

Examiners' Report

June 2017

GCSE English Literature 1ET0 01

Question 1

Macbeth

The extract is taken from Act 4 scene 1, lines 50 to 80 and focuses on Macbeth's meeting with the witches and their apparitions. Part (a) requires candidates to discuss the relationship between Macbeth, the witches and their apparitions. Part (b) requires candidates to explore the theme of control elsewhere in the play.

Part (a)

Most candidates used the theme of power/control as the main approach into the question. More able responses examined language to discuss who was actually controlling who, whilst some less able responses saw either one party or the other as being in control with little analysis. There were many examples of effective use of a PEE format to develop responses. Some more able responses examined Macbeth's opening speech in the play, but most did not take the opportunity to examine the imagery of this rich passage, focusing on the exchanges between characters. Many did not differentiate between the witches and the apparitions and attributed quotes incorrectly. More subject terminology could have been used at all levels.

Part (b)

Most responses examined Lady Macbeth's control of Macbeth, providing and discussing good supporting quotes. Some responses looked at how the physically dominant Macbeth was controlled by Lady Macbeth's use of language and the way she undermines his masculinity.

A good range of other areas of control were also discussed, e.g. the Witches controlling Macbeth, and Lady Macbeth and Macbeth losing control as the play progresses. The main area of consideration when discussing context, was that of Lady Macbeth reversing gender roles of the time. Also, secure comment was seen on the political situation of Shakespeare's time.

The following response is an example of a Level 2.

Part (a) 8 marks

Part (b) 8 marks

SECTION A: Shakespeare

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 ☒ Question 2 ☒ Question 3 ☒

Question 4 ☒ Question 5 ☒ Question 6 ☒

a) In this extract presents the relationship between Macbeth and the Witches as Macbeth being in control and commanding the witches to appear and ~~the~~ answer his questions. Shakespeare does this by having the witches tell Macbeth to demand what he wants and that they will answer. Another way Shakespeare achieves this is by using language such as "Call 'em, let me see 'em", "tell me, thou unknown power" and "but one word more". These all shew Macbeth being in control in the relationship between him and the Witches, as

he is the one asking the questions. The quote "call 'em, let me see 'em" basically shows Macbeth demanding the witches to summon their "Masters" which are the apparitions he sees and is told his future by. The quote "but one word more" shows him demanding one last apparition to tell his future, and the witches listen, showing that he is indeed in control in this extract.

b) Another example of control in Macbeth is Lady Macbeth taking control over Macbeth and pressuring him into doing the murder as she believes it is his destiny to become king. Lady Macbeth's control over Macbeth is shown within the play through what

Lady Macbeth says to Macbeth, for example she calls him a coward and asks "are you a man?" to pressure him, and at this point she already has control over him. Another way this is shown is she tells Macbeth to wipe the blood of King Duncan onto the servants which she dragged, this shows she is in control as he goes and does it. She also says to him that she will measure her love for him on whether he goes through with her plan, which he does, this also shows she is in control.

The reason for control within the play is to show to the audience or the readers that

a woman's path to power
was only through her
husband, so in the case
of Macbeth, Lady Macbeth's
only way of becoming
the queen was to pressure
her husband, Macbeth into
killing the current king, Duncan.
So she could get into
a position of power.



ResultsPlus Examiner Comments

Part (a). The candidate has made some comment on the extract and how Macbeth appears to 'be in control and commanding the witches'. The response does briefly mention the use of language: 'commanding questions' and there is some exemplification from the extract to develop how Macbeth is 'in control'. The majority of the response focuses on Macbeth.

Part (b). There is some evidence of a critical style by the candidate to consider the way Lady Macbeth controls her husband by 'pressuring him into doing the murder'. There is an attempt to support points with textual evidence. A valid comment made to the contextual role of women helps secure the mark at the top of a Level 2.



ResultsPlus Examiner Tip

In part (a), to enable the mark to move to a Level 3 the response requires a little more focus on the witches and their apparitions.

In part (b) more depth of discussion and a sound interpretation is required to move to a Level 3.

The following response is an example of a Level 5.

Part (a) and (b) were both awarded 18 marks.

