

Examiners' Report

June 2025

Int GCSE English Literature 4ET1 01R

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June 2025

Publications Code 4ET1_01R_2506_ER

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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 3 and the most popular prose text was *Of Mice and Men*, where Question 6 was by far the most popular question.

The second most popular text was *The Whale Rider* and *Things Fall Apart* was a third favourite. There are still very few entries for *The Joy Luck Club*, and the number of responses for *To Kill a Mockingbird* has decreased.

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.

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. There were some extremely good responses that were above and beyond expectations at this level.

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 a child's experience of having a haircut in this poem.

Daylight Robbery 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. As one examiner commented: 'very few candidates seem to have misread or misunderstood the poem'.

The majority of candidates identified how the poem describes the child's haircut and how this marked a transitory stage in the subject's life. Successful candidates were able to recognise how the haircut represents the loss of childhood innocence, with the barber's chair described as now being 'suddenly serious' in contrast to the previous year's 'roundabout'. Other points centred on the emotive use of explosives and fricatives, the free verse and diminishing stanza length to symbolise the cutting of the hair and the significance of the title (suggestive of how the boy's innocence has been taken away from the child).

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 how the experience transforms the child in both appearance and nature, just like a mythological phoenix: the sun 'lies in its ashes, / a new child rises'. The most successful responses also demonstrated an understanding of the references to crime in the poem (not just the title), particularly how the boy finds it difficult to recognise himself 'in a glass-veiled identity parade'.

The responses of weaker candidates tended to be limited to basic ideas about the process of having the haircut described in the poem. These candidates often focused on surface-level details without delving into the deeper meaning or implications presented by the speaker.

In contrast, the strongest candidates were able to recognise and explore the nuances in the speaker's implied message about growing up. Their interpretations demonstrated a thoughtful engagement with the text, supported by detailed analysis and judiciously selected textual evidence.

Stronger candidates also explored a wider range of points, and their responses were balanced across language, form and structure. This comprehensive approach allowed them to present well-rounded and insightful analyses that reflected a deeper understanding of the poem.

There was some confusion in less successful responses about whether the perspective was of the boy, the barber or a parent watching on, but, nevertheless, many supported their ideas with evidence from the text. There were also some literal interpretations of the poems, such as the idea that the boy had been kidnapped for a year.

Question 1

The writer of Daylight Robbery tells the story of how a child got a haircut, using several language techniques and the structure of the poem he shows the reader how the child felt.

The writer (Paul Henry) uses structure to show how the child feels. For example the lack of a rhyme scheme and the irregular line length gives the feeling of unfamiliarity as it shows that the child is not used to this and that this is not a ~~repeat~~ regular experience. The writer also uses a free verse form, which does not have any repeated structure again showing that this is not a regular occurrence.

The writer also uses language techniques such as imagery to give the reader a clear image of how the child feels "when the sun lies in its ashes, a new child rises" this gives the reader a clear image of how the ~~child~~ child feels seeing himself, he sees a new person which does not look like him, and leaves him confused. This is further

emphasized by the writer's use of descriptive words and skills, for example he uses the word "Crime" in the second stanza, this could indicate that the child felt robbed of his identity. This can be linked back to the title, "dawnlight Robbery", showing a recurring theme. In the third stanza the writer uses the word "Stranger" to describe the reflection of the child in the ~~white~~ shop windows, this could be highlighting the child's confusion about what has happened to him and who he is now. Finally in the last stanza, the writer says "his hand slips from mine, like a final forgotten strand, snipped from its loom" this can be interpreted as the child coming to terms with his new appearance and embracing his new persona, this is highlighted by the word "forgotten" which could show that he has now forgotten his old self and is ready to start a new chapter in his life.



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 'is not used' to the experience of getting a haircut and then considers the structure of the poem. The response then considers how the boy is 'confused' by the 'new person' he sees following his haircut: 'when the sun lies in its ashes a new child rises'. This point is developed further through the consideration of the use of the word 'crime' to describe the haircut, demonstrating sound understanding of the meaning conveyed in the poem. Clearly relevant examples support the points made. There are some underdeveloped ideas and closer coverage of the poem would have benefited this response, but a mark at the top of Level 3 is appropriate.

