

Examiners' Report

June 2025

Int GCSE English Literature 4ET1 01

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Introduction

This paper is comprised of three parts:

Section A: Unseen poetry (20 marks)

Section B: Anthology poetry (30 marks)

Section C: Modern Prose (40 marks)

The total number of marks available is 90. 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 and the most popular prose text was, once again, *Of Mice and Men*, where the most popular question was Question 6.

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 continued to increase.

Centres should remind candidates to write their responses in the correct area of the answer booklet and to check that they have crossed the correct question number. It does not matter which order candidates attempt the questions, but they must make sure that responses are written in the correct space. Candidates should practise completing questions in timed conditions to ensure that they are able to answer all three sections in the available time.

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. It was particularly pleasing to read some extremely insightful responses that were above and beyond expectations, even for Level 5.

Candidates that did well in the Poetry sections:

- thought about the deeper meaning of the poem(s)
- explored language, form and structure skilfully
- analysed language, form and structure together, rather than in separate paragraphs.

Candidates that did well in the Prose section:

- used short, embedded quotations
- had a good knowledge of the context and how it impacted the text
- weaved the context into the essay, rather than bolting it on at the end
- answered the question clearly.

Candidates that did less well:

- had less knowledge of the text
- used long quotations or provided narrative responses

- bulked too much context at the beginning or at the end of paragraphs.

The points above are similar to those mentioned in previous reports, which supports the belief that overall, the performance of the paper was very similar to past series.

Question 1

Question 1: Explore how the writer presents the wishes of a child in this poem.

Vocation performed really well as an unseen poem. It was a highly accessible poem, with the less successful candidates being able to access the meaning, but the stronger candidates flourishing with their successful analysis.

The majority of candidates identified how the poem describes the wishes of a child who desires freedom. Capable candidates were able to explore the child's simple idealistic descriptions of the lives of the hawker, gardener and watchman and consider how the child seemingly does not understand the lives of the men beyond their occupations. A number of candidates considered how the use of time references in the poem, 'ten in the morning', 'four in the afternoon', are indicative of the restrictions placed on the child and the child's belief that, in their jobs, the men observed do not have similar restrictions placed on them. Even the less successful responses were able to identify the child's desire for freedom.

There were a number of responses that achieved marks in the top level, attesting to candidates' ability to successfully engage with the poem. For example, there was some insightful discussion of the child observing the watchman through the 'open window', with the 'window' representing freedom for the child, which the child can only observe at this point in their life.

The responses of weaker candidates tended to be limited to basic ideas about the different jobs described in the poem. The strongest candidates were able to recognise and explore the nuances in the speaker's implied message about appearance versus reality. This exploration and interpretation of the text was supported accordingly with detailed analysis and judiciously selected textual evidence. Stronger candidates also explored a wider range of points and their responses were balanced across language and structure.

SECTION A
Unseen Poetry

Question 1

'Vocation' by Tagore expresses a young child's desire for freedom and independence which was inspired by the adults he sees daily. The poet uses ~~a~~ ~~the~~ descriptive language and ^{the} form of the poem to list the ~~g~~ boy's wishes whilst providing the context of what ^{has} caused his desires.

Tagore uses end stopped sentences to provide the one stanza poem with structure. This rigid format ~~adds~~ emphasises how the child feels his day is structured and controlled. Additionally, ~~the~~ "the" repetition of time phrases, "Everyday day" and, "at four in the afternoon" creates a sense of routine and a constant timetable forced upon him. This repressed schedule is what pushes the child to envy the lives of workers around him, causing him to dream.

He first seeks inspiration from a person selling goods in the street, "I meet the Hawker," which is significant as the initial job that appeals

to him is not a formal one. The free nature of a hawket juxtaposes the child's regime, causing their ~~independence~~ independence to be something the boy wished he could obtain. ^{No road he must take,} "No place he must go, no time when he must come home." emphasises the lack of control on the hawket's life through the use of a tricolon and repetition of "no!" "I wish I were a hawket," confirms the speaker's expressed desire ^{for} ~~to~~ change, more specifically his desire to decide things for himself.

His second source of inspiration comes from a gardener, "nobody to stop me digging," creates the impression ~~of~~ that the gardener has no boss, hence the ~~appeal to the~~ ^{who is presented as an inheritor of his} child. This juxtaposes to the boy's mother, ^{time taking,} "my mother sends me to bed," which solidifies the idea of control over him. The repetition of "I wish I were a," emphasises his profound desire for freedom and demonstrates his growing envy of others. There is a building sense of evil and sinisterness towards the end of the poem, with a growing semantic field, "lonely", "shadows", and "like a

giant with one red eye in its head." The simile suggests the idea of being observed, "red eye" connotes to malignant and possibly alludes to the ^{child's} ~~poet's~~ feeling of being supervised and monitored by his mother. The personification of "walks with his shadow at his side", implies ^{his} ~~the~~ ~~humanity~~ possible desire for companionship as well as his wishes for freedom. ~~He also wishes for~~ "with," could also add to the idea of him disagreeing and resenting his mother for making ~~him~~ him go to sleep but instead he wishes to cooperate with her and wants to get along.

In conclusion, many professional influence the child to seek freedom and aim to gain control of his own life. However, he ~~still might not be ready to do so and~~ ~~the~~ boy also implies wishes for ~~the~~ possible friendship and cooperation.



The response is focused and detailed, and the analysis of the language, form and structure used by the writer and their effect on the reader is sustained. Fully relevant examples support the response.

The candidate begins by identifying the 'young child's desire for freedom and independence'. The candidate goes on to consider the use of time phrases, repetition, juxtaposition and simile. There is a clear focus on the meaning conveyed by the techniques used in the poem.

The response concludes with the idea that the child seeks freedom, gaining 'control of his own life'. This is a thoughtful and sustained response, worthy of a mark at the top of Level 4.

Level 4 - 16 marks



Encourage candidates to comment on the overall meaning of the unseen poem and to cover all areas of the poem in their analysis.

SECTION A
Unseen Poetry

Question 1

The poem 'vocation' by Rabindranath Tagore is about a child that sees multiple people on his way to and from school and wishes he had the free will and agency to be like them.

Firstly, the child sees a street vendor in the street selling bracelets and wishes he was a 'hawker' as then he wouldn't have to ~~then~~ wake up for school. We see this in the phrase, 'the gong sounds ten in the morning'. The hyperbolic metaphor shows how monotonous the child's life is and how he would rather 'no read he must take, no place he must go, no time when he must get home'. This anaphoric list shows how the child wishes to be free, however what the child fails to understand is that he has a loving and nurturing family to return to.

Next, the child's dream is to become a gardener because the gardener he sees is allowed to do what he wants (without any repression). The phrases 'he does what he likes' and ~~'baked in the sun'~~ shows the child believes they are solely under the control of their parents.

Also, the phrase 'baked in the sun' is a metaphor to show how no one tells the gardener off for spending too long in the sun.

Finally, the child wishes to become a watchman. This is because they are allowed to stay up later than the child which shows the child longs for free will. We see this in the phrase 'never once goes to bed in his life'. This is a childish remark which conveys the child's naivety.

The ~~form~~ structure of this poem is free verse with no regular rhyme scheme to show how the child wishes their life was more irregular like these workers. The form of the poem is a narrative which shows the child's naivety.

In conclusion, the writer presents the child's wishes as naive as the jobs that the child wishes to have are fairly low level and what the child really wants is freedom and free will, which is naive as the child is still very young and needs the care from their parents.



This is a sound response that demonstrates an understanding of the meaning of the poem. The candidate begins with a point about how the child 'wishes he was a hawker' and this point is developed further with reference to how the list demonstrates the child's desire to be free. The attempts to identify techniques are not always fully secure but, nevertheless,

there is sound understanding of the meaning conveyed. Clearly relevant examples support the points made. There are some underdeveloped ideas and closer coverage of the poem would have benefited this response.

Level 3 - 12 marks



Candidates should select specific words and phrases from the poem and formulate point, evidence, and explain answers for each example provided.

SECTION A

Unseen Poetry

Question 1

In the poem 'Vacation' the writer represents the wishes of a child with the use of alliteration 'I wish I were a'. The writer chose this choice of language to give a sense of unswerving and uncertainty, as this child is constantly changes ~~his~~^{its} wishes with the things he sees. This illustrates that the child is quite ~~gullible~~ gullible and with these quick choices. The structure of this poem suggests that perhaps the child wants to be many different things ~~at once~~ he's older if he doesn't keep changing his mind.



This is a brief response. There is minimal evidence of understanding in relation to AO2: there is brief reference to alliteration and there is recognition of the idea that the child's wishes 'constantly' change and how the child 'wants to be many different things'. Limited examples have been selected from the poem. A mark at the top of Level 1 is appropriate.

Level 1 - 4 marks



If a candidate opts to answer questions in a different order, this is fine, but do remind them to use the correct answer space in the answer booklet. For example, if starting with Prose, write the prose response in the correct prose area. Each section of the paper has a specific starting point in the answer booklet.

SECTION A

Unseen Poetry

Question 1

In this poem, vocation by Rabindranath Tagore, he presents the wishes of a child ~~as~~ through a search for liberty. The child sulks about going to school and the rigidness of his routine, he wishes for a more free and independent surrounding.

"When the gong sounds", gong suggests medieval times and shows the organised routine the child must follow everyday. Tagore describes the freedom in the hawker's life from the child's perspective.

"I wish" is repeated 3 times throughout the poem to emphasize the child's desire to live a more independent life. It is clear, he dislikes his

current daily life and would rather live a hawker's life. "I can see through" describes the child's

unfinished perspective as he only sees their lives from the outside and interprets them in a

superior way. Whereas, he is unaware of the

real worries and problems that come with having a real job. "Everyday" describes the repetitive routine

the child wishes to escape. "Four in the afternoon" further emphasizes the routinely rigidness in his life.

"My mother sends me to bed" and "never once goes to bed in his life". These two phrases contrast each other. The use of juxtaposition suggests the child's longing to choose when he sleeps. Furthermore, "All night" conveys that his wish to be a watchman is to be free and make his own decisions. "There is nothing to hurry him on". "Hurry" suggests he dislikes someone elder instructing him quickly and shows his wish to live at his own pace.

* A key language device used in this poem is repetition. Tagore utilises repetition of "no" and "nobody" to express the ^{realisation} ~~recognition~~ of the child that in all three jobs "no one" and "nobody" commands them in their job, suggesting his strong desire to do things at his own will and pace. Another device Tagore uses is volta. In line 21, a sudden shift in tone occurs. Before this, the tone is positive and desperate. However, the tone shifts to a more dark and realistic tone. "The lane is dark and lonely" may suggest the child's acknowledgment of the reality of the watchman's life or his fear of loneliness. * A metaphor is used to personify the street-lamp. "A giant with one red eye." This has connotations of demons and cyclops, suggesting

his "giant" fear of darkness and potential monsters in his childish world. This choice of language ~~at this~~ ~~the~~ ~~reader~~ presents uncertainty in the child's wish.