SECTION A: Shakespeare

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 ☒ Question 2 ☒ Question 3 ☒

Question 4 ☒ Question 5 ☒ Question 6 ☒

Shakespeare presents the relationship between Macbeth and the witches together with the apparitions they summoned as controlling. In this extract Macbeth thinks that he is the one in control by using imperatives ~~sto~~ such as 'answer me' ~~th~~ which is aimed ~~to~~ at the witches, ~~additionally th~~ it suggests that Macbeth is putting on an air of arrogance because he thinks he is the one who has the power in his hands, furthermore the tone is that of which a leader is talking to his subordinates. The witches answer to this by saying, 'Speak. Demand. We'll answer' each of these words are said by the individual witches which implies ~~that~~ the fact that they are the ones in control since they hold all of the information that Macbeth wants to have. Furthermore ~~the~~ ~~wa~~ structure of the way the witches answer Macbeth denotes ~~that~~ ~~th~~ a unison between the witches and also implies that the outsider is Macbeth. The witches cunningly manipulate Macbeth by stating to him 'Say if thou'dst rather hear it from our mouths, Or from our masters.' this ~~is~~ quote suggest that the witches are just a small chesspiece in the situation by their use of the noun 'master'.

'Master' suggests that there is an higher authority behind the witches and this pushes Macbeth to believe them as they witches portray them to have more power than themselves. Macbeth falls for the witches trap and demands to see them 'Call 'em. Let me see 'em.' This short sentence again highlights the arrogant airs that Macbeth is putting on.

When the apparitions appear, Macbeth still thinks that he is in control of the situation through his constant use of imperatives such as 'Tell me'. Additionally towards the end ~~the~~ when the second Apparition appears and calls his name three times he answers, 'Had I three ears, I'd hear thee!' This denotes some sense ~~humour~~ of humour on Macbeth's part which shows that he is at ease because he thinks there is nothing to worry about.

In Conclusion throughout the whole extract Macbeth thinks that he is in control through his constant use of imperatives however we the audience know that in fact the witches are the ones in control since they are manipulating Macbeth through their use of Apparition to tell Macbeth 'The truth'

The importance of control elsewhere in the play is shown between the relationship between Macbeth and Lady Macbeth. Lady Macbeth is portrayed to be holding most of the power in the relationship by Shakespeare through her uses of persuasive techniques aimed at Macbeth. When Lady Macbeth suggests the idea of murdering King Duncan so that Macbeth can have the throne for himself, Macbeth excuses himself at the last minute - giving various excuses of how he can not bring himself to murder Duncan. Lady Macbeth's reaction to this is very aggressive and she tries to persuade Macbeth by ~~using imperatives~~ undermining his masculinity. She does this by stating 'If you're a man you'd have done it' this immediately would get a reaction out of Macbeth because he prides himself because of his masculinity. We the audience see this ~~but~~ because in the beginning Macbeth 'unseamed him from the navel to the chops.' This infers how heartless and manly Macbeth ~~is~~ is. Lady Macbeth goes on further by questioning his love for her. We as the audience perceive this as emotional blackmail on Lady Macbeth's part because it is clear that Macbeth loves Lady Macbeth because he described her as 'my dearest partner of greatness.' This quote ~~is not~~ implies intimacy and

the word 'dearest' infers affection and love.

Lady Macbeth also uses imperatives to show that she is in control because after the murder of Duncan Macbeth brings back the daggers due to his muddled state of mind.

Lady Macbeth instantly takes control of the situation and orders Macbeth to 'Give me the daggers.' The word 'give' suggests power and it would be seen as unusual by the Shakespearean audience as the man is the person that holds all the power and not the woman. Additionally the fact that Lady Macbeth is doing the dirty work for Macbeth is even more unusual because ~~in this era~~ stereotypically in this era the women were supposed to stay at home, clean the house and look after the children and furthermore women were supposed to be seen and not heard ~~this is~~ however Lady Macbeth does the opposite of this. Shakespeare does this possibly because he may believe that women own more power than people believe ~~as~~ because they influence their husband which is shown through Lady Macbeth, influencing and ~~persuading~~ ~~manipulating~~ manipulating Macbeth in order for him to bend to her will.

