

**Pearson Edexcel International GCSE
English Literature – 4ET0/01**

**Pearson Edexcel Certificate
English Literature - KET0/01**

Paper 1: Drama and Prose

The purpose of this pack is to provide centres with marked exemplars of responses to the June 2016 examination.

Included in this pack:

- Questions from June 2016 paper
- Examiner commentary on Scripts A – R inclusive

MARKS AND COMMENTARIES	4
SECTION A: DRAMA.....	4
SCRIPT A:	4
Question 1a.....	4
Commentary	4
SCRIPT B:	4
Question 1b.....	4
Commentary	4
SCRIPT C	5
Question 2a.....	5
Commentary	5
SCRIPT D:	5
Question 2a.....	5
Commentary	5
SCRIPT E:	5
Question 2b.....	5
Commentary	6
SCRIPT F:.....	6
Question 3a.....	6
Commentary	6
SCRIPT G:.....	6
Question 4b.....	6
Commentary	6
SCRIPT H:.....	7
Question 5a.....	7
Commentary	7
SCRIPT I:	7
Question 5a.....	7
Commentary	7
SECTION B: PROSE.....	8
SCRIPT J:	8
Question 8a.....	8
Commentary	8

SCRIPT K:	8
Question 8b.....	8
Commentary	8
SCRIPT L:.....	9
Question 9a.....	9
Commentary	9
SCRIPT M:	9
Question 9b.....	9
Commentary	9
SCRIPT N:.....	10
Question 11a.....	10
Commentary	10
SCRIPT O:.....	10
Question 11a.....	10
Commentary	10
SCRIPT P:	10
Question 11b.....	10
Commentary	10
SCRIPT Q:.....	11
Question 11b.....	11
Commentary	11
SCRIPT R:	11
Question 12a.....	11
Commentary	11

MARKS AND COMMENTARIES

SECTION A: DRAMA

Answer one question on one text from this section

SCRIPT A:

Question 1a

A View from the Bridge (Arthur Miller): Which character in the play do you most sympathise with and why?

Commentary

This is a detailed and focused answer that offers personal engagement with the play and makes timely reference to social/historical context. The candidate selects Beatrice and uses her as an example of how life was for women in general. There is a degree of subtlety in the analysis, for example on Page 2: 'Beatrice is aware of his feelings however she never verbally acknowledges them'. Sophisticated analysis is offered.

Level 5 30 marks

SCRIPT B:

Question 1b

A View from the Bridge (Arthur Miller): Explore the importance of making choices in this play.

Commentary

The answer focuses generally on choices at the beginning. It considers Eddie's bad choices and some effective quotations are selected to support. The argument builds and becomes more narrative in focus. Eddie's role as a tragic hero is discussed and there is sound reference made to the detail of the text. The response returns specifically to the question at the end. It fulfils all Level 3 criteria, thereby reaching the top of the range.

Level 3 18 marks

SCRIPT C

Question 2a

An Inspector Calls (J B Priestley): How does Priestley present the Inspector as the opposite of Mr Birling?

Commentary

Focus on the question is evident and there is some sense of a planned structure to the answer. An attempt is made to consider both characters and the response understands that these characters are constructs designed by Priestley. Some relevant details are selected such as Birling's knighthood and hope, but there are also some sweeping assertions e.g. that Birling is lazy. A general approach takes over at times e.g. – 'They both disagree on things'.

Level 2 10 marks

SCRIPT D:

Question 2a

An Inspector Calls (J B Priestley): How does Priestley present the Inspector as the opposite of Mr Birling?

Commentary

Excellent analysis is evident in this answer, dealing sensitively with both characters and using timely reference to aspects of language. Supporting detail is used to build sophisticated and purposeful arguments. Awareness of the dramatic form is inherent throughout the response and there is perceptive insight into both Mr Birling and Inspector Goole as opposites. Even though there is more on Mr Birling than the Inspector, the answer fully meets Level 5 criteria in its breadth and quality.

Level 5 30 marks

SCRIPT E:

Question 2b

An Inspector Calls (J B Priestley): "She came to you for help at a time when no woman could have needed it more" (Inspector Goole).

Explore the role of women in this play.

Commentary

The answer focuses on the presentation of women and uses detail, such as reference to Gerald as the ideal son-in-law, to make a point about Sheila's sham relationship. The answer develops to reflect on Birling's character and continues to work through the characters and episodes. Reference is made to Edna and Eva's suicide, keeping Priestley's presentation of women in view. Narrative choices are used to build thoughtful and thorough arguments.

Level 4 20 marks

SCRIPT F:

Question 3a

Henry V (William Shakespeare): "Henry is a monster through and through. He butchers prisoners, betrays everybody and ruthlessly seizes every opportunity".

How far do you agree with this statement?

Commentary

The answer focuses closely on the question and builds a densely packed argument. Knowledge and understanding is perceptive with very well-selected points and accurate quotation integrated into discussion. This answer fulfils all of Level 4 criteria and tips into Level 5.

Level 5 25 marks

SCRIPT G:

Question 4b

Much Ado About Nothing (William Shakespeare): Explore the theme of reputation in this play.

Commentary

This is a sound response that selects accurate and relevant knowledge to build a clear argument. It does not move further within the level as it misses opportunities to develop points and build a personal response. The character of Don John, Hero's shaming at her wedding and Benedick's reputation as a bachelor are key points.

