

# Examiners' Report

## June 2017

GCSE English Literature 1ET0 02

### Question 3

#### Question 3 *Dr Jekyll and Mr Hyde*

This was the most popular choice of text for Section A, 19th-century Novel.

Part (a) Jekyll's request for help

Part (b) Help elsewhere

Overall, this was a well-answered question and the full range of marks was seen by all examiners. Part (b) proved to be a discriminating question. There were those candidates who gave one example of help, perhaps from the 'Story of the Door' and Enfield helping the child. Whereas other candidates gave a wide range of examples, such as the 'Incident at the Window' when Utterson and Enfield try to encourage Jekyll to join them for a walk. There were also the more sophisticated responses that considered Jekyll trying to help mankind.

Several candidates referred to various film versions with references to events in prison cells and Sir Danvers Carew's involvement with characters throughout the story. Candidates should be made aware of the differences between various film versions and the novel. Many film versions are adaptations and are not true to all areas of the novel.

Comments received include:

*"Candidates were able to explore and comment on both language and structure at a range of levels. The extract allowed the more able candidates to infer and deduce about the impact of the characters' actions. Language analysis was wide and varied and the extract offered a significant number of structural features which more able candidates identified and analysed to a high level."*

*"For part (b), most candidates did comment on the 'trampling' event at a variety of levels. A wide range of points were made from various points across the text. The most interesting idea was the use of the scientific experiment from Jekyll to help the society move forward from Darwinism to Scientific research and a better future. It was deftly crafted to demonstrate a detailed knowledge."*

*"A good selection of extract which gave candidates many examples to discuss. Not so many mentioned the form of a letter. Less able candidates paraphrased the extract with minimal analysis. There were many good responses on the structure and how the tone changes as the extract goes on reflecting Jekyll's increasing sense of urgency. For part (b) there were a number of narrative responses that simply listed each instance of where help was given or rejected."*

Two examples are included for this text. This first example is a Level 1 response.

Chosen question number:

Question 1 ☒

Question 2 ☒

Question 3 ☒

Question 4 ☒

Question 5 ☒

Question 6 ☒

Question 7 ☒

A) Stevenson Presents Jekyll's request for help as if he wanted to be him, we know this because ~~it~~ says "The door of my cabinet is then to be forced." This suggests that it is like he has to escape. The way he is ~~became~~ became evil.

B) In this extract Jekyll asks Lanyon for help because he keep changing Person between hyde and Jekyll and ~~he~~ now it has gone out of control and Jekyll can't control when he will change so he asked Lanyon for help to try control it, then he gets a Poshen from Lanyon and drinks it in front of him ~~with~~ which ~~gave~~ causes Lanyon to freak out and a couple of days later Lanyon dies also then hyde is clubbed to death

Part (a) This is a simple, limited response with just one point made. The candidate begins with a reference to the question, provides one quotation and makes a comment in relation to it. Level 1, 2 marks.

which means he will which  
has been written for Jekyll to  
keep all hyde belongings.



**ResultsPlus**

**Examiner Comments**

Part (b) This is a little muddled and limited. The candidate refers to Jekyll asking Lanyon for help and refers to another point in the novel where he drinks the potion in front of Lanyon. Level 1, 3 marks.



**ResultsPlus**

**Examiner Tip**

For Section A, part (b), examples can be specific episodes, events, character actions, and so on. 'Examples' does not mean that quotations have to be provided.

This second example is a Level 3 response.

Chosen question number: Question 1 ☒ Question 2 ☒ Question 3 ☒  
Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒

A) Stevenson presents Teyll's Request <sup>for</sup> ~~for~~ help in the extract. It is shown when Teyll says "First Part of the Service" The word service shows that ~~that~~ Langon will ~~be~~ be providing something for Teyll that requires multiple steps. ~~It shows that~~ ~~that~~ if Langon ~~is~~ ~~not~~

Another way the Request is shown is when Teyll says "My life, my honour, my Reason, are all at your mercy" This quote shows that if Langon is loyal enough as a friend to Teyll he would save him. Also that if he doesn't do what he asks, Teyll could lose his life and his cause.

