

Pearson Edexcel International GCSE English Literature - 4ET0/01R

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 – V inclusive

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

Question 5b.....	8
Commentary	8
Script L.....	9
Question 6a.....	9
Commentary	9
Script M.....	9
Question 6b.....	9
Commentary	9
SECTION B: PROSE.....	10
Script N.....	10
Question 9a.....	10
Commentary	10
Script O.....	10
Question 9a.....	10
Commentary	10
Script P	10
Question 9b.....	10
Commentary	10
Script Q.....	11
Question 11a.....	11
Commentary	11
Script R	11
Question 11a.....	11
Commentary	11
Script S	11
Question 11a.....	11
Commentary	11
Script T	12
Question 11b.....	12
Commentary	12
Script U.....	12
Question 11b.....	12
Commentary	12
Script V	12

Question 12a.....	12
Commentary	12

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): Explore how Miller presents the character of Alfieri.

Commentary

Concisely written, the answer considers both role and character of Alfieri soundly. The idea of Alfieri as a bridge works well and overview is thorough. Support is effectively integrated and reference is made to context. Text is considered in dramatic terms such as the reference to 'modern chorus'. The candidate considers structure e.g. reference to Eddie's hospitality at the start of the play with the end of the play.

Level 4, 19 marks

Script B

Question 1b

A View from the Bridge (Arthur Miller): 'The play's ending effectively draws together its themes for the audience.'

How far do you agree with this statement?

Commentary

There is some relevant knowledge and understanding in this answer, largely considering the story of the play and its characters. Arguments move on through use of the theme of justice. There is some reliance on narration and some confusion at times.

Level 2, 10 marks

Script C

Question 2a

An Inspector Calls (J B Priestley): How does Priestley present the character of Eva Smith/Daisy Renton?

Commentary

Personal engagement is effective in this response which presents an assured analysis supported by well-chosen quotation and appropriate detail. The answer is effectively developed and explores Eva Smith's role and character. Development is clear. Even though there is some redundant material on the Birlings, the candidate brings the focus back purposefully.

Level 5 26 marks

Script D

Question 2b

An Inspector Calls (J B Priestley): 'The play is more concerned with moral responsibilities than the law itself.'

How far do you agree with this statement?

Commentary

The answer focuses well on the question and deals with key aspects of the question of women. This is a thorough response that explores a range of points with thoughtful insights, purposeful support and personal engagement. Some really interesting points are made but not always pinned down.

Level 4, 22 marks

Script E

Question 3a

Henry V (William Shakespeare): Apart from Henry, which character do you consider the most important in this play?

Commentary

The candidate selects Llewellyn (Fluellen) as the character to write about in response to the question. Lucid and perceptive arguments are made with well-selected supporting detail and material that ranges throughout the play. An in depth knowledge is evident, with interesting and focused insights building an effective answer.

Level 5, 28 marks

Script F

Question 3b

Henry V (William Shakespeare): Explore the importance of history and the past in this play.

Commentary

A very well-crafted and confident answer that deals with the question deftly, offering excellent arguments and apposite supporting detail. Consideration of all aspects, including sophisticated analysis of writer's craft, is very well presented. An impressive response.

Level 5, 30 marks

Script G

Question 3b

Henry V (William Shakespeare): Explore the importance of history and the past in this play.

Commentary

Sound selection of some aspects but development varies. Henry's own wild past is considered and references are made to historical aspects such as the Black Prince. Altogether, Level 3 criteria are met at the lower end of the scale as the arguments are largely sound.

Level 3, 14 marks

Script H

Question 5a

Romeo and Juliet (William Shakespeare): Explore the relationship between Juliet and her mother, Lady Capulet.

Commentary

The answer is brief and undeveloped but does say some interesting and potentially effective things about the relationship. Examples include reference to Juliet as Lady Capulet's only surviving child and the comedic effect of Lady Capulet's inability to speak to her daughter about Paris. The answer meets Level 2 criteria in that there is some knowledge and understanding shown.

Level 2, 10 marks

Script I

Question 5a

Romeo and Juliet (William Shakespeare): Explore the relationship between Juliet and her mother, Lady Capulet.

Commentary

There is some knowledge and understanding of the relationship between Juliet and her mother but this exists at a fairly simple level. There is some reliance on narration, but Level 2 criteria are met at the lower end of the scale. The second paragraph is most effective in the answer.

Level 2, 7 marks

Script J

Question 5a

Romeo and Juliet (William Shakespeare): Explore the relationship between Juliet and her mother, Lady Capulet.

Commentary

This is a sound response that works through several aspects of Lady Capulet and Juliet's relationship. Quotation is relevant and detail selected, competently applied. The answer meets Level 3 criteria securely.