Level 3 14 marks

SCRIPT H:

Question 5a

Romeo and Juliet (William Shakespeare): How does Shakespeare present the character of Mercutio?

Commentary

This answer deals perceptively with Mercutio as a foil to Romeo and his role as comic relief in the play. Reference is made to context e.g. discussion of the plague. Quotation is well selected and purposefully used to support relevant and lucid arguments. The response considers writer's craft through reference to imagery e.g. on page 2 there is mention of the personification used in 'if love be rough with you'. There is evidence of audience awareness and the candidate ranges across different aspects of the play.

Level 5 26 marks

SCRIPT I:

Question 5a

Romeo and Juliet (William Shakespeare): Explore the theme of death in this play.

Commentary

The theme of death is mentioned as the response opens with focus on the characters of Tybalt, Mercutio and Romeo. The answer moves away from the question on page 2, writing on love and marriage. Some return to the theme of death is made in the narrative section at the end of the account. There is evidence of some knowledge and understanding that places this answer in the lower range of Level 2.

Level 2 8 marks

SECTION B: PROSE

Answer one question on one text from this section

SCRIPT J:

Question 8a

Pride and Prejudice (Jane Austen): “Mr Darcy has the most power in Pride and Prejudice”.

How far do you agree with this statement?

Commentary

This is a poised and effective response that explores Darcy’s power alongside that of other characters. Interesting details are selected such as the reference to Lizzy’s power on page 4. Quotation is applied purposefully with apt selection made. A relevant and focused argument features throughout.

Level 5 28 marks

SCRIPT K:

Question 8b

Pride and Prejudice (Jane Austen): Explore the theme of friendship in this novel.

Commentary

The answer refers to the idea of friendship and civility and discusses several relevant aspects e.g. the relationship of Mr Collins with Lady Catherine and Lizzy’s with Charlotte Lucas. Thorough use is made of relevant quotation with evidence of thoughtful personal engagement and argument. Development is not consistent across the piece, hence a mark at the bottom of the Level 4 range.

Level 4 19 marks

SCRIPT L:

Question 9a

To Kill a Mockingbird (Harper Lee): “Mayella Ewell is a victim in the novel”.

How far do you agree with this statement?

Commentary

The answer focuses on Mayella as a victim and mockingbird in the novel. It considers different ways she could be a victim e.g. a victim of her own family. Less obvious information is chosen to move in on the question e.g. reference to Maycomb as an ‘old’ town. The answer uses textual detail very thoroughly and considers both sides of the question thoughtfully. All criteria for Level 4 are met, hence the mark at the top of the range.

Level 4 24 marks

SCRIPT M:

Question 9b

To Kill a Mockingbird (Harper Lee): How does Harper Lee use the novel’s settings to explore its themes and ideas

Commentary

The answer works through a number of settings with some sound knowledge and understanding. It considers Maycomb with brief reference to the effects of the Great Depression, exploring segregation in the court room with some textual support. The response briefly considers setting as a means of creating tension when Bob Ewell attacks Scout and Jem at Halloween. Level 3 criteria are just reached here.

Level 3 13 marks

SCRIPT N:

Question 11a

Of Mice and Men (John Steinbeck): Explore Steinbeck's presentation of the character of Slim.

Commentary

This is an assured and sensitive answer which offers lucid and sophisticated selection of detail and argument. Analysis is personal and well supported by integrated quotation. Some unusual points are offered e.g. Slim's tender treatment of the body of Curley's wife in contrast to Curley's brash disregard for her. The whole novel is considered with interesting treatment of Slim's presentation as the novel closes.

Level 5 30 marks

SCRIPT O:

Question 11a

Of Mice and Men (John Steinbeck): Explore Steinbeck's presentation of the character of Slim.

Commentary

The answer selects several points about Slim, but these are of a basic and tangential nature such as his name starting with 'S' rather than 'C' like most characters. The answer is undeveloped with little exploration of the character's actions or use of textual detail.

Level 1 5 marks

SCRIPT P:

Question 11b

Of Mice and Men (John Steinbeck): In what ways is poverty important in this novel?

Commentary

This is an interesting and quirky response with poverty considered in its widest sense e.g. poverty of hope as well as poverty in the tangible financial sense. Some aspects reflect less secure understanding than others e.g. George and Lennie not having enough money to buy a pet, hence the petting of the dead mouse. Assertions are made such as the aspect about paying the bus driver on

the second page of the response. These points are combined with a thoughtful and thorough consideration of the theme which on balance attracts a mark at the lower end of the Level 4 range.

Level 4 20 marks

SCRIPT Q:

Question 11b

Of Mice and Men (John Steinbeck): In what ways is poverty important in this novel?

Commentary

The answer tends towards general comments that could in effect be about any novel. There is little detail and simple references are made with some comment on the importance of George and Lennie's dream on the second page.

Level 1 4 marks

SCRIPT R:

Question 12a

Roll of Thunder, Hear My Cry (Mildred Taylor): Who do you most admire in this novel and why?

Commentary

The answer selects Mama Logan as the character the candidate most admires. Although there is no direct quotation, the points made are sound and relevant in selection, just tipping the answer into Level 3 at 13 marks.

Level 3 13 marks