Another way the Request is shown is when Teyll says "You are one of my oldest friends" This shows that Teyll is trying to find Langon's lighter side so that he helps him. This is because they had fallen out and Langon may not ~~be~~ of helped him otherwise.

Another way the Request is shown is when Teyll says "That I am going to ask you for something dishonourable" This shows that what he is going to ask him to do is not going to be something easy to do from a humane point of view.

B) ~~In the novel help is shown~~. In *Jekyll and Hyde* there is a show of help from some of the characters. For example, when Mr Enfield sees the girl get trampled and then catches the man and brings him back. This shows Mr Enfield helping the girl and her family ~~catch~~ <sup>catch</sup> the criminal. Mr Enfield also makes the man pay for what he had done by making him pay a ~~check~~ <sup>cheque</sup> to the family. The family accepts Mr Enfield's help by cashing in the cheque with them.

Another way help is shown elsewhere in the novel is when Mr Utterson finds out that Dr Jekyll's will is being given to Mr Hyde. Mr Utterson then feels the Jekyll is being blackmailed so he tries to help. Dr Jekyll refuses Utterson's help when he says "I can rid my self of Hyde as I please" and when he says "Please drop the matter" but Utterson continues to try to help.

Help is also shown when Dr Jekyll needs Poole (his Butler) to get more of his medication. ~~As~~ <sup>As</sup> it was too rare. Poole had to accept to help as that is what he is paid for, to help his Master.



### ResultsPlus Examiner Comments

Part (a) This is clearly written and in Point, Evidence, Explain format. There is no reference to structure or use of subject terminology, which means that full marks in the level can be achieved. This is a mid-range response. There is no word level analysis. Level 3, 10 marks.



### ResultsPlus Examiner Tip

Part (b) There is a good focus on the question. There are a few points explored nudging this response into Level 3 with a couple of different examples of where 'help' is referred to from different parts of the novel. This is mostly a descriptive response. Level 3, 10 marks.

In Section A, part (b), if quotations are used they do not have to be accurate. They can be paraphrased.



## Question 4

### Question 4 A Christmas Carol

This was the second most popular 19th-century novel.

Part (a) Ignorance and want

Part (b) Children

This proved to be a successful extract, although it was interesting that very few candidates picked-up on the time scale of the extract given for part (a). The extract begins at 'three quarters past eleven' and ends 'The bell struck twelve'.

A flexible approach to the marking was adopted for part (b) and we did not penalise candidates who only wrote about one child rather than 'children'. Those who only wrote about Tiny Tim provided a full range of marks – some were detailed responses whereas others only briefly mentioned that he could not walk. As such the question was a good discriminator.

Feedback from examiners included:

*"The majority of candidates were able to explore this at surface level but the extract did allow the more able candidates to identify the moral message and the hidden meaning about the impact of these two traits on society. It allowed them to respond in detail to social context, although not assessed in this Section. Quotations and textual reference were widely used."*

*"The majority of candidates identified only Tiny Tim or Scrooge as a boy. These were however explored at various levels and did elicit perceptive and insightful responses. There were some excellent links to the poverty stricken society these children represented and comparisons with the way Scrooge's childhood impacted on his demeanour as an adult."*

*"Part (a) The extract gave great opportunity to discuss language, form and structure. Generally handled well. Some sophisticated responses which discussed how Dickens used these "children" as a lesson for Scrooge (and the reader). Less able responses were more literal. Part (b) Good responses generally and a full range of marks awarded."*

Two examples are provided for this novel.

The first example is a Level 3/2 response and the second gained marks in the top level.

