducing western units of time, for example, in "Wednesday in Holy Week". Achebe writes this to form a contrast with the Igbo people, who ~~are~~ are only seen to measure time in seasons and ~~do not~~ did not measure days of the week. This shows the change in mindset of ~~the~~ the Igbo people as the influence of the Christians increases, allowing them more power to take over as leaders in the lower Niger.

~~It is~~ Moreover, the Christians begin to challenge and change the traditions and customs of the Igbo people as they gain control. Mr Brown, a Christian, begins to let in *efulefu* ("worthless, empty men") who are marginalised by society and challenging the view that ~~if~~ there is no hope for such a person, this attitude shown by how Chielo describes them as 'the excrement of the clan'. Similarly, Achebe writes that the Church also began to allow 'ozu' or 'outcasts' into the ~~the~~ church, formerly described as 'abos'. These actions changed the way ^{the Igbo} people thought about the Christians and the people who followed them, and more people marginalised by society began to join them. This is important as ^{change this} this exploitation of the weaknesses of ^{Igbo} society was what caused it to break apart like it did.

There Achebe also refers multiple times to the changes taking place within the Igbo community itself. Uchendu, when talking at Okonkwo's feast, remarks that the young generation would never know 'the bond of kinship' or what it is like 'to speak with one voice.' ^{Uchendu} He refers to how the villages in the community have ~~not~~ gone from close-knit and presenting a united front to distanced and isolated. This change proves ~~important~~ ^{significant} in how the Christians were able to gain power so quickly as the tribe ~~did~~ were not able to act ~~to~~ together to stop them from doing so. ~~There was~~ Achebe ~~also~~ also addresses the doubts of people within the community and their own change in thinking. Obienka, a model Igbo man, reflects the views of society when he begins to express doubt in his thoughts about Igbo traditions. ~~Of~~ Okonkwo's ~~exile~~ exile ~~he~~ ~~ask~~ Achebe writes; "Why should a man suffer so grievously for a ~~the~~ crime he had committed inadvertently." ~~He also writes.~~ Obienka ~~is~~ is also shown to have Achebe also writes "Although he thought for a long time he found no answer." These shifts in thinking within the community expose flaws that the Igbo people cannot resolve in their minds, a change that proves significant in how the church got so many converts and therefore divided the community.

Finally, change is important in Okonkwo's downfall. At the beginning he was considered very successful because "Age was respected, but achievement was revered." Okonkwo was able to have a lot of material possessions and wives.

However, things changed, ~~not only with his exile b~~ starting from his ~~ex~~ exile. At his exile, he had lost everything he had gained, and felt despair and out of his element, shown when Achebe writes "he had been cast out of the clan like a fish onto a dry sandy beach," having previously described him whilst he was wrestling as a 'slippery fish in water.' This change had many consequences. Arguably it was because Okonkwo was not there to suggest standing up to the ~~of~~ Christians that "The warlike men of Umuofia had so unaccountably become soft like women."; As a result, they allowed the Christians to take over, and gain power, leading to the 'destruction' of the Igbo culture. In addition, ^{Achebe} describes the change in Nwoye's own mind to join the Christians. He did so because he saw brotherhood with the Christians that he did not in Igbo society, shown by the quote "The hymn about brothers... seemed to answer a vague and persistent question" about Ikemefuna and the exposed twins. This change led to the separation of Okonkwo from Nwoye, which may have been significant in why he wanted revenge on the Christians, why he killed the messenger, and why he hanged himself rather than waiting for the Christians to do so.

To conclude, Achebe's purpose with ~~the~~ "Things Fall Apart" was to narrate how a number of factors led up to the Christians taking power in Umuofia and simultaneously caused the downfall

of both Okonkwo and the clan - the change ~~in~~ the Christians imposed on the Igbo people, the previous changes ~~in~~ within the Igbo community and the changes that led to Okonkwo's death.