Tangore writes this poem in an irregular structure, possibly to replicate the child's rambling and desire of freedom. The free structure may mimic the desire of freedom. Tangore wrote this poem in free verse. The use of no rhyme, may suggest seriousness in the child's voice. However, it may suggest the disorganisation of his thoughts and rambling. Therefore mimicking the freedom and independence the child wishes for.

In conclusion, the child's wishes are presented as a ~~the~~ desire for more freedom and as unrealistic perspectives. His wish for his routinely life to be converted into a free profession is shown through language and form.



This response is a cohesive evaluation of the interrelationship of the language, form and structure used by the writer and their effect on the reader. Discriminating use of relevant examples support the response. There is a quiet confidence displayed in this response. The candidate begins with the idea that the child is on a 'search for liberty'. There is consideration of how the child only sees the lives of the workers through an 'unfinished perspective', 'unaware of the real worries and problems that come with having a real job'.

The candidate later recognises the shift in tone, and the possible meaning of the dark imagery. A range of terminology is employed throughout the response and includes: repetition, juxtaposition, volta, tone, metaphor and free verse.

Level 5 - 20 marks



Candidates are not expected to use all of the answer space in order to gain a mark in the top level. Extra space is provided to account for those candidates with large writing. Extra paper should NOT be used.

SECTION A

Unseen Poetry

Question 1

The writer presents the wishes of a child in this poem through language and structure. The poem begins with "and in the first stanza, 'Every day I meet the hawk, 'Bangles'"'. The onomatopoeia, showcases the child's excitement and wonder in seeing the hawk. ^{reflecting} He ~~emphasising~~ his innocence.

The repetition of "I wish" highlights the child's ambition and excitement of being an adulthood, finding a way from to escape his responsibilities as a child, ~~ignorant to the~~ the ignorant to more responsibilities as an adult.

The juxtaposition of "dark and lonely lane," and the hopes and dreams of the child, mirrors his enthusiasm and excitement to be an adult.

The varying line lengths of the poem written in free verse in first person description, ~~highlights the~~ reflects the excitement of the boy dreaming of fantasies and showing his innocence of dreaming big.



This response is largely descriptive with some comment on language, form and structure. The candidate begins with some comment on how the use of onomatopoeia 'showcases the child's excitement and wonder in seeing the Hawker'. Other examples considered include the repetition of 'I wish' and the use of juxtaposition. Nevertheless, the brevity of the response hinders progress. A mark at the top of Level 2 is appropriate.

Level 2 - 8 marks



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

Question 2

Question 2: Compare the ways the writers present different types of experience in *Blessing* and *War Photographer*.

There was generally very good knowledge and understanding of the Anthology poems, *Blessing* and *War Photographer* directly addressing different types of experience. Most responses focused on the question and made their points relevant to the idea of experiences. Many candidates demonstrated a keen awareness of elements such as tone, theme, figurative language, rhythm and stanza structure. These candidates were able to provide detailed and insightful analyses, which contributed to their higher marks.

Weaker responses offered what seemed almost notes on the poems without development. Few responses were brief and, though valid, failed to expand their arguments and points. They wrote two or three paragraphs giving a narrative overview of the poems, which meant even less discussion.

Despite this, it was encouraging to see many candidates engaging with the poems thoughtfully and making an effort to explore the various poetic techniques employed by the poets. The ability to consider similar and different aspects of the poems demonstrated a positive understanding of the poem.

Candidates were able to produce effective comparisons in terms of language, form and structure with the best candidates providing a detailed analysis.

The idea of experiences lent itself excellently to the selected poems. This allowed candidates to springboard into some very sophisticated answers for this question. It was pleasing to see how many candidates took a balanced approach, with neither poem proving to be one candidates focused on more than the other.

The two poems "Blessing" and "War Photographer" both present experiences of seeing unforgettable things. ~~In the poem "Blessing"~~ In the poem "Blessing" Dharker presents their experience in the moment. Whereas in "War Photographer" Duffy is thinking back to ^{the persons} ~~her~~ experiences. ~~However, both~~

In both poems there is a religious aspect which is shown. For example, in "War Photographer" the room where he prepares his photos is described as a church, "a church and he a priest preparing to intone a Mass". This religious aspect reflects the value and horror of these photos which ~~he~~ he has taken at a war. This is then contrasted with how quickly ~~and~~ ~~these~~ these photos are brushed off by others. ^{The phrase,} "between the bath and pre-lunch beers", shows how un-meaningful these photos

he has taken care to the reader. This is shocking as he is traumatised and now all his thoughts are on what he experienced. Similarly, the poem "Blessing" also has a ~~similar~~ religious aspect to it, the writer compares their experience to a religious one. Pharker compares the ~~water~~ sound of water dripping to a "voice of a kindly god", this emphasises the value of the water. They also compare the water to "silver" when it has burst from the pipe. In line eleven Pharker uses a metaphor to describe the people rushing out to drink the water, "a congregation". This metaphor ~~shows~~ also is a religious aspect which emphasises the value of the water to the people.

In the poem "War Photographer", the structure used is four stanzas and six lines this ~~is~~ formality and routine structure of the poem reflects the routine and repetition of the man doing his job and then the photos not impacting anyone else's life as much as they impacted him. Whereas in the poem "Blessing",

there is no fixed structure and it is free-verse. ~~this reflects~~ This reflects the randomness and ~~rarity~~ rarity for a pipe to burst and for ~~them~~ the people to ~~get water~~ be able to drink water.

The use of metaphors and similes in both poems emphasise the trauma ~~and~~ that they ~~set~~ feel from their experiences. In the poem "War Photographer" the metaphor, "A stranger's features faintly start to twist before his eyes", ~~shows the pain~~ reflects the pain that he feels from taking the photos and the pain that those people must feel. Similarly, in the poem "Blessing" the metaphor, "screaming in the liquid sun", also highlights the pain those children have but the relief that they feel from the ability to drink the water.

In conclusion, the poems "Blessing" and "War Photographer" use a religious aspect to intensify their experiences. Both writers also use form and structure to reflect the routineness and randomness

of each poem. Lastly, using metaphors to emphasise the pain that the people feel due to what has happened.



The candidate compares Blessing with War Photographer . The response shows an understanding of the range of language, form and structure used by the writers and the candidate compares and contrasts a range of points in the two poems. Points are made in relation to the 'religious aspects' of the poems, structure and the 'use of metaphors and similes'. Clearly relevant examples have been selected from the two poems to support the points made. The response fulfils the criteria for Level 3.

Level 3 - 18 marks



Candidates should demonstrate an understanding of the two poems, compare them and explore the use of language, form and structure, and use relevant terminology where appropriate.

intro

/ both abt suffering not ending.

para 1 - suffering, one cynical, the other has relief

para 2 - impacts of suffering but from diff pov ~ western pov.

para 3 - emotionless vs emotions ~ hopeful vs not

conc

In the poems 'War Photographer' and 'Blessing,' both poets explore ~~the~~ a key theme of suffering. The poets explore the impacts and ongoing nature of such experiences however the poets write from different points of view which results in different experiences being described. The poets explore different attitudes towards the experiences described but ~~in~~ both poems conclude relatively negatively.

In 'War Photographer' and 'Blessing,' both poets explore the suffering caused by the experiences of poverty and war. In 'War Photographer' ~~Bushy~~ ~~describes~~ the subject works with the 'spools of suffering' which he 'sets out in ordered rows' in an attempt to exert control over the chaotic events ~~a~~ experienced by the photographer,

the. The sibilance here of 'spoils of suffering' creates an ~~interesting~~ ^{harsh} harsh sound which reflects the harsh environments experienced by the photographer. Duffy utilises a cyclical structure in her poem with the poem beginning with the photographer processing his photographs and ending with him flying out for another job. This cyclical structure ~~presents~~ presents the experiences as ongoing, his efforts remain futile and ultimately, war will ~~continue~~ continue to rage. In 'Blessing', the poet makes use of a similar structure. The poet uses the first two stanzas to set the scene and introduce the theme of the suffering, highlighting the idea that the experiences are not positive ones. The poet also draws the attention of the reader back to the poverty in the final stanza, the final lines ~~are~~ mentioning the children's 'small bones.' By doing this, Dunster reminds the reader that the relief was only temporary and the ~~inexorable~~ experience of suffering will continue in a cyclical manner. The poems differ in the sense that in 'War photographer,' the experiences are presented as negative throughout but in 'Blessing' there is a brief relief where the poem takes a more positive turn. In 'Blessing' there is a sudden rush of fortune as the 'municipal pipe bursts' relieving the drought temporarily. In this stanza, enjambment

increases the pace of the poem, creating a sense of excitement as well as a flow that mimics the flowing water. In 'War Photographer' on the other hand, the structure remains rigid throughout, with reflecting the consistency of the job of the photographer as well as emphasising the attempted control that the photographer attempts to impose over the chaos of his job.

In the Both poems discuss the impacts of the experience of suffering but the poets approach this from different points of view. In 'War Photographer' the poet describes the experience from a western point of view as the subject provides photographs for the 'Sunday Supplement.' In 'Blessing' however, the poet explores the experiences from the view point of those who have fallen victim to the suffering. ~~'War Photographer'~~ is written in the third person, creating In 'War Photographer' Dugger contrasts the ideas of suffering in the west and suffering in the war zones where the photographer works. Through doing so, the poet is able to emphasise the trivial and harmless nature in 'Rural England' where the 'ordinary rain' can be dispelled by 'simple weather.' This greatly contrasts with the dramatic experiences of the photographer where fields may 'explode beneath the feet.' In 'Blessing' however, the poet encourages

the reader to ~~emphasise~~ empathise with the experiences of the people through imagery. The onomatopoeia of the ~~water~~ verbs 'cracks,' 'drips' and 'splash' draw the reader into the scene and Dhakkar directs them to 'imagine.' These verbs are used to highlight the lack of water, a tiny amount of water seems unrealistic and must be imagined. Through drawing the reader in, the reader empathises with the experiences and thus the ~~large~~ extent of the suffering is furthered.

The poet's present the emotional aspect of the experiences differently in the two poems. 'War photographer' is written in the third person, creating a detached and emotionless tone as the photographer attempts to separate himself from the experiences he's ~~seen~~ ~~has~~ seen. The poem is written in four, six line stanza's which may mimic the dimensions of a standard 4x6 photograph, this highlights the level of control that the photographer's job holds over his actions. The strict structure used throughout adds to the idea of the photographer attempting to control his emotions regarding his experiences. In 'Blessing' more ~~emotional~~ emotion evoking language is utilised throughout, contrasting with the

impassive and numb tone of 'war photographer':
the imagery of 'the skin cracks like a pod' is
designed to encourage emotion in the reader
contrasting greatly with the photographer 'impassively
staring' and performing his ritual like routine in
his darkroom.