Finally Lady Macbeth also shows that she is in control by her mocking tone towards Macbeth when she puts the daggers back. The reason why Macbeth ~~he~~ would not put the daggers back because he was so ~~entranced~~ hypnotised by the blood which covered his hands. ~~However~~ When Lady Macbeth comes back she says to him. 'My hands are the same colour as yours but I dare not wear a heart so white.' Lady Macbeth is trying to tell Macbeth here that she is not distraught by the colour of her hands so why should he.

In Conclusion Lady Macbeth is portrayed to be a strong and decisive character who is fueling ~~her~~ and helping her husband's ambition to take the throne. Lady Macbeth is not the stereotypical woman in the Shakespearean times this is perhaps done by Shakespeare because he is saying women are stronger than they look.



ResultsPlus

Examiner Comments

Part (a). The candidate has shown an assured understanding of language, form and structure and makes reference to a number of techniques used by Shakespeare to show the reactions of Macbeth and the witches. Accurate and precise subject terminology is used to explore the use of imperatives, short sentences and nouns. Although the analysis was mainly centred on the use of imperatives.

Part (b). The candidate has chosen to discuss how Lady Macbeth uses control to 'manipulate' her husband and how she undermines his masculinity. There are a number of discerning textual references made, and close analysis shows a perceptive understanding concerning the impact this has on the presentation of theme. Excellent understanding of the context.



ResultsPlus

Examiner Tip

In part (a), to move to a top Level 5, the response would have benefitted from more detail and elaboration in respect to other areas of the extract. The response is cohesive and meets the requirements for a mid-Level 5.

In part (b), as with part (a), the response is not fully secure for a top Level 5 mark. Some textual references need further elaboration, for example how does the quotation 'my dearest partner' show control?

Question 7

An Inspector Calls

The questions asks candidates to explore the theme of guilty consciences in the play.

Many candidates used the quote from Shelia in the question as a starting point of a well organised answer examining each character in turn. Most divided the characters into categories of young and old and if they held Socialist or Capitalist viewpoints. Some more able responses discussed these political context aspects in depth. A good knowledge of gender and class roles was also evident. Not many discussed the role of the Inspector in depth, most focused on the other main characters. Some more able responses discussed the effect the feelings of guilt have on the characters well and were strong on integrated comments on context. There were a good range of quotes and examples from the text provided. Contextually, there were a range of comments on the writer, his background and intended effect on the audience. Some more able responses made a clear distinction between the time of writing and the setting and discussed this well.

The following response is an example of a Level 4.

AO1 and 3 - 26 marks

AO4 - 7 marks

~~has guilt but~~

SECTION B: Post-1914 Literature

12.
10:55
11:45

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 7 ☒ Question 8 ☐ Question 9 ☐
Question 10 ☐ Question 11 ☐ Question 12 ☐
Question 13 ☐ Question 14 ☐ Question 15 ☐
Question 16 ☐ Question 17 ☐ Question 18 ☐
Question 19 ☐ Question 20 ☐ Question 21 ☐
Question 22 ☐

7. J B Priestly presents guilty consciences in the play as important, to try and change society and the class system, by showing the audience that guilt is what drives the play forward. Priestly shows a clear difference between the old and young generation. The old shows no guilt as Mrs Birling states "I was completely justified" when she turned Eva Smith away. The young generation shows

guilt, for example, when Sheila "bitterly" says "I suppose we are all ~~rather~~ nice people now".

You could suggest that Mrs Birling has some guilt towards killing her own grandchild but overall she is a quite "cold" woman.

This is Priestly telling the audience that the new generations should be educated to be better people. Priestly wants change in society after the second World War so uses the younger generation to show guilt.

In order to emphasise the importance of guilty consciences so that it ~~can~~ inspires change.

The older generation, like Mr Birling, were "a man of business" and cared for money.

These capitalists ran the country, leaving the community in poverty and an increase in prostitution. Priestly wants to change this.

Guilt consciences are ~~presented~~ ^{as they} ~~dis~~important in the plays ~~to try~~ and inspire change and shows the audience the good and the bad generations.