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.

Question 1

The child's experience getting a hair cut was ~~very~~ clearly not his favourite named. The tone of the poem is very anxious and portrays the little boy to not be an fan of change, even in just his hair, "the seven-year-old ~~to~~ begins to see a different boy in the mirror." This quote shows his



This is a brief response. There is minimal evidence of understanding in relation to AO2: there is brief reference to tone and there is recognition of the idea that boy is not 'a fan of change'. One quotation has 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.

Question 1

"Daylight Robbery" is a post-modernist poem told from the perspective of a child persona, presenting a haircut — something an adult would usually take for granted — as a surprisingly solemn, almost surreal experience.

Through a curious, intimate childhood lens, Paul Henry depicts ~~a boy~~ one of the milestones in a boy's maturity, and ~~the~~ simultaneously ~~that~~ mourns the loss of childish playfulness, concealed in the deceptively simple ~~vignette~~ vignette of a mere haircut.

From the very first stanza, the boy's metamorphosis from childhood ~~into~~ into eventual adolescence begins to show, namely in the persona's self-image. He "begins to see/a different boy in the mirror" — an extended metaphor for growing up. The simile "silent as cut hair falling" denotes the boy's ~~qui~~ quiet cataloguing of the changes in his appearance, and the verb "falling" evokes the sense that the boy is ~~shed~~ figuratively shedding his former self, ~~or~~ at. The adverb "suspiciously" might signify that the boy is unsure of whether he welcomes this change, and the adjective "blushing" further displays a

feeling of ~~embarrass~~ ~~embarrassment~~ embarrassment which comes naturally with puberty. While not quite in his teenage years, the persona's universal experience of growing up is something any reader can relate to.

The use of form is significant.

The poem's free verse and copious use of enjambment reflect the careless swiftness and impatience of a child, as well as the speed at which children grow up. ~~The~~ In the second stanza, the persona's metamorphosis is further emphasized with the line "a new child rises", equating maturity with rebirth. ~~The persona's~~ The boy now sees "a stranger" in his reflection, reinforcing the notion that the change he has undergone is immense, so much so as to render himself unrecognizable.

Despite the seemingly light-hearted subject of a haircut, however, the poem carries a melancholic undertone as the poet mourns the loss of childhood innocence. This is most drastically reflected in the sibilant "suddenly serious" chair, when the boy was sitting in a "roundabout" only last year. The desolate imagery of "the sun [lying] in its ashes" conjures a powerful sense of

loss — the boy has lost the childish impulse to have fun. At this point, the reader realises that the ~~Daylight~~ titular "Daylight Robbery" alludes not to a literal but a metaphorical theft: the "crime" of age robbing a boy of his young, carefree, childish joy. The way each stanza gets increasingly shorter reflects how the boy loses more and more of his childhood innocence as he ages, before finally culminating in a quatrain detailing how the persona's inner child "slips" away completely, tying in to the extended metaphor of hair being "snipped" off. The use of assonance only strengthens the interpretation, creating a poignant impression on the reader.

In conclusion, "Daylight Robbery" depicts how even the smallest things, including a haircut, can mark a drastic milestone in our lives — and mourns the ~~eventual~~ inevitable metamorphosis of every golden child into adulthood.



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 confidence displayed in this response. The candidate begins with the idea that the poem presents a haircut as a 'surprisingly solemn, almost surreal experience' and how the haircut is a 'milestone' in the boy's maturity. There is consideration of how the poem depicts the 'boy's metamorphosis from childhood into eventual adolescence', how the child is 'unsure of whether he welcomes this change' and how 'the poet mourns the loss of childhood innocence'. The candidate later recognises the 'melancholic undertone', with the haircut 'robbing a boy of his young, carefree, childish joy'.

A range of terminology is employed throughout the response and includes: simile, adverb, imagery and extended metaphor.

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.