Chosen question number:    **Question 1** ☒      **Question 2** ☒      **Question 3** ☒  
   **Question 4** ☒      **Question 5** ☒      **Question 6** ☒  
   **Question 7** ☒

Q4a) Dickens presented the two children, Ignorance and Want by using a range of adjective. They are described as 'wretched, abject, frightful, hideous, miserable.' and this creates an unpleasant image for the reader as they are described as very dirty and frightening and is against ~~what~~ the stereotypical type of children we would expect.

Dickens also uses short sentence to emphasise that they are children as he written 'They were<sup>a</sup> boy and girl.' The short sentence her services to highlight that these two ~~for~~ children described as an unpleasant image are truly children. ~~This creates a~~

Dickens ~~at~~ then uses another semantic field of unpleasant adjectives to describe the ~~appearance~~ appearance of Ignorance and Want. ~~#~~ They are described as 'yellow, meagre, ragged, scowling, wolfish' and the last adjective 'wolfish' also suggests that they might attack others and hurt others so it therefore implies that they are dangerous too. These adjectives are contrasting with the children image that we would normally expect, there-fore Dickens use this shocking image to bring the readers attention towards education and poverty, which is ~~a~~ two main theme in this novella.

A contrasting ~~image description~~ image of 'graceful young' is also used by Dickens to highlight ~~the~~ the unusual characteristics of



Ignorance and Want, which they are not what normal children should look like. The condition 'should' also make it clear that Ignorance and Want are totally an opposite image of how children should be like.

Repetition of 'No' is also used in 'No change, no degradation, no preverston of humanity' to emphasise the ~~unhuman~~ ~~or an~~ unhuman quality of Ignorance and Want. This ~~serve~~ serves to a shocking effect on Scrooge and the reader as we might ~~interpre~~ ~~interpret~~ think that they are not human but later the spirit said 'They are Man's', making it frim that these non-human creatures are truly human.

Ignorance and Want are also described as 'monsters half so horrible and dread.' where they are described as monster to emphasises their frightening and unpleasant appearance. The intensifier 'so' also highlight how terrifying and horrible they look, creating a shocking effect.

Dickens also mentioned that it is hard for Scrooge ~~to~~ said they were 'fine children', which tells the reader that the 'cold-hearted Scrooge' is very much shocked by the two children in front of him and there is a hint that Scrooge evokes sympathy for them as he asked 'Have they no refuge or resource?', which is not what Scrooge is like in the begining of the book so it shows us the effect Ignorance and Want ~~has~~ have on Scrooge.

Q4b) In the novella, childrens are portrayed in many different ways.

The first children appeared in the book is the carol singer in front of Scrooge's office. However, Scrooge treated him badly as he is not willing to offer any money to the child, despite the fact that he is trying to bring the Christmas spirit in this cold winter weather. This makes us reflect on the life for children at Victorian era, when they need to work very hard in ~~coal mining~~ factories and often need to do dangerous job. This therefore evokes sympathy for the boy.

Another child presented in the book is Young Scrooge and his sister Fan. Young Scrooge was alone in school library on Christmas eve and his sister Fan comes to take him home as ~~father is~~ their 'father is so much better than he used to be.' This makes us feel sorry for Scrooge as from what Fan said we learnt that Scrooge has been mistreated by his father and that is why he is isolated in the school.

Contrastingly Fan is presented as a little girl full of energy and happiness. She is referred to as 'little Fan' which the ~~sub~~ adjective 'little' implies her vulnerability and innocence as a little girl. ~~she~~ Her energy is shown through the description ~~she~~ as she comes 'darting in' to Scrooge. The verb 'darting' suggests that she is energetic and is excited to see her brother Scrooge, therefore it underpins her love for Scrooge and her desire to bring Scrooge home. Although it is not ~~Tiny Tim is also an important child~~ clear that how family life is like for Fan, from her action and ~~she~~ joyful characteristic we can see that family is a loving place for her as she shows an abundance of love to her brother, Scrooge. Family life is very important in Victorian era, especially during Christmas when everyone gathers

together to share the joy and happiness.