In conclusion, both poems explore the experiences
of suffering through war and poverty but the poets
do so from different points of view, creating different
images of the experiences. The poems both describe the
emotional impacts of suffering but one poem
encourages emotion through language and the
other through the blocking out of emotions emphasises
the impacts through an attempt at detaching from
emotion.



This is a focused and detailed response. The candidate takes a balanced approach and provides analysis of both poems. Points of comparison include the structure of the two poems, the differing viewpoints and linguistic techniques used. There is sustained focus on the effects on the reader throughout the response. The response fulfils the criteria for Level 4. However, the response lacks the necessary evaluation and perceptive comparisons for Level 5.

Level 4 - 24 marks



The Anthology poetry question assesses AO2 (language, form and structure) and AO3 (comparison). Use the mark grids in the mark schemes to guide you when marking mock examinations.

Question 3

Question 3: Compare the ways the writers present a strong point of view in *Prayer Before Birth* and one other poem from the anthology.

The most popular comparisons were *Prayer Before Birth* with *If–* and with *Do not go gentle into that good night*. Some candidates also wrote interesting responses on *Half Caste*, *Search for my Tongue* and *Tyger*.

When considering *Prayer Before Birth*, candidates focused on the unborn child's concerns about society and their anxiety about being exposed to evil. Many considered the use of repetition, the narrative voice and the form of the poem. More confident responses discussed the use of alliteration, the use of plosives, the nightmarish quality of the imagery and the fear of becoming a 'cog' in a machine.

Points of comparison focused on the suffering of the innocent (*Blessing*), optimism versus pessimism (*If–*) and the role of the divine (*Blessing* and *Tyger*).

The most successful candidates intertwined both structural and language analysis between both poems in a fluid manner.

Chosen question number: Question 2 ☒

Question 3 ☒

Both the writers of Prayer Before Birth and Do not go gentle into that goodnight use language, form and structure to express their strong point of views in their poems.

the poem, Prayer Before Birth consists of 8 stanzas however doesn't have a set rhyme scheme. Whereas, Do not go gentle into that good night consists of 6 stanzas with all of them having 3 lines ~~except~~ except for the last one which has 4.

Both of these poems about life however on the ~~poet~~ opposite spectrums. the Prayer Before Birth talks about entering and being born into life whereas Do not go gentle into that good night talks about dying and leaving life. Both poems include repetition. Prayer Before Birth stresses the point of 'I am not yet born' whereas therefore stressing the struggles and the bad things which happen. Do not go gentle into

that good night, stresses fighting to not leave this life and begs his father. Does this by repeating 'Do not go gentle into that good night' and 'Rage, rage against the dying of the night'.

Both these poems stress their viewpoints of fighting for life. One poem is fighting to stay on it whereas another is fighting about not experiencing the terrible things there is to life.

Do not go gentle into that good night is stressing the father into not leaving his soul to go onto the after life and uses anger and persuasion to persuade his father. whereas Prayer Before Birth is as if the writer is talking and begging to a higher being to not come unto the awful thing there is to life.

Prayer Before Birth and Do not go gentle into that good night use form, structure and language to express their strong viewpoints. One both of them using strong emotions and views to do so.



This response compares Prayer Before Birth and Do not go gentle into that good night .

There are some underdeveloped comparisons and contrasts, but the candidate does attempt to include some relevant examples. There is comment about how the two poems are 'on the opposite spectrums' of life, the use of repetition and comment on the overarching ideas. Further development of ideas and closer consideration of language, form and structure could have benefitted the response. The response does enough to fulfil the criteria for Level 2.

Level 2 - 12 marks



Candidates are advised to spend approximately 40 minutes on the chosen Anthology question. Candidates should attempt responses to past papers within this time allocation.

Chosen question number: Question 2 ☐

Question 3 ☒

'Prayer Before Birth' ^{by Louis Macneice} is a dramatic inner monologue, presenting the ^{critique} of an unborn child on the cruel world that he is about to be born into. The ~~intensity of the poem~~ is written in a first-person perspective and tackles issues such as discrimination and violence in modern-day society. 'The Tyger' by William Blake is a lyrical poem, following a clear metre and rhyme scheme, depicting the threatening approach of humanity as a whole towards nature and its destructive potential to ruin the world. Overall, both poems explore the fear of danger and tackle the issues of corruption ~~and~~ and ~~different~~ lack of morals in society.

Both 'Prayer Before Birth' and 'the Tyger' ~~involve~~ involve an antagonist with dangerous potential. In 'Prayer Before Birth' the ~~the~~ fetus begins the poem by reminding the listener of what tortures await the future generation. The speaker asyndetically lists methods of torture and pain, "on black rocks rack me, in blood-baths roll me." in Stanza 2. The ^{through the polyphony}

list of imperatives, ^{the metaphor and} ~~the~~ ~~and~~ the consonance in "racks rack me" create a rolling sound of a deadly march, making the listener feel a foreboding sense of doom - no children are safe from life's horrors. Furthermore, the refrain at the start of each stanza, "I am not yet born", ~~more specifically, the neg~~ reminds the reader of how young the child is and shouldn't be exposed to ~~the~~ such horrors, adding to the eerie effect with the irregular stanza lengths, which represent the haphazard nature of life. ~~It is there~~ Similarly, in 'The Tyger', Blake uses a refrain, "Tyger, Tyger burning bright," to ~~represent the~~ portray humanity as a fearful beast. The capitalised noun, "Tyger," as well as the prosaic "b" in "burning bright" reinforces the orange colour of the animal - conveying ~~appearing~~ danger and ~~the~~ fearful intentions. The use of ~~the~~ ~~and~~ ~~the~~ portrays the footsteps that the beast takes, while coming near, while the use of rhyming couplets and perfect rhyme in "night" and "bright" add to the ~~the~~ ominous symmetry of the poem, showing that the beast is both beautiful and lethal at the same time. Overall, both poets convey an approaching danger and the self-destructive powers of humanity to kill both itself and nature.

~~Both~~ Both poems use ^{effective} ~~mechanical~~ imagery and ~~reference~~

one's last hope for a better life, dare to war. In

'Prayer Before Birth' the speaker conveys how the conflict which takes place in the world can traumatise ~~the~~ children, by involving them in battle and indoctrinating them. Through the metaphor, "humanity, world dragon me into lethal automation," ^{and semantic field of mechanisation} ~~the~~ the speaker conveys

how his wish for protection can be misinterpreted, instead converting him into a ^{part of a} lethal machine-war.

The abstract noun "humanity", separated by a caesura from the emphatic verb "dragon" makes the listener feel a foreboding sense of doom that humanity is driving itself to self-extinction (with the poet himself, who worked on BBC news during World War 2, tackling the issues of child abuse and warfare). The poem's shape resembles that of a speeding bullet, conveying that no one is safe from violence. Similarly,

in 'The Tyger' apocalyptic imagery is used through the climatic line, "And then thy heart began to beat." The use of archaic language in the pronoun "thy" reinforces the poet's romanticism, as Blake's poem is supposed to ~~re~~ resemble the massacres going on at the time in France, with revolutionary groups called "the Tygers" killing priests. The noun "heart" conveys that the beast is gaining life. Moreover, this is the only line in the whole poem written in iambic pentameter, instead of trochaic tetrameter, conveying

that the end is approaching - there is no escapism. Overall, both poems use imagery to portray a sense of finality, unless ~~the~~ humanity changes its destructive actions.

Both poems portray a pessimistic approach to life and portray the future as melancholic and apocalyptic. In 'Prayer Before Birth', the speaker suggests that he would much rather die than be born, ending the poem in a rather cliché way, "Otherwise kill me." The use of end-stop and the emphatic verb "kill" portray the gruesome fate that awaits all children who ~~are~~ are stripped of their innocence by politicians and society as a whole. Furthermore, the short length of the last two-lined stanza conveys that the child's birth is imminent, ~~making~~ making the reader comprehend that this anonymous speaker represents all children's cry for help and peace before being born. Similarly, in 'The Tyger' Blake uses ~~an~~ an allusion to Greek mythology of Daedalus and Icarus who flew too close to the sky and burnt their wings, on the line, "On what wings dare he aspire?" suggesting that overambition can lead to death. The verb "fear" is also repeated in the last stanza, which is the only stanza in which the refrain is changed to portray the deadly power of society to destroy itself.

and nature. 13 rhetorical questions are left unanswered throughout the poem, leaving the reader to decide for himself whether humanity is at a threat of self-destruction. Overall, both poets ~~we~~ create a melancholic sense of doom, ~~leaving the~~ portraying our world's future as uncertain.

To conclude, ~~in~~ in 'The Tyger' ~~the~~ the themes of death and destruction are portrayed more effectively than in 'Prayer Before Birth', as Blake effectively portrays the ~~the~~ self-destructive nature of humanity by using vivid imagery to describe an invincible Beast, ~~that~~ has not time to waste. He suggests that the end is ^{imminent} ~~near~~, if no action will be taken.



The candidate compares Prayer Before Birth with The Tyger . This is an assured response that offers a cohesive evaluation of the interrelationship of the language, form and structure used by the writers and their effect on the reader. A range of relevant points is made and supported with evidence. The candidate employs a wide range of terminology, including: asyndetic list, imperatives, consonance, apocalyptic imagery, trochaic tetrameter and rhetorical questions.

Level 5 - 30 marks



Candidates must compare the two poems. Practise using discourse markers: such as 'on the other hand', 'whereas', 'however', 'this is different to', 'this is also seen', etc.

Question 4

Question 4: Discuss the theme of punishment in *To Kill a Mockingbird*.

To Kill A Mockingbird has proven to be a text which enables candidates to produce exemplary responses. As has been the case in previous series, what was particularly impressive was the way in which candidates embedded their extensive knowledge of context into their writing.

Across both questions, responses were largely very successful with very few marked in the lower levels. For Question 4, there was much focus on the issue of injustice, particularly in relation to Scout and Tom Robinson. Most candidates focused on the trial of Tom Robinson, Scout's experiences in school and Atticus's punishment of Jem in relation to Mrs Dubose. The most successful candidates also discussed the treatment of Boo Radley and the way society became his judge and jury. In relation to context, many candidates focused on the views of society at the time the novel is set, and how these views shaped the punishment endured by many of the characters.