Question 1

The poem "Daylight Robbery" by Paul Henry starts off with a curious tone. The boy is getting his haircut he sees himself as "a different boy" when he looks in "the mirror". The Paul Henry uses a wide range of sensory imagery such as: "Cut ~~the~~ hair rolling", "Behind a blushing ear", "unwaxed curls", "snipped". all these sensory imagery examples create a sense of suspense. This is because the reader can't see the haircut. The Henry describes the haircut to be a "crime" the use of the word crime to describe the haircut is a "hyperbole" this hyperbole suggests that the child did not get the desired haircut. The first stanza does not follow a ~~the~~ catchy rhyme scheme it being ABCDEDDFG and the other stanzas ~~both~~ neither the seeming to have a catchy rhyme scheme.



This response is largely descriptive with some comment on language, form and structure. The candidate begins with comment on the 'curious tone' of the poem, with the boy seeing himself as different following his haircut. In addition, there is brief comment on the use of sensory imagery and hyperbole. The candidate also recognises that the 'child did not get the desired haircut'. 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 1

The writer presents the child's experience of having a hair cut through ^{structural} ~~linguistic~~ skills. ^{and a extended metaphor of growth} This is highlighted in the quote, "different boy in the mirror," this quote acts as an extended metaphor to a child growing up as it is experiencing new things in his life, by using a third person perspective the writer is able to suggest how the kid is growing as by using the ^{word} ~~about~~ "different" the writer highlights how the kid is changing as it is starting to experience new things which suggest how the kid ~~is not~~ does not fully understand the meaning of a haircut. Another quote which highlights the point is: "a new child rises" this suggests how the child is developing as it is no longer the same child as before. The use of the ~~different~~ verb "rises" the writer creates an extended metaphor of the kid growing up into in a few years becoming a teenager, ~~which suggests how the kid is~~ This makes the reader believe that at around 7 years old kids start to grow up into a teenager as here the writer suggests the kid is finally developing.

~~The writer presents the child's experience of getting a new haircut~~

P2 The writer uses linguistic skills to ^{present} the cut that the kid is getting. ^{as calm and relaxing} This is suggested in the quote: "Silent as cut hair falling" this quote suggests the calmness ^{of the} ~~and~~ ~~smooth~~ cut. With the use of the adjective "Silent" the writer emphasizes the quietness of the environment which makes the cut feel calm. Another quote which links to the point is: "The scissors found a hand behind a blushing ear" ~~the writer highlights~~ quote suggests the steady and calm movement of the scissors on the child's head. Through the use of the adjective "hand" the writer emphasizes ~~a smooth~~ the smooth movements of the scissors as "hand" reminds the reader of a soft and delicate movement. This makes the ~~writer~~ reader believe that the cut is calm and silent as the kid ~~the~~ sits there observing the scissors move, which juxtaposes the normal experience of little kids getting a haircut.

P3 The writer uses descriptive skills to ^{present} ~~describe~~ the experience of the child ~~experience~~ ~~and~~ haircut getting a haircut by describing the barber's sophisticated skills. This is presented in the quote: "like a painter checking for symmetry" this quote emphasizes the mastery of the painter which suggests how skilled he is. With the use of a simile in the quote the writer emphasizes the expertise

of the barber as he is getting compared to a painter, which is a very accurate job, this mirrors the painter's job on the child's head. This shows the reader how good the barber is, which is often not the case for barbers which cut ~~part~~ hair for kids which makes the reader reflect on how skilled the barber is.



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 how the boy is 'changing' as a result of the haircut. The candidate goes on to consider the use of a verb, simile and different words/phrases used in the poem. There is a clear focus on the meaning conveyed by the techniques.

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.

Question 2

Question 2: Compare the ways the speakers convey their feelings about another person in *Poem at Thirty-Nine* and *My Last Duchess*.

There was generally very good knowledge and understanding of the Anthology poems, *Poem at Thirty-Nine* and *My Last Duchess*. Most responses focused on the question and made their points relevant to feelings. 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.

Less successful responses offered what seemed almost like 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 poems. Candidates were able to produce effective comparisons in terms of language, form and structure, with the best candidates providing a detailed analysis.