Tiny Tim is also a very important child in this novella. He is Scrooge's clerk, Bob Cratchit's little son. ~~From~~ The alliteration 'Tiny Tim' ~~used in his~~ in his name ~~we can learn~~ - implies his vulnerability and innocence as he is 'tiny'. Tiny Tim is disabled as Bob is described as his 'blood horse' which suggests that Tiny Tim is unable to walk for a lot and he needs to be carried by his father. However, despite his disability, he is very positive and joyful. This can be seen as he said 'God bless us, everyone!' and the exclamation emphasises the ~~emotion~~ joyous emotion that he wants everyone to be happy. This is also shown when Bob tells that 'he wants other people to see him in Church' showing that Tiny Tim is not defeated by his disability and in fact he wants to make others feel fortunate as they see his disability.

Life is hard for Tiny Tim as he suffers from his disability, and the Cratchit family is 'not a handsome family', suggesting that they are poor and this is seen by the description that 'their shoes are far from waterproof' and the ~~the~~ Christmas pudding was 'small for a big family'. However, even though their ~~life~~ living standard is not great, 'they are grateful, joyful and contented with time', showing that they have a strong, united spirit. This links to context where in Victorian era, poverty is a serious problem as many poor live in slums and if they want a living they need to work in work houses.

In conclusion, the children are presented differently in the novella, but things they shared in common are their vulnerability and innocent that they are ~~all~~ always joyful, except Scrooge as he is mistreated by his father.



## ResultsPlus

### Examiner Comments

Part (a) This is an example of where one response has not been discretely labelled as (a) and (b). This response just slips into Level 3 as there are some valid points. The candidate identifies the language but there is not a detailed analysis. There are some techniques identified. There is also some misuse of terms (onomatopoeia). The candidate comments on the effect on the audience and follows the PEE format. Level 3, 10 marks.

Part (b)

Note the lack of a label to show that part (b) has begun on the final page. This is a Level 2 response – there is just 'some' here as coverage is rather brief. Level 2, 5 marks.



## ResultsPlus

### Examiner Tip

Please remind candidates to clearly label their responses to part (a) and part (b).



For this second response, the candidate demonstrates an assured understanding of the novel.

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## ResultsPlus

### Examiner Comments

Part (a) This response uses a range of evidence from the extract. There are some nicely developed points such as they are 'opposite images of what children should be'. This response has an air of maturity. The candidate develops a point about 'wolfish' and offers interpretations and there are references to themes. There is some complicated expression, but this candidate does demonstrate an assured understanding of the language, form and structure used in the extract, although some points could be developed further. There is a wide coverage of examples and a confident use of terms. Level 5, 17 marks.



## ResultsPlus

### Examiner Tip

Part (b) The first example is possibly a reference to a film version, however, the rest of the response is assured and mature. The response gains strength as the candidate explores ideas. The response has interpretations of some of the ambiguities in the text and offers perceptive comments. Textual evidence is used and this is a detailed response. The conclusion draws the response together with the comment about vulnerability and innocence. There is some weak expression, but this is literature and not language and therefore the quality of written communication is not assessed so long as meanings are made clear. Level 5, 20 marks.

Candidates should regularly refer to the question in order to maintain focus.

## Question 9

### Question 9 Conflict

Named poem: *Belfast Confetti*

Question: the experience of conflict

Examiners were very mindful of the content and nature of this poem, particularly in light of the terrible events in Manchester earlier in the week when the examination was sat. We had asked examiners to review any responses that were cause for alarm. Fortunately, as far as I am aware, we did not have any instances where these dreadful events had affected candidates' responses or where we suspected a candidate distressed.

The poem is rich with material for candidates to discuss and, as such, was very successful. Many compared the given poem with *The Charge of the Light Brigade* and made links with the Crimean War and the street names mentioned in *Belfast Confetti*. Clearly, centres had prepared their candidates well.