Chosen question number: Question 4 ☒

Question 5 ☒

Question 6 ☒

Question 7 ☒

Question 8 ☒

Question 9 ☒

Question 10 ☒

Question 11 ☒

Question 12 ☒

Question 13 ☒

Punishment

- Cal punish scout
→ scout ← loss innocence + betraying ← break past prejudice
context = naive views of people
- Jem punish from Dubose
→ shows him real courage personal battle
'did she die free' → context = Rosa - personal battle for bigger response
- Tom punishment - racial prejudice, injustices within justice - growth for future - context = Jim Crow, Civil rights etc.
- Bob Ewell punish kids - abuse of power + hypocrisy
context = white supremacy

Message

- growth + maturity evoked
- highlights flaws in justice + morality

The use of the theme of punishment is used thoroughly throughout 'To Kill A Mockingbird' & especially to evoke moral messages and lessons in the readers and characters. It is especially used by Calpurnia, Mrs. Dubose, Tom Robinson, Bob Ewell, Scout and Jem. Lee uses these moral lessons to instill change in her prejudiced and single minded readers of a highly segregated 1930's Southern USA.

Firstly the Calpurnia uses punishment to teach Scout about moral responsibility, and to hopefully break down her ~~her~~ prejudiced views on people like Walter Cunningham. After Walter gets invited to dinner at the Finches, during part one, Walter pours syrup on his food, which leads Scout to shout and make rude remarks. Calpurnia then tells her that 'anyone steps foot in your house is your company' this harsh verbal

punishment is used to teach Scout about ~~to~~ respect and to change her opinion of Walter from 'He's just a Cunningham,' (her original very stereotypical opinion) to a more kind and respectful one. Lee uses this as one of Scout's first punishments to ~~try~~ immediately criticise white supremacy in her characters. At the time (1930's) Southern USA faced huge amount of unjust ~~and~~ and irrational views following the Jim Crow Laws, which seemed to upset most Southerners who had opposing views on the situation. She wants to criticise this.

Secondly Lee uses Mrs Dubose's punishment to Jem as a way to portray her message about real, personal courage. ~~After~~ Jem breaks all Mrs Dubose's 'camellias' after she calls Atticus out saying 'he's ~~no~~ better than the nxxxxs he defends,' as punishment Jem has to read to her everyday after

school. During this time Jem learns about courage as Mrs Dubose is fighting a morphine addiction before she dies. Jem shows real growth ~~down~~ and after she dies he simply asks 'Did she die free' showing ~~how~~ his ^{new found} respect for her and her courage. This punishment which he initially didn't want brought one great personal growth for him. Lee B echoing people of her time such as Rosa Parks, who stood up ~~for~~ and single handedly ~~create~~ caused mass moral growth in many American minds. She also wants to ~~to~~ illustrate ~~her~~ ^{her} message of personal courage being the greatest of all and at the end Mrs Dubose is seen ^{by Atticus} 'as one of the bravest people I know' which further emphasises this.

Furthermore Tom Robinson's unjust punishment is used to portray the injustices in the justice system. Tom is wrongfully convicted of ~~raping~~ ^{raping} Mayella

Ewell, and in court evidence provides a case against him yet his conviction is still 'guilty... guilty... guilty...'. As the trial progresses Atticus exposes the truth Tom's 'left arm lay limply at his side' and Bob Ewell was 'left-handed' as well as the fact that Mayella hesitated when asked 'Did who beat you up? Tom Robinson or your father?' The fact that all of these accusations were still lead by a guilty verdict portray these several flaws within 'The one place a man ought to get a fair word.' Lee is reflecting legal issues of 1930's Southern USA and criticising them to the readers, ~~not they have a moral~~ through the clearly unjust ^{verdict} outcome. At the time the law was not fair with examples such as the Scottsboro Boys who faced similar allegations and inevitably met the same fate a 'guilty' verdict.

Equally Tom's ~~verdict~~ ^{verdict} punishment and verdict is used to portray the embedded racism within Maycomb, & Maycomb's usual disease. Immediately, Atticus knows his case is ~~flawed~~ ^{flawed} yet his moral responsibility, 'I couldn't hold my head up in town' is stronger so he takes the case even though even Scout know 'Atticus had no case'. This initial recognition from characters as young as Scout shows the noticeable prejudice in law and the town. Once in prison Tom decides to jump the fence because he knows 'a black man's word never wins' and the prospect of & possible freedom is stronger than knowing he will die, & still he is shot '17 times' - an excessive amount for an already unfair case. Lee uses Tom's extravagant death to portray the truly embedded racism in the town, but more importantly in 1930's Southern USA, where

cases like this were common. However the jury does take long to give the verdict which provides a faint glimmer of hope for the reader and the future ~~of~~ Civil Rights Movement. Overall Lee wants to criticise racism and prejudice.

~~Finally Boo Radley's punishment~~
Finally Boo Radley's punishment shows the power of prejudice ~~to~~ to the innocent. Boo is isolated in the Radley's house due to an incident years before however he is still 'a human' and only gets treated this way due to rumors ^{like} 'stabbed his parents leg' and ~~and~~ ~~so~~ The effects of this on Boo are shown when he makes Jem and Scout 'two soap dolls' ~~as~~ out of kindness (again showing his unfair case) and when he simply tells Scout 'take me home' at the end showing how the isolation has become comforting to him.

Lee uses this to criticise 1930s Southern USA people and try highlight the power of prejudice and punishment.

Overall punishment is used to illustrate growth and both morally and justly. Also punishment is used to highlight injustices, flaws and prejudice to the readers. Lee wants to instil growth and understanding to her singleminded prejudiced readers.



The candidate demonstrates an assured knowledge and understanding of the novel and there is assured personal engagement. A range of points have been made, and these are supported with examples from throughout the text.

Different types of punishment covered in the response include Calpurnia's punishment of Scout, Jem's punishment for destroying Mrs Dubose's camellias, Tom Robinson's punishment and Boo Radley's punishment by society.

Contextual points are integrated convincingly throughout the essay. The response fulfils the requirements for Level 5.

Level 5 - 40 marks



Examples can be specific episodes or events within a novel. They do not have to be quotations.

Question 5

Question 5: Explore Atticus' relationship with his children, Jem and Scout, in the novel.

Many candidates wrote with confidence in response to this question. Most had a good understanding of Atticus's character and influence on his children, as a role model and a teacher.

Exploration of Atticus was wide ranging, with discussion covering aspects such as Atticus' feelings on guns, his allowing Scout to grow up against the Southern Belle ideal, how he deals with his children's lack of understanding at how his defence of Tom could have repercussions for them, Atticus' teaching Jem about consequences and his helping his children come to terms with Tom Robinson's guilty verdict.

There were even some responses that referenced *Go Set a Watchman* in relation to both Atticus and Jem, using this in an insightful manner to support their answer.

SECTION C
Modern Prose

1. Intro
2. Lesson
3. not like
4. desire to be like
5. cope

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 4 ☒ Question 5 ☒ Question 6 ☒
Question 7 ☒ Question 8 ☒ Question 9 ☒
Question 10 ☒ Question 11 ☒ Question 12 ☒
Question 13 ☒

(Explore Atticus' relationship with his children Jem and Scout in the novel.)

In ~~the novel~~ "To Kill a Mockingbird", Atticus Finch has a complex relationship with his children, Jem and Scout. They think of him differently as the novel progresses and he teaches them a lot as they grow up.

Firstly, and arguably most importantly, Atticus acts like a teacher to Jem and Scout. Atticus teaches his children both morals and life skills. Firstly he teaches Scout to read, which she picks up fast and it becomes natural to her, comparable to breathing in fact. This illustrates Atticus has a positive relationship with his children as he tries to help them. Secondly Atticus teaches his children about empathy. He states "You never really know someone until you consider things from his point of view, until you climb into his skin and walk around in it." This is an extremely valuable lesson, and it is to me ^{one} of the core themes of the novel. The fact that Atticus

tries to teach his children about empathy again shows he is a mentor to Jem and Scout, and has a positive relationship with them. He is also good at this role, as we can see in the end of the novel Scout thinks that "Atticus was right. To understand someone you need to stand in their shoes and walk around in them. Standing on the Radley porch was enough". Scout has clearly taken her father's lessons on board and as a result Atticus has one primary function throughout the novel, and that is that his relationship with his children is one comparable to student and teacher.

Furthermore, Atticus is seen by Jem and Scout as "feeble", and an "old man." They are disappointed by that fact that they "could not think of anything to say about him." This illustrates that Atticus does not live up to Maycomb's idea of a man, or father, because he is not very masculine. All of the other fathers are able to play sport, or have "admirable" jobs, like carpenter, or jester, or sheriff. This demonstrates a kind of irony, as today we would consider being a lawyer more admirable than most of the previous jobs, and it also shows that Jem and Scout are ashamed of him because he doesn't fit their image of an ideal father.

This shame is shipped on its head however later in the novel. Atticus puts a rabid dog down after the sheriff, Heck Tate, passes him his gun, as he knows Atticus is the better shot. After Atticus puts the dog down Jem and Scout, but especially Jem, are entranced

with Atticus once again. Tom wants to be like Atticus and we can see this when he yells "Atticus is a gentleman, just like me!" Contextually this also fits. Lee's father was a lawyer much like Atticus and her brother followed in his footsteps and became a lawyer himself.

In conclusion Atticus has a complex relationship with his children as he goes from being an active cause for shame as he is a "nigger lover" and "jerk", to a "gentleman". This is compounded by the fact he is based off of Lee's own father, and also serves as a teacher and mentor to Scout and Jem, who reveals mysteries like how to act, and how to read, despite people like Scout's actual teacher saying "your father can not teach".



The candidate demonstrates sound knowledge and understanding of the novel and of Atticus' relationship with his children, Jem and Scout.

Points include how Atticus teaches his children both moral and life skills, the children's impressions of Atticus and how their view of their father changes as the novel progresses. There are several very good examples, but each of them are dealt with rather briefly. There are contextual points in support, but more points for AO4 could have benefited the response.

Level 3 - 22 marks



The response should be driven by evidence from the text, but remember to include

contextual comment in support of the points made.

Question 6

Question 6: In what ways is Slim a significant character in the novel?

Of Mice and Men was the most popular choice of text. Overall, candidates demonstrated a secure understanding of Slim's role and significance in the novel, and there were many confident and assured responses that considered Slim's function within the text as a symbol of compassion in a cruel world and as the archetype of the heroic cowboy. Other points tended to centre on Slim's role as confidante to George, his character being the antithesis of Curley, his pragmatism (sometimes considered cruelty and proof he is fallible), his kindness and his natural authority.

Less successful responses did tend to fall a little into a narrative retelling of Slim's main plot moments, but these were rare and most responses fully engaged with the question. There was some misunderstanding in relation to Crooks, with many thinking Crooks is his name, not his nickname, and suggesting that Slim is polite to him by calling him by his name and not stable buck or a profanity.

Chosen question number: Question 4 ☒

Question 5 ☒

Question 6 ☒

Question 7 ☒

Question 8 ☒

Question 9 ☒

Question 10 ☒

Question 11 ☒

Question 12 ☒

Question 13 ☒

Slim is ^{a significant} ~~an important~~ character in Steinbeck's *Of Mice and Men*. ^{due to his many positive qualities.} He is a leader amongst the people ~~in Of Mice and Men and~~ at the ranch and ~~a symbol of~~ an idealised version of an American cowboy, ~~with~~ his leading as a kind, compassionate and moral leader. ~~He is a symbol of~~ He is a true example of Steinbeck's anti-capitalist beliefs.