The focus of feelings about another person 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.

When writing about *Poem at Thirty-Nine*, many candidates were successful in writing about Walker's feelings of sadness and regret, with many picking up on the repetition of the first line and the change in punctuation.

For *My Last Duchess*, the most successful candidates explored the poem with confidence and even relish. Some discussed the Duke as an unreliable narrator, whilst many commented on his bias and his controlling nature.

Chosen question number: Question 2 ☒

Question 3 ☐

Both writers, ~~is~~ Alice Walker and Robert Browning, present their feelings about another person in similar yet different ways.

In Poem at Thirty-Nine, the speaker is seen to have a close relationship with her late father. The refrain of "How I miss my father" emphasises the ~~so~~ deep feeling of love she has for him. The second stanza begins with "Writing deposit slips and checks I think of him." This signifies ^{that} even in her day to day life, she is always ~~thinking~~ missing him dearly. The enjambment reflects her continuous love for her father. The semantic field of money in the second stanza and how ~~she~~ the speaker had a

a "savings account" even in "hogshead" portrays the poor background she came from. her father taught her ~~so~~ many things in order to shape her into a better person. Similarly, in ~~the~~ 'My Last Duchess' the speaker's ~~loved~~ ~~one~~ ~~also~~ supposed loved one also has passed away. However, the semantic field of ~~in~~ ^{"piece"} ~~fact~~ and a painting created in the beginning of the poem implies the objectification of the Duke ~~at~~ on his late loved one. The verb "I call" emphasises his ownership over his late wife who is now taken the form of a painting on the wall. The fact that the speaker is a duke signifies wealth and status juxtaposing the speaker in poem at thirty-nine who comes from a background of slight poverty. Robert Browning also employs the use of enjambant to highlight ~~his~~ his continuous commands over the painting.

"Will't please you sit and look at her"
Further reinforces his control over
his objectified, late wife. Both
poem's loved ones have passed.
~~Both poems~~ however in (PA39) the
speaker seems to keep a tight
~~relation~~ connection with her loved
one, whereas in (MLD) the
Duke seems to have a distant and
controlling connection ~~between~~ ^{with} ~~his~~ late
wife.

Furthermore, both poems have descriptions
of their loved ones. In 'PA39'
the speaker utilizes simile to
~~her father~~ to compare her
late father as someone who
"cooked like he was dancing" which
evokes a sense of happiness as
~~cooking~~ cooking can be seen as a
fun hobby and "dancing" connotes
freedom and excitement. However,
in 'MLD' uses the metaphor "spot
of joy on her cheek" which
references to how in the painting,
she is blushing, conveying her

innocence and naivety contrasting
the Dukes controlling nature. Both
poets portray their loved ones
in positive ways through the
use of language techniques.

Both ~~poets~~^{poems} undergo a volta in
their poem to shift their
tone and focus. In 'PA39' the
speaker transitions from the past,
where she continuously states how
she "misses her father" and ~~misses~~
all the valuable lessons he taught
her to the present, where she
has learnt to grow into a woman
her father would "admire". The
irregular rhyme scheme, ~~at~~ ~~and~~
line and stanza structure signifies
her growth into a better, ^{and changed} person.
In 'MLD' the poem also undergoes
a volta. However, it shifts from
the positivity of the ~~late~~ late
Dutchess ~~to the negativity of~~
~~her death~~ through her constant
"smile", to the negativity of
her death. The poem is a

dramatic monologue with a regular
AABB rhyme scheme which
symbolises his control over his
late wife. Both poems use
volta to shift emotions toward
their loved one. ~~and~~ ~~the~~ ~~at~~
~~So~~ Their contrasting forms also
reflects their different feelings ~~to~~
toward their loved ones.



This is a focused and detailed response. The candidate takes a balanced approach and provides analysis of both poems. Points of comparison include the relationships presented in the two poems, how the loved ones are presented and the different 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.

The writers in both poems convey their feelings about another person within their poems using a wide range of linguistic and structural techniques to emphasise it.