Examiners commented:

*"Belfast Confetti was well received by all candidates and allowed them to explore both language and structure - albeit at a variety of levels. A wide range of poems were used in comparison. Not all comparison was highly relevant but comments about both were made. At times the social context of the poet dominated the response - particularly when candidates were slightly less confident."*

*The question on conflict was very broad which was good as it meant candidates could compare against any poem in the conflict section of the anthology. Mostly candidates compared either against 'What were they like?' or 'Poison Tree'. Some made simple comparisons but most candidates were able to compare very well. However, the key deficit was the links to contexts which was sometimes slightly obscure. Many candidates showed their real engagement with the poems which was a really positive aspect of this question."*

*"More candidates managed to discuss the context in this question, although often only of the given poem. They were unsure however, as to whether or not Ciaran Carson was male or female. A popular choice for comparison seemed to be 'The Man he Killed,' or 'War Photographer'. An unusual one was 'Cousin Kate,' which was not compared as well. Terminology seemed to be a problem here, as although those that could spot a wide range were not always able to say WHY it had been used, or what the effect was. Many candidates were confused as to whether it was a poet or writer, or a poem or piece of text/extract. Therefore the form was a problem. Often, candidates merely stated the obvious, 'there are 3 stanzas in this poem, and 5 in the other. Each has 7 lines, and this one has 5 lines', type of answer, with no further analysis. Many got the punctuation within the poem, and why it had been used, but failed to use the punctuation in the second poem to compare."*

*"Limited analysis of the structure was evident throughout, as although candidates could say it was in however many stanzas, they couldn't go into more detail, such as the use of short sentences, or if they could discuss 'enjambment,' were not able to discuss 'caesura.' Language level analysis was lacking in many, as was providing more than one example of each of the techniques. Much of the poetry seemed to take the same format; they discussed the first poem, and then made some comparisons with the second, rather than a detailed comparison throughout. Where the comparison was made throughout, it was usually of much better quality, and flowed, receiving higher marks."*



The final example for this question is a Level 5 response.

Chosen question number: **Question 8** ☒ **Question 9** ☒ **Question 10** ☒

Both poets present ~~conflict~~ experiences of conflict in a way that shows battle to be glorified. Carson has a very modern free verse poem ~~for~~ poetic form to do this. ~~The~~ <sup>The</sup> ~~shows~~ <sup>uses</sup> the lineation he shows a very chaotic way of presenting war. The non regular pattern ~~and~~ shows the complete mess that a war can have and leave. Carson uses metaphors to get across the message that the war the narrator is stuck in is ~~a charge~~ glorified. 'Hself - an asterisk on a the map' this is taking about the bombs that where set off in Ireland at the time of the protestant and Catholic, religious war. ~~Similarly~~ Differently ~~to~~ Tennyson presents 'The Charge of the Light Brigade' ~~as a~~ <sup>in a</sup> ~~very~~ ~~strict~~ very strict poetic form that doesn't change at all. This is due to when it was written. It is an old poem which in society at the time poets had to follow a very strict rhyme and rythem scheme to just be known as an accomplished poet of the era. He shows battle to be good and how it should be. He uses the stressed, ~~unstress~~ unstressed, unstressed syllables to create the need for war and Glorify war in a good way 'Half a league'. The 'half' is stressed so this shows the little ~~time~~ distance that the army ~~and~~ had to go to accomplish everything. Both poets present the glory of war one in a negative way as Carson didn't like the idea of war to solve problems. And Tennyson in a positive way to show how society where at the time.