Firstly, Slim is introduced with the words, "His ears hear more than was said to him," and "his speech had overtones not of thought, but of understanding beyond thought. Immediately, Steinbeck is presenting Slim as ~~a~~ immortal in some way. On top of that he is referred to as, "master", "prince of the ranch." This gives him a sense of regality but leading with his power and authority as a 'friendly' leader unlike Curley and the Boss who stand on their "high-heeled boots" and give

the other ranch workers "hell", to assert their dominance. This is important as it portrays Slim as an idealised Alpha male, opposing the greed of capitalists at the time where profitability was their main source of concern.

Slim is also significant as he uses his intelligence to support others, when Lennie punches Curley, Slim says, "I think you got your hair caught in a machine." He uses Curley's ego against him as a means to protect Lennie. Again opposing capitalist rule and acting rationally.

Slim however does act with some cruelty, "I drained fear of 'em right off." However this cruelty is an act of necessity and is taken as a pragmatic approach opposing masculinity at the time.



There is just enough evidence of sound understanding of the significance of Slim in the novel for a mark at the bottom of Level 3. Relevant points are made in relation to Slim's power and authority, how he is portrayed as an 'idealised alpha male' and how he supports others.

Further examples from across the novel would have benefited this response further, along with more coverage of points for AO4. (context).

Level 3 - 17 marks



Responses are marked holistically, primarily led by the level of understanding and examples given from the text. We do not split the marking 20/20 for knowledge and context. Context should not outweigh evidence from the novel.

Chosen question number: Question 4 ☒

Question 5 ☒

Question 6 ☒

Question 7 ☒

Question 8 ☒

Question 9 ☒

Question 10 ☒

Question 11 ☒

Question 12 ☒

Question 13 ☒

Steinbeck uses Slim as a character ~~for contrasting~~ in *Of Mice and Men* to contradict the effects of the Great Depression in America during the 1930's. Slim also represents the power of ~~leadership~~ leadership to make the reader compare social hierarchy between characters in this novel.

Steinbeck conveys Slim as a significant character in *Of Mice and Men* through the theme of respect. Slim is described as 'the prince of the ranch' because he is well respected by all of the characters. The monarchical noun of 'prince' places Slim at the top of ~~the~~ the social hierarchy and indicates the respect people have for him. This relates to Steinbeck's idea of masculinity in 1930's America because he is well respected. Steinbeck encourages the reader to think of social hierarchy and

relate Slim in contrast to other characters, such as Curley who feels he has to prove his masculinity, or Crooks who is treated with no respect. Slim is also placed above everybody ~~as he~~ when mentioned 'Slim entered, followed by Curley, Carlson and then Candy' indicating Slim's authority over the other 'Men' in the play. This again relates to masculinity in America ~~later~~ in the 1930's that masculinity resulted in more respect. Thus Steinbeck tries to convey the message that ~~respect and~~ ~~that way~~ respect given ~~and~~ will result in respect returned.

Steinbeck also presents Slim as important through his idea of morality. Slim treats everyone on the Ranch with decency, no matter their status and sympathises with characters. For example, Slim tells George 'a guy got to sometimes' which suggests ~~the compassionate character of Slim~~ his sympathy and dual morality ~~as~~ as he understands that George saved Lennie from a worse fate than Curley.

Slim carries the theme of morality in America during the Great Depression which contradicts the usual bitterness and consciousness of most people. ~~Slim is also~~ However, Slim ~~is~~ understands and supported the killing of Candy's dog which

is constructed by Steinbeck to make the reader understand that ~~the~~ the characteristic of morality is not always easy. The circumstance and effect must be taken into account.

Slim is also presented by Steinbeck as a leader character symbolising leadership and authority. This is conveyed when 'Candy looked helplessly at Slim as Slim's opinions were law' giving Slim a judicial authority above all of the other characters because he is well respected. This is again suggested as 'all talk stopped when Slim spoke' relating to judge-like behaviour in court. This portrays Slim to be a fundamental character in decision-making, much like a leader. Slim is used to contradict the ideas of workers on a ranch in 1930's America because ~~of~~ they were nomadic and lonely due to the Great Depression, where as Slim stays around and relates with everyone, giving ~~him~~ which represents him as 'The jerkline Skinner' to emphasise his power over everyone else.

Steinbeck uses Slim as an important character in *Of Mice and Men* because he ~~center~~ is a

character who contradicts the themes shared by other characters and imposes ~~that~~ ~~1930's America~~ the message that respect is earned and not given that has been crafted by Steinbeck as a moral of the story. Slim helps to emphasise the ~~the~~ themes that characters carry because of his morality. ~~and~~ Slim is used as a character in ~~the~~ this novel to indicate the idea of masculinity in 1930's America.



This is a sustained response. The candidate demonstrates thorough knowledge and understanding of the novel and of Slim's significance.

Points made in the response include how Slim is respected by other characters, his authority, how he treats others equally and his leadership qualities. There is detailed understanding of context, which is evident throughout the response. The response fulfils the requirements of Level 4.

Level 4 - 32 marks



As this is a closed book examination, candidates do not have to use quotations in their Prose responses. Examples can be specific references to specific episodes in the novel studied or paraphrased quotations.

Question 7

Question 7: Examine the theme of loneliness in *Of Mice and Men*.

This question was by far the most popular question in Section C. It proved to be highly accessible, with many candidates able to identify a range of different examples of loneliness in the novel. Many candidates considered, in turn, how each character is lonely in some way. There was much focus on the loneliness felt by Curley's wife, Crooks, George, Lennie and Candy. There was also interesting discussion of Carlson and Slim. The most successful candidates considered how, although George is given a purpose in life with Lennie, George is, nevertheless, lonely.

It was pleasing to see how many candidates were able to integrate contextual points convincingly into their answer, which is one of the requirements of Level 5. Points for context included how the ranch is located near Soledad, which means 'loneliness' in Spanish, and how characters are often lonely because of discriminatory views prominent at the time: ableism, ageism, racism and sexism.

The most successful responses were able to select examples of loneliness from across the whole novel and were able to develop points fully with reference to context. The less successful responses selected narrative detail without referring back to the question.

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒

Question 7 ☒ Question 8 ☒ Question 9 ☒

Question 10 ☒ Question 11 ☒ Question 12 ☒

Question 13 ☒

In ~~Stie~~ Steinbeck's novel, *Of Mice and Men*, there is a prevalent theme of loneliness which is demonstrated between a variety of characters, specifically marginalised characters. Candy, Crooks and Curley's wife all feel a form of isolation and this is stemmed from their marginalisation, this is intended by Steinbeck to criticise 1930s America where a variety of communities were shunned or treated as inferior due to characteristics, such as disability, gender or race. All three characters experience loneliness which entails each of them to have dreams but also creates a bitter resentment, such as Crooks and Curley's wife. However Steinbeck also is able to present loneliness in George, the main protagonist as although accompanied with Lennie, occasionally he feels alone in his role to care for Lennie and the burden that comes with it can isolate him.

Candy is introduced in chapter two and Steinbeck paints him to be a likeable but ultimately quiet man. Candy however is not completely alone, he shares ~~stere~~

Companionship in his dog. ~~However this is~~ He shows pride in his lifelong companion since he had had the dog 'since he was a pup' and it is clear he holds the dog with affection as he describes their companionship 'proudly'. However this companionship is stripped when Carlson Carlson strips shoots Candy's dog. There is a clear guilt when Candy allows Carlson to shoot his dog as he confides in George that he 'ought to have shot that dog' himself. Candy is often isolated from the other ~~itnerate~~ itinerate workers due to his age and disability, for example when they head into town without him, leaving him behind. This makes it particularly tragic when he loses his only companion as it highlights his loneliness. ~~Itnerate~~ Itinerate workers such as Candy are expected to have this loneliness, as in 1930s America an ideology of 'individualism' was well accepted. ~~The then President~~ Candy is isolated due to his disability which was heightened by society's views on disability. President Roosevelt himself was disabled but refused to go in public with his wheelchair as it was seen as a 'weakness', this ideology furthered the marginalisation of disabled individuals such as Candy or Crooks. This loneliness is what motivates Candy to clutch so deeply into Lennie and George's dream, where he wishes and dreams solely for companionship. This is why he proposes to George that he 'Suppose [he] could go in with you guys' (in reference to George and Lennie).

Curley's loneliness is what drives him to latch onto the protagonist's dream as when he ~~loses~~ loses companionship ~~with~~, death of his dog, as he is isolated by the other workers ~~the~~, because of disability and age - Curley only dreams of companionship.

Crooks is another example of the prevalent theme of loneliness. He is introduced in chapter four where it is revealed he is completely isolated from the rest of the workers as he is not even allowed to sleep in the bunk house, he is forced to stay in the ~~farm~~ ~~farm~~ house. Steinbeck purposefully does this as the ranch is a microcosm of 1930s America, as race was a key issue and caused for discrimination and racism to be normalised. The fact Crooks resides in the ~~farm~~ ~~farm~~ house strips his individuality, isolating him and making him ~~feel~~ ~~as~~ lonely, as he even has 'a range of medicines, both for him and the horses', indifferently between the two. Crooks' loneliness is reflective of the attitude of Segregation in America as laws such as the Jim Crow laws, caused for legal segregation which isolated communities of racial minorities. Crooks is well aware of this as when Lennie invades his space, Crooks immediately becomes defensive, as he 'scolded' at Lennie and speaks to him 'Sharply'. Crooks' loneliness stems from his ill environment and creates a bitter defense immediately. Crooks acknowledges his mistreatment telling Lennie it is 'Cause I'm black', recognising the racism within the ranch and society.

Crooks levels in his mistreatment of Lennie however this is not because he is inherently mean, Steinbeck purposefully allows Crooks' cruelty to be shown as he wishes to comment on how cruelty stems from oppression. Crooks, too, has dreams, he has a 'mailed copy of the California State law' which suggests he wishes to find a way to combat his oppression with legality. Steinbeck illustrates Crooks to criticise the systemic segregation in the 1930s, showing how oppression leads to bitter and defensiveness.