At first, in poem at thirty-nine the speaker starts off the poem with "How I miss my father" has repeated, ~~emphasised~~ the repetition of "How I miss my father" creates emphasis on her missing her father. while in "my last duchess" Robert Browning starts off the poem with "Ferrara" which is a province in Italy at the time this poem is ^{set} ~~set~~ ~~in~~ ~~which~~ which help the reader imagine Italy at that point of time.

Furthermore, Both poems use ~~the~~ first person narrative and the reason why both writers use first person narrative is create emphasis on a specific topic and to make the reader feel what the speaker is ~~feeling~~ ~~throughout both poems~~ ~~feeling~~ throughout the entirety of both poems.

In addition, ~~the~~ in poem at thirty-nine the speaker wishes that her father is here to witness "the ~~Marigold~~ woman live become" she become capable and independent and she highly relies on herself "cooking, writing, chopping wood, ~~storing~~ ~~ing~~ into store. The writer also mentioned that the speaker's father would "admire" her capabilities however in my last duchess "That's my last Duchess painted on the wall" conveys the feeling of pride within the speaker to have such a beautiful woman painted on the wall "pictured countenance" and "will's please you sit and look at her?" also suggests Eric's beauty which the speaker asks this rhetorical question to admire her beauty.



There are some underdeveloped comparisons and contrasts, but the candidate does attempt to include some relevant examples. There is comment on the overarching ideas in the poems and an attempt to unpick some of the language used. Further development of ideas and closer consideration of language, form and structure could have benefited 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.

Question 3

Question 3: Compare the ways the writers present suffering in *War Photographer* and one other poem from the anthology.

The most popular choice for comparison was *Blessing*. Other candidates chose *Half Caste*, *Search for my Tongue*, *Prayer Before Birth* and even *Tyger*.

When considering *War Photographer*, candidates focused on the suffering of the photographer and the victims of war. More confident responses were able to recognise how others, not directly impacted by war, are either oblivious to the suffering or only think about it for a very brief moment: 'The reader's eyeballs prick / with tears between the bath and pre-lunch beers'.

Candidates tended to focus on the description of the photographer developing the pictures, the powerful images of wartime experiences captured on the photographer's 'spools of suffering', the significance of the religious imagery and the impact of the poem's end.

Points of comparison focused on the suffering of the innocent (*Blessing*), personal suffering (*Half Caste*, *Search for my Tongue* and *Prayer Before Birth*) and the role of the divine in suffering caused (*Blessing* and *Tyger*).

The most successful candidates intertwined both structural and linguistic analysis between both poems in a fluid manner. Less successful responses were limited by the choice of the second poem, which meant that it was more difficult for appropriate comparative points to be made.

Carol Ann Duffy and Louis MacNeice both present themes of suffering in their poems.

~~The form of PBB by Louis MacNeice is completely a free verse.~~
Both of the poets present their suffer from war. The environment of war is implied by Carol in WP's "a field which don't explode". The verb "explode" portrays that ~~this is a~~ there are many fields dangerous ~~which~~ where ~~where~~ bombs are hidden and that will explode when some people cross beneath them. This highlights the danger of the place where residence live, who suffers from the war live, that they must be careful to deal with the ~~the~~ beings that can destroy their lives and threatening them every times. In contrast, Louis in PBB represents the suffering from war by "in blood-baths roll me" that ~~describes~~ makes a description of a serious ~~image~~ and bloody image. The personification of the "blood bath" is shown by the verb "roll", which empathizes the danger is really close to "me", the ~~first~~ emotion of fearness sympathizes the reader by this kind of description ~~the~~ ~~which~~ ~~enforce~~ the distance to the ~~reader~~ reader, making the reader also ~~of~~ have fearful impression to the war where ~~the~~ the character in the poem suffering.