• Priestly ^{presents} ~~uses~~ guilty consciences ^{as important} to show bravery within the play. Sheila and Eric are the only two who fully come clean without prompting by the Inspector. ~~This shows the younger~~

This is important as it shows the younger generation as brave. Priestly used to be a radio show host but got removed off air due to voicing his socialist agenda. Sheila and Eric ^{may} have "used your power to ruin this woman's life" but they've come to their senses which shows socialism is much more powerful than capitalism. The ~~most~~ Guilty consciences in the play are ~~sub~~ important as it is an attempt

~~by~~ ^{by} Priestly to increase the welfare state. This would have caused ~~the~~ upper classes to become bourgeoisie and lower class to become bourgeoisie. Guilty consciences importance in the play inspires change in the welfare state/society.

However Gerald on the other hand is a Capitalist. He shows some level of guilt for his actions but is relieved when the Inspector wasn't real. The lack of guilty conscience in Gerald, after the exit of the Inspector, ~~shows~~ ^{shows} the audience how important guilty conscience. I believe this because it shows the audience that Capitalists care more about money than their actions: change could easily occur in society if the audience

recognised this. Priestley does this to highlight the arrogance of the older generation and the younger also to defy the class system.

The younger generation shows a guilty ~~con~~ conscience towards the older generation, which is important, because it shows the older generation as weak. Sheila not only stands up for Eva but she also makes the other characters in the play accept what

they have done wrong. When Sheila ~~defy~~ defies her mother she states "Stop it Sheila. You're behaving like a hysterical child." The guilty conscience in this scene is important as

Sheila is trying to make her mother feel guilty/~~realise~~ realise what she has done. This is also important as it shows Sheila being strong and noble. ~~4th~~ ~~1st~~ Before ~~the~~

~~the~~ World War II, when the play is set, women didn't have any rights. They were seen more as an item to be passed down to a husband for more status. It wasn't until the Suffragette movement where they gained more rights. Sheila standing up against her family for not having a guilty conscience is important because

It tells the audience to stand up against the capitalism that rules over the country.

Priestly expresses his ~~the~~ socialist views through the Inspector, Eric, Edna and Sheila.

- Edna only has a few lines in this play. It suggests the working class are noble and don't get into trouble like the upper classes ^{guilty consciences} don't have a
- Inspector Goole has the job of making sure the guilty conscience is apparent in the characters. The Inspector is Priestly trying to "show the audience his views."



ResultsPlus Examiner Comments

The candidate makes a range of thoughtful points in what is a developed and personal response. A number of different characters are explored and consideration is made to whether the younger and older generations within the play have guilty consciences. The comments on Priestley's intent and the understanding of context means that this fulfils the Level 4 criteria. Some points could perhaps be developed further but this is a sustained response with appropriate textual reference, including close and accurate quotations.



ResultsPlus Examiner Tip

Ensure all points are fully developed and where possible consider alternative interpretations.

Question 8

An Inspector Calls

The question asks candidates to explore the character of Gerald.

The most common approaches discussed Gerald's class, relationship with Eva/Daisy and how he sides with the older generation in his viewpoints.

A number of the more able responses discussed how he does not change his views and how he is of the younger generation but sides with the Birling older generation or how he has elements of both generations and political views. The more able candidates explored how the revelations and his behaviour set Sheila 'free' to change and develop.

There were a lot of strong contextual comments on class, gender roles with some more able responses distinguishing between the time of writing and setting when discussing the author's intentions. Less able responses showed unclear knowledge of the character and confused him with Eric, attributing some of Eric's actions and dialogue to him.

The following response is an example of a Level 3.