Similarly, ~~Stein~~ Curley's wife is presented to be isolated on the ranch. Initially, Steinbeck introduces her to the reader through ~~the~~ words and opinions of Candy who describes her to 'have 'the eye', which ~~etc~~ essentially presents her as promiscuous. She is immediately sexualised and isolated before the reader has the chance to meet her. ~~So~~ Steinbeck does this to 'introduce the two ~~different~~ dimensional views that men in America shared on women. When first introduced, she is described as 'heavily made up' with 'red nails' and 'red ostrich feathers'. Her femininity is amplified through her abuse causing her to be marginalised. Curley's wife feels trapped on the ranch, she is the only woman as well as the only named woman in the book. She describes how she gets 'awful lonely' and wishes how she had

'Someone to talk to'. Curley purposefully isolates her by controlling her, keeping her trapped in their 'two-by-four house'. This isolation creates a similar defensive bitterness to her as she is seen to be ~~once~~ unnecessarily cruel to Crooks, saying she would be able to 'have [him] strung up'. Steinbeck purposefully allows Curley's wife to be cruel to present the lack of unity between marginalised groups as even at the bottom of the social hierarchy on the ranch there is a hierarchy and systemic discrimination. Curley's wife is isolated by her gender, forced to be conformed in her marriage and forced to give up her dreams where she believes she 'coulda been something'. Steinbeck allows for Curley's wife to express outrage at her failed dreams to illustrate an image of tragicness - how women were forced to live lives ~~are~~ dictated by the patriarchal views of 1930s American society.

Steinbeck also shows the loneliness of marginalised characters such as George who even though has companionship, feels isolated occasionally. George expresses how 'Guys like [him]' are the 'loneliest guys in the world', he expresses a sentiment of isolation as due to his companionship with Lennie he is put aside from the other ~~other~~ itinerant workers. As well as this George feels ~~alone~~ alone in his friendship with Lennie as he is unable to

intellectually converse with Lennie. Steinbeck criticises George and the itinerant workers to reflect the ideology of individualism within the American dream. The American dream is all about the pursuit of happiness but Steinbeck criticises this dream as the ideology of individualism, brought about by Hoover in the 1930s, classes with this pursuit of happiness as loneliness causes for upset and isolation where eventually workers become reliant on labour to fill the void of companionship in their lives.

Overall, Loneliness is a key theme in Steinbeck's of Mice and Men as Steinbeck examines how loneliness comes from systemic isolation and marginalisation. So Candy, Crooks and Curley's wife are all products of the harmful ideology expressed throughout the 1930s, such as ableism, sexism and racism. Steinbeck comments on the social issues of oppression and how oppression leads to bitterness, cruelty and defensive anger - as shown by Crooks' cruelty to Lennie and Curley's wife's cruelty to Crooks. Steinbeck recognises loneliness and throughout his didactic novella and attempts to present to the reader its impacts, such as when Crooks expresses 'a guy gets lonely on' it makes him sick'. All the marginalised characters express a suppressed anger about their treatment and

each cling on to dreams as a way to cope with this isolation, even George who clings to his American Dream of owning his own house. The novella is a warning social commentary on the problem of discrimination and marginalization and how it can cause isolation and loneliness.



This is an assured and confident personal response. The candidate considers a wide range of examples of loneliness in the novel, with the focus on Candy, Crooks and Curley's wife. Examples have been selected from across the novel to support the points that have been made. There is clear development of ideas and there is a consistent focus on the question. There is also an understanding of the relationship between text and context, with points integrated convincingly throughout the response.

Given the guide time of 45 minutes for this section of the paper, no more can be expected. The response fulfils the requirements for the top of Level 5.

Level 5 - 40 marks



Remember AO2, language, form and structure, is not assessed in this part of the paper.

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒
Question 7 ☒ Question 8 ☒ Question 9 ☒
Question 10 ☒ Question 11 ☒ Question 12 ☒
Question 13 ☒

In of mice and men the theme loneliness is mainly shown with ~~e~~ Curleys wife a lady that has no one to talk to and is very misunderstood. She is the only woman on the ranch which ~~s~~ means she has no female friends instead she has to be the wife of Curley who is never there for her and doesn't really like her. On the ranch she is very sexualised as in that time period what she wore and how she did her makeup and hair was very popular. Curleys wife also never ended up having a name as she wasn't supposed to be a main person but the fact that she is a really misunderstood character makes me think she should of had a bigger role in the play. When she passed away it is the main time you really see how much Curley actually cared for her but he didn't show it as much as he should of because he was the boss's son and he wanted to be feared and doesn't want to show his

soft side to the men he wants to be seen as power
powerful and feared. Someone else who shows loneliness
is George because his best friend is Lennie who keeps
making them have to having to move jobs and
go on the run which is hard on both of them
because Lennie doesn't understand what he's doing
wrong and why they have to move but it is also
hard on George because he can't make new friends
and keep ~~the~~ them because he knows that Lennie
will end up doing something and they have to go
work some where else. That could bring loneliness to
George because he ~~pr~~ doesn't want to have to keep
moving around. Eventually the ranch is the last
place they will both work as Lennie ends up accidentally
killing Curley's wife which makes him end up going to
prison and George would probably end up getting the
backlash from it.



The candidate demonstrates some knowledge and understanding of the novel and supports the response with some relevant examples. When exploring the theme of loneliness, the candidate focuses on the loneliness of Curley's wife, Lennie and George. There is some hint of contextual comment but there could be more focus on this assessment objective.

Further specific examples from the text, and further coverage of the whole of the novel, could also have benefited the response.

Level 2 - 12 marks



Although film versions can be good teaching resources, candidates must be made aware that not all film versions are a true representation of the novel. Some film versions include details not included in the novel(s). Of course, candidates should be writing about the novel and not the film.

Question 8

Question 8: In what ways is power demonstrated in *The Whale Rider*?

The majority of responses to this text were very successful. Candidates discussed the power of the whales, of Kahu, of Koro and of Nanny Flowers. Much of the evidence for context (AO4) centred on the effects of nuclear testing on the whales and Maori beliefs impacting power dynamics. Many candidates also explored the role of powerful females such as Kahu and Nanny Flowers, and how they survive in a misogynistic society.

Less successful responses tended to narrate the story and very often bolted-on the social, historical context at the beginning and the end of the essay, rather than intertwining it throughout.

Chosen question number: Question 4 ✕

Question 5 ✕

Question 6 ✕

Question 7 ✕

Question 8 ✕

Question 9 ✕

Question 10 ✕

Question 11 ✕

Question 12 ✕

Question 13 ✕

In the novel, 'The Whale Rider' Witi Ihimaera presents power in a multitude of ways. He explores who holds the power within relationships, the power of ~~culture~~ and community in preserving culture, and the power of having the ability to develop and change a fixed mindset.

In 'The Whale Rider', the ^{power dynamic} ~~relationship~~ between Nanny Flowers and Koro Apirana is constantly shifting. ~~until the end of the novel~~ Nanny Flower's power is shown through her Maruani blood that Koro claims is "too strong" for him. Maruani was a strong, powerful, female leader whose ^{mere} existence challenged ~~Koro Apirana's~~ many people's traditional beliefs regarding women. Ihimaera intentionally uses Nanny Flower's ancestor Maruani to showcase to his daughters and ~~that~~ all young girls that women can too ~~be~~ yield power and hold important responsibility.

However, Koro ~~is~~ also holds significant power within their relationship. ~~Despite~~ Throughout the novel, Nanny Flowers challenges his ~~traditional beliefs~~ by threatening to leave him and ~~challenging~~ ~~playfully~~ insulting him, calling him "the old paka" despite this, Nanny Flowers stays with Koro Apirana, highlighting the fact that her words are not as powerful as his position as her husband and Chief. ~~At the end of~~ At the end of the novel, Koro accepts the idea of gender equality and in turn, perhaps he accepts the shared power dynamic between him and Nanny Flowers, allowing her to yield power and responsibility despite being a woman.

In the novel, the power of the relationship between ~~Man (Maori people)~~ and nature is emphasised in many ways. Firstly, the book is sectioned and labelled as the four seasons of nature to show the cyclical journey of life. This was intentional by Hihimana as he wished to emphasise the power of the relationship between man and nature as a way of preserving Maori teachings and values. Secondly, ~~there~~ in the novel Koro Apirana states that ~~a~~ without whales,

humans would not live and without humans, whales could not live. This highlights the power in the relationship between man and whales as they are presented to be interconnected and completely co-dependent. Another way the power held between ~~the~~ man and nature is shown was when whaling began affecting the lives of the Maori people, ~~which resulted in a drastic attempt to~~ negatively. ~~Here~~ Ihimaera intentionally mentioned the negative effects of whaling as when he was writing the novel, the case to make whaling illegal was being fought for, and he wanted to emphasise to others the importance of whales and the harm of whaling. Ultimately, the ~~bond~~ ^{power} held between man and nature in the novel is so ~~great~~ ^{powerful}, that they are described to be interconnected and co-dependent.

In the novel, Ihimaera acknowledges that changing a fixed ~~mindset~~ ^{mindset} requires power and strength, but is essential. When Kahu retrieves the rock from the sea, Nanny Flowers does not wish for Koro to know about it, claiming "he is not ready". Nanny Flowers was desperate for Koro to change his attitude toward women, yet she ~~also~~ knew it would require strength and power.

something that Koro did not yet yield in her eyes. The event that caused Koro to shift his mindset ~~was extreme and required~~ it involved Kahu riding the ancient bull whale, an extreme and dangerous task that was powerful enough for Koro to ~~reconstruct~~ evaluate his values, ~~and~~ showing that a growth mindset is ^{not} achieved easily, but requiring strength and power from within. Ihimaera uses Koro to show that whilst changing your mindset can take time and power, it is possible for all, and harmful traditional values should be reconsidered and adapted to modern values regardless of the power and determination it takes.

To conclude, I believe that Ihimaera ~~uses~~ demonstrates power in relationships, community and power ~~used to~~ change one's mindset. All of these aspects of the way power is demonstrated contributes to his intention in writing the novel; which was to encourage growth mindsets and preserve Maori culture.



ResultsPlus
Examiner Comments

This response considers the power dynamic in the relationship between Koro and Nanny Flowers, 'the power of the relationship between Man and nature' and Kahu's power in

shifting Koro's mindset. A particular strength of this response is the detailed understanding of context. There is thorough understanding and knowledge of the novel in this response, but further points could have been made and further specific examples from the novel selected. There is sufficient thoughtful comment to place this response in the middle of Level 4.

Level 4 - 28 marks



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

Question 9

Question 9: 'The whales are the most important characters in the novel.'

How far do you agree with this view?

This response produced excellent answers, with some candidates agreeing wholeheartedly with the view that the whales are the most important characters in the novel whilst other candidates agreed that the whales are important characters but then argued that another character, Kahu in particular, is even more important. Candidates are free to agree or disagree, wholly or in part, with a statement such as the one in this question. It is the quality of the argument presented that is important.

Some particularly successful responses made an interesting case for Koro being the most important as he arguably changes more than the other characters and is representative of the importance of adapting to new ideas.

Chosen question number: Question 4 ☒

Question 5 ☒

Question 6 ☒

Question 7 ☒

Question 8 ☒

Question 9 ☒

Question 10 ☒

Question 11 ☒

Question 12 ☒

Question 13 ☒

Within whale Rider, I agree that the whales are the most important characters 75%.