ResultsPlus
Examiner Comments

In this response, the candidate demonstrates an assured and perceptive understanding of the novel. Ideas are fully developed and are supported with a wide range of textual evidence, quotations and examples. Context is naturally embedded through the examples provided. The candidate answers the question through the changes in leadership and how this leads to Okonkwo's downfall. There are points about the 'influence of the Christians' and comments about the ways the 'clan's culture is being eradicated' and how the traditions and customs have been challenged. The candidate explores the change 'within the Igbo community itself' and how the culmination of these changes eventually lead to Okonkwo's death.

Ideas are maturely and confidently expressed.

Level 5, 40 marks



ResultsPlus
Examiner Tip

By planning a response, it helps candidates focus their ideas. The plan should be brief and candidates should not spend too long on it.

Question 13

Question 13: *Things Fall Apart*

Explore the relationship between Ikemefuna and Nwoye in the novel.

There were very few responses for this question, but most focused on the relationship with Okonkwo and its effects. There was varying success in context focus - some had a lot and many had made only brief references.

Examiner comment:

"Question 13 invited some very engaging responses and it was evident that knowledge and understanding of Ikemefuna and Nwoye was secure. Candidates were able to make some convincing personal points about their views on the characters. Context details dealt with aspects of the Igbo culture with some reference to Achebe's personal experiences and education."

Our final exemplar is a rather brief response to Question 13. This is a Level 2/3 boundary script that just slips in to Level 3.

Nwoye was the son of, a highly respected man in Umuofia, Okonkwo. Okonkwo despised and beat him for his feminine characteristics. He was the oldest in the family. Okonkwo thinks Nwoye got his feminine characteristics from his mother's stories.

Ikimefuna came to Umuofia as a peace offering from the neighbouring village. The neighbouring village had killed a woman from Umuofia and as a truce they offered Umuofia a girl and a boy. As a result of Okonkwo being a fearless warrior and respected elder, he was given Ikimefuna. Which he gave to Nwoye's mother to take care of him.

Nwoye saw Ikimefuna as his elder brother. They played together and worked with Okonkwo in the farm. While Ikimefuna stayed with Okonkwo, he grew closer with Nwoye.

Nwoye got depressed when the oracle sent people to go get Ikimefuna and take him out of the village. When ~~Ikimefuna~~ Nwoye heard that Ikimefuna died, he cried. Before, when Ikimefuna was living in Nwoye's mother hut, Nwoye showed glimpses of masculinity. Until Okonkwo stopped beating him.

But when Ikimefuna died, he got back to his feminine self. Due to this tragedy, when the christian missionaries came to Umuofia to colonize it, he converted to christianity and took the name Isaac.



In this response, the candidate begins with a paragraph about Nwoye and a paragraph about Ikemefuna, explaining who they are and what their position is in the novel. The following paragraphs consider the relationship between the two young men. The response lacks any explicit contextual points and, at times, this appears to be rather narrative; however, the candidate is beginning to demonstrate a sound understanding of the characters. The response would benefit from a greater range of examples, some evidence of personal engagement or comment, and the inclusion of some contextual points.

It was felt that there was just enough here to slip this into Level 3.

Level 3, 17 marks.



Responses should contain some evidence of personal engagement where the candidate comments on the examples provided and, if appropriate, give an opinion or demonstrate an understanding of the example given.

Paper Summary

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

- Please remind students to write their responses in the correct area of the answer booklet. Space is provided for each part. It does not matter which order questions are attempted, but the responses should be in the correct answer space.
- 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. Context is only assessed in Section C, Prose.
- For Sections A and B, candidates must explore the language, form and structure of the poems.
- For Section C, Prose, candidates should draw on their knowledge of the text that they have studied and give examples from different areas. Candidates should prove to the examiner that they know the novel they have studied.
- Section C, Prose: 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 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.
- Section B, Anthology – candidates need to consider language, form and structure. Poems must be compared and the effect on the reader considered. Remember that context is not assessed in Sections A and B.
- Candidates should be reminded to label their answers clearly and to use the correct space in the answer booklet. A separate area in the answer booklet is provided for candidates' responses to each section.

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>