AO1 and 3 - 18 marks

AO4 - 5 marks

SECTION B: Post-1914 Literature

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:	Question 7 <input checked="" type="checkbox"/>	Question 8 <input checked="" type="checkbox"/>	Question 9 <input checked="" type="checkbox"/>
	Question 10 <input checked="" type="checkbox"/>	Question 11 <input checked="" type="checkbox"/>	Question 12 <input checked="" type="checkbox"/>
	Question 13 <input checked="" type="checkbox"/>	Question 14 <input checked="" type="checkbox"/>	Question 15 <input checked="" type="checkbox"/>
	Question 16 <input checked="" type="checkbox"/>	Question 17 <input checked="" type="checkbox"/>	Question 18 <input checked="" type="checkbox"/>
	Question 19 <input checked="" type="checkbox"/>	Question 20 <input checked="" type="checkbox"/>	Question 21 <input checked="" type="checkbox"/>
	Question 22 <input checked="" type="checkbox"/>		

Gerald is a very important character in 'An Inspector Calls' and has a very important role that keeps the play going while outwining the thoughts of both the upperclass and men in this patriarchal classed period of time.

Mr Birling, a man from the upper-middle class, and

Sheila's father, is 'trying to' appear as a higher social status than he is, to get Gerald's approval, who comes from an aristocratic family. This shows that Gerald is the most powerful character in the play and has a lot of hold over Sheila and the rest of the Birplings as they would all follow his lead () not to look below him.

During the play the Inspector points out that Gerald also has something that connects him to Eva Smith, now known as Daisy Renton and met her, at the Palace Bar, where he says he saved her from another man's advances and bought her alcohol, then took her to a hotel where they spoke. When they spoke, Daisy told him about her history, like the things Sheila and Mr Birling put her through. He then decides to cheat on Sheila and give her accommodation in his friend's place as they were away.

Mr Birling tells Gerald it's perfectly okay for him to have a mistress and disregard Sheila's, his own daughter's feelings. Sheila then gives Gerald her ring to () the engagement

is when Mr Birling protests this, showing that Gerald's opinions and actions are better and more beneficial to support than his own families. This shows Gerald's significance yet again and how important his character is to show the importance of the story in the play.

Gerald's character also shows love towards Daisy Renton as he paid for her expenses etc., but realised he could not be with her because of the massive class difference, and got rid of her. Gerald helps show the negative influence of the class system and yet again, like the other characters, how disposable is Daisy Renton.

Another key part of Gerald's character is the denial he has of the event, even though he previously confirmed Daisy and Eva were one as he told us about Daisy's old life. This makes him a hypocrite and shows how despite the upper class is to pass blame onto someone else and not take responsibility for what they

have done. Gerald knows and has /
proven that he is wrong but refuses to accept
his and say the whole thing with
the inspector was fake. Just to protect
his already damaged image.



ResultsPlus Examiner Comments

Although the response is a little narrative at times there is some evidence of a critical style and the candidate does show a general understanding of the character of Gerald and how he represents 'a man from the upper middle class'. Consideration is made to how he 'has something that connects him to Eva' and the way he keeps her as his mistress. The final paragraph explores how Gerald is presented as a hypocrite and how he 'does not take responsibility' for the death of Eva/ Daisy. There are a couple of references taken from the text and some brief mention is made to context and the 'massive class difference' but this needs developing further.



ResultsPlus Examiner Tip

The response needs to incorporate a couple more examples from the play text to support the points made and to consider other social, historical and cultural contexts that are presented by Priestley.

Paper Summary

From the examples provided, it is evident that a full range of marks has been awarded and many candidates have gained marks in the top bands.

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

Section A

Candidates should:

- remember to discuss language, form and structure for part (a) and use relevant subject terminology where appropriate
- discuss the extract only for part (a) and other area/s of the text when answering part (b) of the question
- remember that AO3 (social, cultural and historical context) is only assessed in part (b)
- keep textual references for part (a) succinct. One or two-word examples are often much more successful than longer quotations.

Section B:

Candidates should:

- integrate and illustrate the social, cultural and historical context and consider how they are presented through the examples within the text. Often AO3 is naturally illustrated through the actions, events, themes and characters
- consider the benefits of making a short plan before embarking on writing the essay, but should avoid spending too long on it
- allow themselves a few minutes to proof read their work to check for any errors particularly in relation to AO4.

General:

- Please remind candidates to identify correctly the question numbers that they are attempting.
- Candidates must be reminded to respond to the question in the right part of the answer booklet.
- Finally, thank you for your hard work and on behalf of Pearson I would like to congratulate all centres and candidates.