The writers present suffering by different perspectives. In WP, Carol makes description as in the new photographer's perspective, who acts as the third parties that observing the suffering of people from the news. This is shown in "He remember the cries of this war's wife", where there exist an enjambment of ~~structural structure~~ structurally, highlight the verb "cries" to which represents the sadness of the wife when losing her husband. ~~Strong~~ strengthen the feeling of the tragedy when ~~saying saying~~ ~~people~~ the photographer seeing people suffering from wars. The form of this poem is quatrain with four stanza that looks regular. Different with this, the form of PBB is completely a free verse. Louis uses first person to ~~portray express~~ make the poem reads like the mental expression from an unborn baby. This has the similar effect by ~~shortening~~ the distance with the readers to strengthen the emotion of ~~others~~ ~~by suffering from the~~ which is disordered, also represents the disordered world and world and which is dangerous that strengthen the feeling of ~~scarceness~~ scarceness of the unborn baby. has the similar effect of presenting strong emotion. Furthermore, the enjambment is also used by Louis, for example "provide me with water dandle me" that portrays a child who is seeking for help from outsiders, shows the helpless due to the weak force of the baby. ~~The more~~ Louis expresses the seek of for help like a prayer though the whole poem, but at last he writes that "Otherwise kill me", which is a different different kind of strong ~~own~~ emotion that shows a prayer ~~get finally~~ who gets no result from others by seeking help in the world with chaos, the despair feeling

~~is filled with~~ fills the mind, so she ask the world to kill her, since he cannot withstand the suffering ~~any more~~ anymore.



The candidate compares War Photographer with Prayer Before Birth. 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 victims of suffering, the different perspectives and the variety of techniques used. 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.

Both War Photographer by Carol Ann Duffy and Prayer Before Birth by Louis MacNeice present suffering. However, War Photographer ~~poem~~ highlights the ~~suffer~~ relentless suffering of war while Prayer Before Birth highlights the suffering ~~as~~ in the world as a whole.

Both poems use perspectives to highlight the suffering present. However, War Photographer uses the third person perspective to highlight the suffering of the war from the eyes of a war photographer compiling photos at home. ~~On the other hand, Prayer Before Birth is written in the first person perspective.~~ This is seen through the use of the third person pronoun 'he', creating a sense of detachment between the narrator and the suffering. On the other hand, Prayer Before Birth is written in the first person from the perspective of an unborn child. This is seen through the use of the first person pronoun 'I', and the repeated phrase 'I am not-yet born', which

highlights the nature of the child not ^{yet} being in the world yet.

Both poems also use sounds to ~~ex~~ highlight the feelings of suffering. However, War Photographer ~~was~~ creates a sinister tone using the sibilance 'Spools of suffering set', highlighting the evil nature of war. On the other hand, Prayer Before Birth ~~was~~ creates a sense of entrapment through the use of the assonance 'tall walls wall me' and 'mine lies here'. This creates a sense of enclosure, highlighting that the controlled and manipulable nature of the earth leads to relentless suffering for all people who are part of the system.

~~Both poems present suffering through the use of religion. However, in War Photographer, religion is used to ~~create~~ emphasise the sacred nature of the photographer's work through the semantic field of ~~Christianity~~ Christianity. Perhaps, using the words 'church', 'priest' and 'Mass' to ~~create~~ liken the photographer's job to a religious act, suggests that the suffering of war that the photographer of war is ~~collecting~~ collecting is~~

Both poems present suffering through the use of religion. However, War Photographer uses religion to present the sacred nature of the photographer's job, while Prayer Before Birth uses religion to seek forgiveness and ~~protection~~ from the suffering that the child will commit. Duffy uses the semantic field of Christianity through the use of the words 'church', 'priest', ~~Mass~~ and 'Mass', which ~~highlight~~ links the work of the photographer to religion. This suggests that the work is sacred, as presenting the suffering of war is important to educate and drive action in people who are distant from the suffering. ~~On the other hand, Macmillan uses the title~~ Duffy also uses the biblical allusion 'All flesh is grass' to suggest that life is transitory and fleeting in times of war, as ~~the~~ the relentless suffering leads to death for many people. On the other hand, ~~Prayer Before Birth~~ Macmillan ~~Birth~~ uses religion in the title 'Prayer Before Birth' to ~~say~~. This suggests that the entire poem is a plea to god to protect ~~and~~ ~~from~~ the ~~the unborn child from~~ the child from the suffering in the world. Additionally, the ~~word~~ word 'forgive' also has connotations of prayer and religion, suggesting that the child is pleading to god to forgive them for the heritable ~~and~~ sins.

then are going to commit due to the suffering in the world.