Firstly, the whales are a symbolism for the Maori tribe and on their beaching in Wairua and then Whangara, they are depicting to the tribe that this is their final chance to save them as Koro Apirana states is "they die, we die" implying that the culture will die unless they are saved. However, the ancient bull whale rolled onto its side signalling that it wants to die, after Koro moved from his patriarchal ways and allowed Nani to restore her Murchie rocks and help in a final attempt to save the whales.

~~However, I think that that Koro is~~

~~the most important character because she~~
~~is the bridge between the future and~~
~~the past allowing the Maori tribe to~~
~~save their culture~~ After the whales' journey
to the south, the female whales worry and
the bull whale takes them away to the
wrong direction as they head to the underwater
cathedrals. This journey is important because
due to French nuclear testing radiation levels
~~in Antart~~ increased and caused 7 whales to
die. Due to the bull whales' sadness,
and mourning, they head off track, and
the bull whale hits a beam of light which
causes their first beaching, at Wainui and
this was "the first warning". Due to
the advances in technology it was on the
news and the Greenpeace trust were there.
An organisation which help stop whaling.
This is so important and makes the
whales so important because whatever happens
to them impacts^{on} the tribe. Blood was
seen "spouting" as they used a chainsaw to
cut the jaw of the whale. The younger
adults were whaling and the older generation
were attempting to stop them with help
from Rawiri. Within Whale Rider,

the whales' importance is underestimated as they are a source of guidance for Maori culture and a way in which the tribe can restore harmony with nature. Once this is restored, the tribe's culture is reinforced which was lost due to whaling and abuse of whales. This caused the tribe's strength to drift and separate and due to Kahurangi's connection with whales and nature, it is restored. The mother whale and bull whale have an argument after Kahurangi's riding and becomes the whale Rider saying she is a descendant and not the Poitika. However, the mother whale wins and they send Kahurangi back to Whangarei to restore her destiny. This is important as the ~~whales~~ mother whale and bull whale are regarded as Nani Glens and Koro Apirama where they are interlinked through nature providing a root for the culture of Maori. It is clear both Koro and the bull whale are stubborn but both come to accept change allowing for the culture to grow and develop.

However, I feel Kahurangi is the most important character due to her link with nature and

ability to save her culture. Kahu is initially foreshadowed as the Whale Rider due to her birth card buried in front of the Statue of Kaitiaki the Rangitikei. Due to Koro's stubbornness Kahu never gets a chance as he is "still on the look" for a boy. Stubborn to change his patriarchal ways. However, Rarangi as the narrator sees Kahu making "aeri noises" as if she was "warning them". This shows her connection with nature tying in with when "dolphins surrounded her" as she got the stone from the ocean floor Koro wanted. This meant that she was inevitable to become the Whale Rider. She is more important than the whales because she ~~was~~ is the bridge changing patriarchal ways and giving a new chance to allow for the Maori culture to reestablish its bond with nature and the whales, saving their community's culture. Her "small face like a dolphin" is spiritually connected to her past which means she is most important as she binds the Maori's past future and present being the final spear thrown by Pakeha.

In conclusion, the Maori culture is focused around the whales which have a significant influence on how the Maori tribe moves as a community whilst helping the Maori understand their heritage and restore their connection to their roots when times get hard. However, Kahu's role as the bridge between nature and humanity ~~phys~~ physically allows the Maori move into a new era and generation.



The candidate takes a balanced approach in response to the question, which is apparent from the opening paragraph. It is a perfectly reasonable approach for candidates to partially agree with a statement given in the question. In this example, the candidate agrees with the view that the whales are the most important characters to an extent but also deems Kahu to be an important character.

The candidate demonstrates an assured knowledge and understanding of the novel through the arguments that have been presented, which is sufficient for a mark in the lower half of Level 5. Contextual points are integrated convincingly throughout the response. Further relevant examples from the text to support the arguments could have benefited the response.

Level 5 - 35 marks



The attention to smaller details within a text is often indicative of higher level responses. Of course, candidates are not expected to cover every possible example in a text, but those that are included should be developed and deal with the question.

Question 10

Question 10: How is Rose Hsu Jordan significant in the novel?

There were very few responses to this text, but those seen were often very successful and many gained marks in the top two levels.

Points tended to centre on Rose's guilt of her brother's death, the significance of her marriage to Ted, Rose's relationship with her mother and how Rose learns to stand up for herself.

The most successful responses were able to select a range of examples to support the points made and convincingly integrated context throughout their response to develop AO1 ideas.

Chosen question number: Question 4 ☐

Question 5 ☐

Question 6 ☐

Attend.

Question 7 ☐

Question 8 ☐

Question 9 ☐

Question 10 ☒

Question 11 ☐

Question 12 ☐

Question 13 ☐

*
~~Rose Hsu Jordan is one is used by Amy Tan primarily to present the dangerous power imbalance in 1980s America. She is also presented as very passive throughout the novel and clashes with her mother due to the differences between American and Chinese values.~~

Firstly Rose's main plot is her relationship with Ted which fails due to a great imbalance of power. This is seen in the early stages of their relationship in which Rose becomes "the victim to his hero" showing how from the very start Ted held all the power. Then later Rose decides now she let Ted have even more power.

power when making important decisions saying "we used to discuss them but we both knew it would boil down to me saying 'Ted you decide'" here it shows how the power was completely lost and through the eventual failure of their marriage it shows her negative views on this imbalance of power. This sort of relationship was very common in 1980s America when women had much less power & respect which is increased with Rose due to the negative perception of Chinese immigrants due to the Immigration Act which would have reduced her social power further much like many other immigrants of the time.

Rose is also presented as one of the passive characters in the Joy Luck Club having "too little voice" like her mother An-Mei. This like with the Ying-Ying and Lena stems from childhood trauma & for which for Rose was he

brother Ping's death when she describes "I knelt at the spot he ~~disappeared~~ disappeared, not moving, not doing anything" the repetition of not emphasises ~~xx~~ how this is the point when her passivity began which would ruin most of her life and cause the power imbalance w/ Ted. However when the divorce happens Rose starts to regain her agency reflected the the blossoming gardens in which "carrots their orange heads popping out the soil as if about to be born" and the "Rosemary" (which represents her power) starts to grow uncontrolled. This moment reflects how she regains her agency allowing her to stand up to Ted. This is very reminiscent of second wave feminism which was emerging at a similar time in the US and ~~is~~ showing the making Rose a symbol for the change from passivity to action that was occurring for many women in the United States.

at this time.

she also In addition the majority of the conflict in Rose's life is due to a lack of ~~commu~~ communication. This was the other reason the marriage with Ted fails as towards the end she describes "we were two people shouting from separate mountain cliffs" reflecting how ~~due to~~ how distant they feel and the use of "people" instead of anything more familiar reflecting how ~~due to~~ their lack of ~~commu~~ communication. Rose also believes that An-Mei (her mother) will try and convince her to "save [her] marriage". This belief continues until towards the very end of her last chapter where she eventually talks to her mother who replies "I not tell you to save your marriage, I only tell you to speak up" reflecting how this constant tension between the two of them was dispelled, & with simple ~~comm~~ communication. This is likely

representative of Amy Tan's relationship with her own mother who she struggled to communicate with and understand for the majority of her life but the eventual opening of communication channels allowed her to understand leading to the writing of the Toy Luck Club itself.

~~She is also shown to be very so~~

She also ~~struggles~~ embraces her American identity much more than the other daughters being attracted to Ted "for the reasons that made him different to my brothers and the Chinese boys I had dated" reflecting how she is drawn away from her Chinese heritage. When her mother objects to her dating an American, she replies "so what I am American too" reflecting how creating a conflict between mother and daughter very reflective of many first-generation Chinese immigrant families at the time due to the stark contrasts between an American

and Chinese culture. While at the
* In conclusion Rose is used
by Amy Tan to present the danger
of power imbalances and lack
of communication as well as a
vessel for the rise of second-wave
feminism for which, saved her from
the passivity which poisoned
her life. Her ending is rather different
to the other daughters as while she
does stand up to Ted by refusing to
hand over the house there is no mention
of her reconnecting with her Chinese
Heritage. Perhaps through this Tan
is trying to tell us that it is possible
for second-generation immigrants to only
embrace American culture and still live
happy and fulfilling lives.

* Rose Hsu Jordan is often presented
as the most American of the four
daughters, rebelling against
her mother and marrying a Caucasian
man. However she often struggles
with the imbalance of power
in her relationship and a lack of

communication. She also displays passivity (common in second generation Chinese immigrants at the time) which she eventually overcomes at the end of the novel.



In this exemplar, the candidate demonstrates assured knowledge and understanding of the novel. Understanding of context is integrated convincingly throughout and there is discriminating use of examples to support the points made.

The candidate considers Rose's relationship with Ted, her passive nature, how Rose begins to 'regain her agency', the problems in her life caused by a lack of communication and how Rose embraces her American identity. All points are fully developed and include finer details from the novel.

Level 5 - 40 marks



Including examples from across the novel will demonstrate a secure understanding of the text as a whole.

Question 11

Question 11: 'It's just so embarrassing.' [Waverly Jong]

'Embarrass you be my daughter?' [Lindo Jong]

Discuss this and other examples of embarrassment in *The Joy Luck Club*.

In a similar way to Question 10, there were many successful responses to this question. Many candidates focused on the embarrassment felt by the American daughters as a result of the actions of their Chinese mothers. The most successful candidates also considered how the mothers experience embarrassment.

As is often seen with this novel, contextual points are often made naturally through the various examples presented, especially the embarrassment caused as a result of the clashes between American and Chinese cultures.

Chosen question number: Question 4 ☐ Question 5 ☐ Question 6 ☒
 Question 7 ☐ Question 8 ☐ Question 9 ☒
 Question 10 ☐ Question 11 ☒ Question 12 ☒
 Question 13 ☐

In the Joy Luck Club the theme of mother and daughter relationships is key throughout the novel. The daughters mothers, ~~are~~ are depicted in their old lives living through the difficulties of war, forced marriage, abandonment and being uprooted from their home country to ~~be~~ living in a ~~new~~ culture and society that was not their own. Jing mei's mother states "I wanted ~~my~~ ^{my} children to live in a place where ~~their~~ my daughters worth was not measured by the loudness of her husband's burp." The mothers saw America as the "American dream" and a place where ~~the~~ ^{their} daughters ~~to~~ could grow up with the freedom to do great things. ~~but~~ However they did not realize the displacement they would feel being in a culture so different from ~~china~~ ^{china}. Although the mothers feel that they were displaced their daughters also feel something similar. ~~Being~~ ^{Being} born in America there ~~is~~ "circumstance" is slightly different however they ~~are~~ still carry there

chinese features and are burdened by their overbearing parents, who worry their true chinese identity is being forgotten by their children. In this quote, "It's just so embarrassing" (waverly jing) "embarrass you be my daughter?" (lindo jing) this explores the relationship waverly has with her mother. In this specific quote they have gotten in an argument over waverly's chess tournament, and after she won, instead of letting her take the spotlight, lindo took it for herself. Waverly further tells her mother that she was embarrassing. ~~Emb~~ Embarrassment is key in joy luck club often this emotion arises in acts of performance or displays in the book. Jing mei Towards the begging of the book jing mei performs her recital and proceeds to make mistakes leading ~~to~~ in front of the large crowd she not only felt embarrassed but also the deep shame of her mother who had nothing to show of her daughter. ~~Emb~~ Embarrassment ~~is~~ is a key theme and further reflects the roles between mothers and daughters ~~and the pressure's the daughters have~~. The pressures on the daughters formed from the generational trauma of not doing enough, ~~at~~ their mother and the mothers of those mothers all carrying the burden of what they could of done better.