Level 3, 16 marks

Script K

Question 5b

Romeo and Juliet (William Shakespeare) : In what ways does Shakespeare present the theme of power in this play?

Commentary

The response sets out what it will discuss in terms of different types of power starting with fate. Context references are used with relevance and support is clear in the form of relevant integrated quotation. The answer represents very thorough work with focus on fate, patriarchy, status and individuals as areas for discussion.

Level 4, 24 marks

Script L

Question 6a

The Importance of Being Earnest (Oscar Wilde): Explore Wilde's presentation of Jack Worthing.

Commentary

The answer considers aspects of Jack's role and character methodically and purposefully. Some use of quotation is made to support points and detail is applied with relevance. Achievement represents thorough and relevant engagement commensurate with Level 4.

Level 4, 22 marks

Script M

Question 6b

The Importance of Being Earnest (Oscar Wilde): How does Wilde develop the theme of dishonesty in this play?

Commentary

There is genuinely personal engagement in this response that effectively selects details and support to build convincing and lucid arguments. Some fresh perspectives and views energise the answer lending some original flair to discussion. Sometimes the candidate tries to do too much, losing focus a little, but overall this is very good work.

Level 5, 27 marks

SECTION B: PROSE

Answer one question on one text from this section

Script N

Question 9a

To Kill a Mockingbird (Harper Lee): In what ways does Harper Lee present the character of Dill?

Commentary

The response picks out several relevant points relating to Dill's character with support. Some points are not entirely accurate e.g. reference to the quotation about Boo Radley eating squirrels and cats. Opportunities to develop are missed and the answer ends abruptly.

Level 2, 11 marks

Script O

Question 9a

To Kill a Mockingbird (Harper Lee): In what ways does Harper Lee present the character of Dill?

Commentary

This is a mature and detailed response that deals comprehensively with Dill's character and role in the novel. Support is well focused and selected to build lucid and interesting arguments. Arguments deal comprehensively with all aspects of Dill's portrayal.

Level 5, 30 marks

Script P

Question 9b

To Kill a Mockingbird (Harper Lee): Explore attitudes to death in this novel.

Commentary

A general introduction starts the response with Mrs Dubose then used as an example. This is interesting and soundly supported. Reference to language use is evident e.g. the adjective 'bravest' on page 2 of the answer. The candidate works through three deaths in the novel: Mrs Dubose, Tom and Bob.

Level 3, 18 marks

Script Q

Question 11a

Of Mice and Men (John Steinbeck): Explore Steinbeck's presentation of Crooks as an outsider.

Commentary

This answer makes several straightforward and undeveloped points about Crooks with some links to the idea of him as an outsider. There is some evidence of knowledge and understanding at a fairly simple level. This answer repeats the same point several times.

Level 2, 7 marks

Script R

Question 11a

Of Mice and Men (John Steinbeck): Explore Steinbeck's presentation of Crooks as an outsider.

Commentary

In this answer, Crooks as an outsider is discussed with sophisticated insight and well-selected supporting detail. Quotation is integrated effectively and assured analysis is clear throughout the focused arguments.

Level 5, 26 marks

Script S

Question 11a

Of Mice and Men (John Steinbeck): Explore Steinbeck's presentation of Crooks as an outsider.

Commentary

Basic points about Crooks are made in this assertive and undeveloped response. There is some inaccuracy in knowledge and understanding, such as the notion that Crooks works through loyalty on the first page of the answer. Level 1 criteria are met.

Level 1, 5 marks

Script T

Question 11b

Of Mice and Men (John Steinbeck): How does Steinbeck introduce the novel's themes and ideas before George and Lennie arrive at the ranch?

Commentary

The answer is concise but thorough and focused on relevant concerns. Some aspects of the answer are uneven, but arguments are clear and detailed, relating well-supported points to the question. This is a good example of a script that does not have to be long to be thorough and thoughtful.

Level 4, 21 marks

Script U

Question 11b

Of Mice and Men (John Steinbeck): How does Steinbeck introduce the novel's themes and ideas before George and Lennie arrive at the ranch?.

Commentary

The answer is on the border between Level 2 and Level 3. Some sound points are made, but at times there is inaccuracy, such as the point on page one of the answer that Lennie and George are cousins. Sufficient aspects of the answer are relevant to reach the lowest point of Level 3.

Level 3, 13 marks

Script V

Question 12a

Roll of Thunder, Hear My Cry (Mildred Taylor): In what ways does Taylor present the character of T.J.?

Commentary

Relevant and personal engagement features in this sound response on the character of T.J. A range of points are covered relating to TJ with support and development, but more detailed exploration of specific episodes would be needed to move into Level 4.

Level 3, 18 marks