Both poems also use imagery to create an ^{atmosphere} ~~scene~~ of suffering. However, Duffus ~~uses~~ ~~creates~~ ~~for~~ creates a sense of pain through the emotive language 'explode beneath the feet' and 'nursing children in nightmare heat'. This creates a sense of danger, highlighting how suffering is all around the children and people in war. On the other hand, B Mac Neice ~~uses~~ creates ~~that~~ a sense of hopelessness through the phrases 'the desert calls me to doom' and 'my children curse me'. The 'desert' calling the urban child 'to doom' suggests that even nature is against the child, underlines the suffering in the world. Additionally, the phrase 'my children curse me' highlights the suffering through the contrast between 'children', a symbol of innocence and hope, and 'curse' a verb with connotations of harshness. This contrast highlights how even the most innocent and seemingly kind creatures create suffering in this world.

Both poems also use ~~contrast~~ ~~contrast~~ ~~contrast~~ of hopelessness to portray suffering in the world. However, Duffus

~~was the cyclical structure of the text to highlight~~
~~the~~ creates a feeling of hopelessness, regarding
the U.K newspaper readers ~~though~~ ^{through} the cyclical
structure of the poem. The poem begins with
~~collecting~~ compiling the photos, and ends with
the photograph going to capture ~~the~~ ^{image} more. However,
there is no real impact that the photograph
made, as he simply 'earn's his living' and
the other people 'do not care'. MacNeice
creates hopelessness through the phrase 'freeze
my humanity'. This suggests that the humanity
of the child will be ~~never~~ taken from him, meaning,
he will have to live through the suffering in the
world. This is further emphasised through the
order, when the child says 'others will die'. This
suggests that the child - someone who should
be optimistic and hopeful - would ~~rather~~ ^{rather} die than
be put in this world full of suffering.

Lastly, both poems use the structure to highlight
the nature of suffering. However, suffering ~~is not~~

* This creates a sense of hopelessness, for the photographer
is his work seems no ^{impact} ~~impact~~, suggesting that the
suffering in the world will keep on going on
and the photographer is powerless to stop it.

~~Structure of the poem~~ creates a sense of regularity through the use of a 4 stanza, 6 line; regular rhyme scheme. This regularity highlights the order that the war photographer aims to put to the suffering, which is inherently chaotic. ~~For~~ On the other hand, McNeice uses an 8 stanza irregular line length ~~and~~ structure to emphasise the unpredictability and chaos of suffering present in the world.

Overall, both poems highlight the prevalence of suffering in the world, underscoring how both the photographer in 'War Photographer' and the unborn child in 'Prayer Before Birth' are powerless to stop it.



The candidate compares *War Photographer* with *Prayer Before Birth*. 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 varied and comprehensive range of relevant points are made and supported with discriminating evidence. The candidate employs a wide range of terminology, including: third person, first person, assonance, biblical allusion and imagery.

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: Explore the importance of friendship 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, candidates tended to focus on the childhood friendships between Dill, Scout and Jem; the distant friendship between Boo Radley and the children; friendship between Atticus and Tom Robinson; and the tight friendships in the black community. The most successful responses were able to consider the significance of the friendship between Tom Robinson and Mayella Ewell to the events of the novel.

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 friendships between characters. There was a range of interesting and clearly well-researched points for this Assessment Objective.

Chosen question number: Question 4 ☒

Question 5 ☒

Question 6 ☒

Question 7 ☒

Question 8 ☒

Question 9 ☒

Question 10 ☒

Question 11 ☒

Question 12 ☒

Question 13 ☒

The importance of friendship is shown in the text to allow the audience to feel sympathy for some characters.

Friendship is shown through the relation of Atticus and Calpurnia. Atticus kept a good relation and allowed her to keep her job, although the Jim laws when the black were ~~at~~ treated very badly, Atticus decided to keep Calpurnia despite her being black and having a good friendship.