ResultsPlus
Examiner Comments

In this response, the candidate demonstrates sound knowledge and understanding of the novel. However, the focus of the question is not immediately apparent from the start, with the response taking some time to focus on the idea of embarrassment. Nevertheless, the response covers points including the mothers' hopes for bringing up their daughters in America and how the clash of cultures causes embarrassment, as well as the 'pressures on the daughters formed from the generational trauma'.

The candidate uses the quotation from the question, and this is an acceptable approach to take. There are some contextual points but there could be further evidence of understanding for this Assessment Objective. In addition, ideas could have been developed further, and more specific details could have been included. This is an example of a response worthy of half marks.

Level 3 - 20 marks



For context, use past mark schemes to collate a bank of ideas.

Question 12

Question 12: Examine the introduction of Christian faith and its effects in the novel.

Responses to this text are often very successful, which was the case this series. Many responses gained marks in the top two levels.

Points for AO1 tended to centre on how the introduction of Christian faith has a major effect on the Nigerian Igbo people, Mr Brown's importance as the first white missionary to arrive in Umuofia and Mbanta, and how Okonkwo is impacted by how much the village has changed as a result of the introduction of the Christian faith.

A particular strength of responses to this question was the evidence in relation to context for AO4. Many candidates confidently interwove contextual points throughout their answers, showing a secure understanding of the novel being set in the late 1800s and early 1900s and various Igbo customs and beliefs.

Chosen question number: Question 4 ☒

Question 5 ☒

Question 6 ☒

Question 7 ☒

Question 8 ☒

Question 9 ☒

Question 10 ☒

Question 11 ☒

Question 12 ☒

Question 13 ☒

Chinua Achebe was born in 1930 and published the novel 'Things Fall Apart' in 1958. It is based on the colonisation of the Igbo tribe in the 1890s. His grandparents were victims of colonisation therefore, Achebe writes about his history and ancestry through fictional characters that go through the non-fictional colonisation of the 'tribes of the Lower Niger'. The story follows Okonkwo and Achebe shows us the influence of Christian faith on him, Ibo traditions and beliefs, and the white settlers who brought over Christianity to Africa.

Christianity affects Okonkwo greatly because he is very loyal to his clan and village: Umuofia. He follows Ibo tradition rather strictly as he is terrified of not being high status or respected. His father, 'Unoka', was lazy and labelled as 'agbala'; meaning woman or man without titles. Okonkwo is constantly determined to be better than his father. To do

this he was a champion wrestler who threw 'Amalinze the Cat' in a ~~was~~ contest at the 'village ilo'. He is also a very successful warrior with many heads as trophies. Evidently, when he is exiled to his motherland due to an accidental murder - labelled as a feminine crime - he is appalled that he must ~~not~~ leave his clan for 7 years. During these years, the white ~~settlers~~ ^{settlers} welcomed themselves into villages. ~~when~~ ^{when} talking with his best friend, Ogburn, Ogburn said that 'the white men have put a knife on the things that hold us together and now we have fallen apart'. This echoes the title of the novel showing that Achebe wanted this to be what is significant about his novel. Eventually, Okonkwo is captured by the colonisers and his head is shaved. This is a sign of humiliation and Okonkwo was 'choked with hate'. This shows how he was filled with rage when confronted with Christianity attempting to replace Igbo beliefs.

Furthermore, ~~Achebe~~ Achebe uses the contrasts of the two religions to show how Christianity clashes with Igbo tribes. Ibo believe that twins are a sign of too much fertility therefore they are ~~threw~~ thrown in

'earthware' tubs and left to die in the evil forest. The missionaries saved twins from 'the bush' and raised them, disrespecting Igbo culture. Also, when the colonizers first arrived, they were told, by the Igbo, to stay in the Evil Forest which they believed would kill them. When the settlers survived this took a toll on the Ibo and caused many to lose faith and convert to Christianity. Also ~~the~~ 'ogbanje' are children who die days after being born and the spirit continues back to the mother's womb to torture them. Many pregnant women converted to Christianity because when an ogbanje is born, a doctor 'mutilates' it with a 'razor' ~~so~~ so it will show a mark of disfiguration to be identified if it comes back. An example of this is Ekwefi and her 10th child, Ezinma. However, their trust in Igbo tradition never faltered in the ~~novel~~ novel. The Christians opposed the mutilation of ogbanje children and even expelled a woman from the church for allowing someone to 'mutilate her child'. The Christians also took in the osu, who were outcasts from Ibo clans for having defects. They had matted, long hair so the missionaries 'shaved' their heads to restart. (This is also why Okonkwo having his head shaved was so disrespectful). The osu ~~were~~ became strict

followers of christianity as they were finally accepted.

Also, Achebe used characters who were missionaries or converts to show the deterioration of Ibo culture caused by the introduction of Christian Faith. Nwye was Okonkwo's first-born son and Okonkwo believed he was too much like Unoka. Okonkwo eventually came to the realisation that: 'living fire begets cold, impotent ash'. Due to Okonkwo's 'heavy handed' ruling of his ~~tribe~~ 'obi', Nwye's 'callow mind' had 'something felt in the marrow' and converted to Christianity; changing his name to Isaac. Also, the head missionaries of Umuofia greatly change how Achebe wants us to view the missionaries throughout the novel. At first, Reverend Brown did not force Christianity on the Igbo people and instead had conversations with elders to discuss and accept their religion's differences e.g. polytheism and monotheism. However, around the time Okonkwo returned from exile, Reverend Brown ~~was~~ was replaced with Reverend Smith. Smith was a cruel, forceful power who clashed with Okonkwo. I think Achebe uses this to show how the colonisation so quickly changed from harmless to chaotic and conflicting. Evidence of this is theosu

murder of the 'sacred python' and the unmasking of an 'egwugwu' by Enoch. This caused uproar in Umuofia as an ancestral spirit was killed, causing the other 'egwugwu' to 'move like a whirlwind' and burn down the church. These offences were acts of war which Achebe uses to show the introduction of Christianity as detrimental to the Igbo people.

Overall, Achebe uses the ~~idea~~ introduction of Christian faith ~~to~~ to Okonkwo, the clash of cultures, and uses detailed examples of the missionaries' successes to break apart Igbo culture. At the end of the novel, Okonkwo kills himself which causes Obierika to get help from colonisers as he must be 'buried by strangers' and they 'cannot touch him'. This makes ~~the~~ the district commissioner think to mention Okonkwo in a single paragraph of his book: 'the colonisation of the Primitive tribes of the Lower Niger'. This contrasts how Achebe wrote a ^{whole} ~~state~~ book on Okonkwo's life. Also his use of the word 'primitive' is patronising as makes the Ibo seem not evolved although they are as Achebe writes.



In this exemplar, the candidate demonstrates assured knowledge and understanding of the novel. Understanding of context is integrated convincingly throughout and discriminating examples support the points made. Following some contextual introductions, the candidate considers how Christianity affects Okonkwo, how Christianity clashes with Igbo tribes and the 'deterioration of Igbo culture caused by the introduction of Christian faith'.

There is assured personal engagement, all points are fully developed, and finer details are included from the novel. The response fulfils the requirements of Level 5.

Level 5 - 40 marks



Candidates should prove to the examiner their knowledge of the text – do not assume the examiner knows everything.

Question 13

Question 13: How is Ikemefuna significant in *Things Fall Apart*?

This was a very successful question and candidates were able to provide a range of points in relation to Ikemefuna's significance in the novel.

Many candidates focused on how Ikemefuna illustrates Igbo culture and traditions and how he is central to the breakdown of the relationship between Okonkwo and Nwoye, resulting in Nwoye's leaving his family and becoming a Christian.

As was the case with Question 12, contextual evidence tended to be embedded throughout the responses, with candidates demonstrating a clear understanding of Igbo society and how the Umuofian people lived their lives, such as the way in which Ikemefuna is used as a peace settlement.

Chosen question number: Question 4 ☒

Question 5 ☒

Question 6 ☒

Question 7 ☒

Question 8 ☒

Question 9 ☒

Question 10 ☒

Question 11 ☒

Question 12 ☒

Question 13 ☒

In the novel things fall apart Ikemefuna's character is extremely important for the character development of Okonkwo and Nwoye. ~~Under~~ The circumstances that Ikemefuna came to be in Umuofia and live with Okonkwo and his family were upsetting as he had nothing to do with the situation of the wife being killed. Okonkwo at first was unsure of Ikemefuna living with him but he became a positive impact on his and Nwoye's life. Nwoye looked up to Ikemefuna like a brother and treated him like family. Nwoye was a very masculine character, which Okonkwo didn't like as it reminded him of his father who was not successful or as strong like he was. Ikemefuna helped Nwoye to be more masculine and strong which Okonkwo liked. When it was time for Ikemefuna to die Okonkwo was told to deal no hand in the killing of Ikemefuna as he said 'this boy sees you as a father' but Okonkwo didn't want to let somebody else kill Ikemefuna as he thought he would seem too weak and he ended up being the one to finish him off and his killing Ikemefuna. This troubled Okonkwo to become

very depressed and upset for days as he loved Ikemefuna as if he were his own son. Nwoye was upset by the death of Ikemefuna as he was extremely close with him.



The candidate demonstrates some knowledge and understanding of the novel and supports the response with some relevant examples. There is some hint of contextual comment but the evidence for this Assessment Objective could be more apparent. There is some rewardable material here, which is sufficient for a mark in the middle of Level 2.

Level 2 - 12 marks



Spelling, punctuation and grammar are not assessed in this paper. However, if a candidate struggles with writing, consider applying for permission to use a word processor.

Did you know that we now offer our International GCSE Literature paper online or via the modular route? Please see our website for more details.

Paper Summary

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

- Candidates should be reminded 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, even for the largest handwriting.
- Candidates should be aware 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 B: Anthology, candidates need to consider language, form and structure.
- Poems must be compared and the effect on the reader considered. Context is not assessed in either poetry Section: A or B.
- 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.
- For 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, 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.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:
<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