Both poets present bad decisions made by people in charge in their poems. Carson introduces the 'labyrinth' which he says he knows so well when in fact the juxtaposition shows something different. Labyrinth suggests something you don't know how to get out of and don't know what to expect while you're in there. The rhetorical questions the narrator asks himself further support the unknown feeling. 'Why can't I escape?' This question is also a cry out about this civil war, about how it will never solve anything to be at war, and he blames the leaders of people and his Government for allowing his home to become unknown to him. Carson wanted to show the world that war isn't better than peace and how war doesn't get anything changed by the <sup>similarly</sup> area surrounding where you live. Tennyson hides the fact a general made a ~~an~~ wrong decision ~~was~~ with his repetition that ~~war~~ war is great and war should happen. Historically the general made this decision based on wrong intel he thought he could deal with and sent 'six hundred' soldiers to die. The repetition of 'Half a league' 'all through the valley of death' and the anaphora of 'cannon' to the right of ~~of~~ them all show a trapped sense that their own general got them into so much <sup>trouble</sup> that they have no way of getting out. Both poets show the lack of good leaders through their complete defiance of their time period. Carson ~~was~~ <sup>is</sup> Irish so should feel elated that religion was being bandied about and that they were getting a say yet because of his morals he doesn't believe in war. Tennyson was the poet Laureate of England at the time he wrote that poem so he

had to write for the amusement of others whilst leaving his political print secretly in.

Both poems have certain aspects that make the reader think in Belfast Confetti punctuation is used as words to show how ~~pe~~ Carson can't justify words for war 'This hyphenated line,' a burst of rapid fire' and similarly in Charge of the light brigade 'theres not to reason why' 'theres not to do but die' suggest the complete complexity of war and the devastation it has on other people though Tennyson presents it as a necessity.



### ResultsPlus Examiner Comments

This response is demonstrating an excellent understanding of the two poems. There are some insecurities regarding the contextual references with *The Charge of the Light Brigade* and a couple of generic comments have been made. There is a mature understanding of both poems and an integrated and seamless discussion of comparison and links between both texts. The candidate has used relevant and well-chosen quotations to support comments. The response also has strong comments on technique and effects. This is focused and well-structured with an introduction and conclusion. A secure Level 5 but not quite full marks. Level 5, 18 marks.



### ResultsPlus Examiner Tip

More able responses will end with a short conclusion that explicitly answers the question.

## Question 11

### Section B, Part 2, Unseen Poetry:

#### Question 11 *Cat* and *Cats*

Question: Compare the ways the writers present cats in Poem 1: *Cat* and Poem 2: *Cats*.

The vast majority of feedback has been exceptionally positive for the unseen poems. Examiners have generally commented on how all abilities could find at least one thing to comment on, even if it was to say that the poems had the same title, except one is singular and the other plural. Candidates did extremely well with the unseen poems.

*The poem allowed all candidates - regardless of ability - to make an informed response. This question prompted delightful responses and some alternative interpretations. More able candidates proved their poetic analysis prowess commenting on structure, rhyme, form and language. Extraordinary responses were seen in which a candidate had made comment on the implied social context of the sphinx and how its composition could be interpreted to show how a cat is the perfect blend of both animal and human."*

*"A few of the higher mark answers managed to relate the structure of the poems to the writer's opinion, and it was nice to see that some of the more able candidates could give a clear explanation of the references to the 'fist of pins' or use of 'Sphinx' and 'Scimitar.'"*

*"Nearly every candidate was able to access these poems and made many comparisons. Some were a bit "good cat/bad cat."*



Our final example is a response that just slips into Level 5.

### Question 11

The two poets write about the same animal: a cat. Yet they present the cats in different ways.

Poem 1, Cat, <sup>Portrays</sup> ~~shows~~ how cats are ~~quite~~ able to manipulate their owner in order to get what they want the quotation 'grimly let her in' shows how the owner has become accustomed to the way the cat behaves. The word 'grimly' can infer the unpredictability of the cat as it awakes the owner <sup>to let him/her in</sup>; getting what it wants. However, in contrast to Cat, Hesketh has used a description of the cats to portray their prominent features. An example of this is 'velvet padded; Snowflake - gentle paw', I think that this description of the cats implies that the animal is quite sensual and is very elegant as 'snowflake's move quite gently and calmly.

Poem 2 has a large amount of stanzas, all with a constant rhyme<sup>a</sup> scheme which creates a predictability and smoothness of the ~~poem~~ poem, I feel that by doing this it is helping to describe the way the cat moves and how it behaves. However, Hamburger has no rhyme scheme and there is no natural flow to the poem, the use of caesura can help to emphasise this and I feel that the poet has done this on purpose to show that cats are unpredictable. The title 'Cat' can suggest that Hamburger is ~~tells~~ writing about a cat of his own whereas Hesketh is writing about all of the cats and how they are all traditionally seen to behave.

I feel that poem 2 has shown the nature of how the cat has become part of the typical pet that people choose to own. The quotation



'they lap up bottled milk - not that of human kindness' shows that cats are still wild animals ~~and~~ and perhaps do not possess the loving characteristics that humans think they have. I feel that both of the poems portray that each cat is selfish, poem 1 ~~too~~ includes 'outwits me' which can also show that they are clever too. I feel that this quotation creates a comedic aspect and helps to create a happier and brighter tone, whereas poem 2 seems more factual. An example of this is 'Cats are of the East'.

'Car' is a more personal poem about the relationship that the owner has with his cat. An example where this is shown is 'that fondness she purns'. I feel this quotation uses ~~isn't~~ loving imagery as the cat has built a relationship with the owner and this is shown by the cat's affection. I feel that ~~the~~ Car as the poem title is quite unusual as dogs are traditionally seen as man's best friend, perhaps the poet is trying to break the traditional stereotype of pets and show that cats can build the same relationship as dogs do.

Overall the writers portray cats in different ways, I feel that the poem Cats was about the more factual side and ~~was~~ <sup>was</sup> talking about the species as a whole whereas Car was a more personal poem about their pet cat.



## ResultsPlus

### Examiner Comments

Comparisons are immediately tackled with an introductory sentence and this is sustained throughout the response. There are comments on how one poem is more about a personal relationship with the animal whereas the other looks at cats in a 'more factual way'. This is a personal response and interpretation, which is supported by textual references. There is some comment on structure, form and effect. Closer analysis would have benefitted the response even further. This is an effective and sustained response which is assured at times. The candidate does express their personal opinion, 'I think', 'I feel'. This is assured but close analysis is not sustained enough for the top of the level. There are some really nice, thoughtful and sensitive comments which moves the response just beyond Level 4 and nudges into the higher level. There is just enough to put into Level 5. A borderline and best fit example. Level 5, 17 marks.



## ResultsPlus

### Examiner Tip

Use the examples for candidates to identify comments on language, form and structure and to highlight any comparative points made in order to develop skills.

### Section A

There are no examples for this, as answers in this section are where candidates have not identified the question number on their response. There were 585 candidates who had forgotten to identify the question they were responding to and a general reminder to candidates to do so would be appreciated.

### Section B

As with Section A above, there are no examples for this area as these are responses where candidates had forgotten to identify the question number attempted in Section B, Part 1 (Anthology). 2090 candidates did not identify which question they were answering or had started their Q11 (Unseen Poetry) response in the wrong area of the answer booklet and therefore left the question number blank.

Some candidates also crossed the incorrect question number or wrote responses in the wrong area. Basic reminders to check the correct question number has been selected and use the correct areas in the answer booklet would assist examiners. Thank you.

## Paper Summary

Based on their performance on this paper, centres are offered the following advice:  
Section A, part (a) of the question, candidates must explore the language, form and structure of the extract

- Section A, both parts of the question, context is not assessed in this part of the paper
- Section A, part (b), candidates should draw on their knowledge of the text that they have studied and give examples from elsewhere in the novel. Candidates may, depending on the question, explore one area in detail or cover a range of examples
- Section A, part (b), examples can be particular references to other parts of the novel such as events, episodes, character action, and so on. Candidates can paraphrase quotations from memory, but exact quotations are not mandatory, particularly as this is 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. Context is only assessed in the Anthology Poetry question (Section B, part 1)
- Section B, Part 1, Anthology – candidates need to consider language, form, structure and context. Poems need to be compared and relevant terminology employed where appropriate candidates should be reminded to label their answers clearly (particularly Section A) and to use the correct space in the answer booklet.