Additionally, Atticus builds a good friendship ~~tot~~ with Tom Robinson after the case, this is due to the fact that Tom didn't expect anyone to stand beside him in court.

because he is a black man, then he saw Atticus there ready to help. Although Atticus knew that it would sort him his way, it didn't stop him for stand for what is right.

This suggest elaborates on how the character of Atticus is presented in To Kill a Mockingbird. Atticus doesn't differentiate people by skin color, he thinks everyone should be treated equally, as to why he was trying to stop racism in his neighbourhood, creating good friendships with the blacks. This says a lot about the way he was brought up.

Friendship The importance of Friendship in To Kill a Mockingbird is to allow people to get a better chance, especially for black people, this is due to the jim laws which made everyone hate black people, but if you had a strong friendship with an empowered white person, it would help with certain situations.

The Freindship that Scout and Jem Finch have is very strong, Scout looks up to Jem because ~~he~~ he is her elder brother,



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, such as in the second paragraph, 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 - 14 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.

Question 5

Question 5: How is Mrs Dubose significant in the novel?

Many candidates wrote with confidence in response to this question. Most had a good understanding of Mrs Dubose's character and her significance in the novel. There were a number of extremely secure responses, fully worthy of top marks.

Candidates tended to focus on Scout's perception of Mrs Dubose as the 'meanest old woman who ever lived', how Jem has to read to Mrs Dubose as punishment and how Jem matures as a result, Mrs Dubose's racist views and how Mrs Dubose, according to Atticus, is an example of 'real courage'.

As with Question 4, the contextual points were impressive in relation to this question. Points ranged from how Mrs Dubose's views reflect the nature of society at the time to the significance of the camellia to the state of Alabama.

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

Mrs. Dubose, neighbour of the Finches, and described as the "meanest lady" is significant to the novel 'To Kill a Mockingbird' by Harper Lee in several ways. She represents a confederate bigot who supports and is racist, much like the majority in the 1930's in the Southern States of ~~the~~ America. ^{Mrs. Dubose shows the qualities of an old woman in} ~~the~~ Alabama, ~~being~~ a microcosm for these states in the 1930's, helping the readers better understand what some people were like back then.

Mrs. Dubose is immediately presented to be not a very nice ~~for~~ person, as the kids, Jem and Scout Finch, preferred avoiding her house if they could. They were always greeted with negative remarks. She would yell at Scout for wearing "overalls" and not a "canisole" and dress. This shows the expectations of the society at that time wanting women to act and dress a certain way, and not go against the norm. These remarks were her usual, but the most offensive one, as portrayed in the novel is when she calls Atticus a "nigger-lover", and verbally abusing Atticus ~~into~~. This makes Jem, who usually "keeps his head", lash out and ~~at~~ destroy all of Mrs. Dubose's camellias. This action of Mrs. Dubose marks ^{important} a point in Jem's life where he matures and sees more of the world, ~~fitting~~ fitting the bildungsroman genre of the novel and ~~being~~ bringing about mental maturity in both Jem and Scout.

Atticus, as a punishment, makes Jem read to Mrs. Daboo. This would annoy the kids as she seemed to "disgrace" them because of her condition, which is later on revealed to be her illness and fight against morphine addiction. Atticus wanted the two children to see "what real courage is", ~~Scout~~ instead of getting the idea "that courage is a man with a gun in his hand". Through Mrs. Daboo, we can also see Atticus' morality, that despite being verbally abused by ~~her~~ ^{and respected} and having a massive difference in opinion, he still admired ~~her~~ ^{her}, showing that people are not distinctly good or evil, but rather a mix of both. This helps the children view the society better and prepares them for the outcome of the trial, which did however disillusion Jem and made him lose hope in the law, saying that he would rather have no justice than injustice, but helps Scout understand that two sides of people and the society [★]. It also brings about patience and preparation in dealing with people with different opinions.

Atticus describes Mrs. Daboo to have died "free as the mountain air". The ~~friendship~~ understanding between that Atticus has for Mrs. Daboo might be puzzling for the kids, ~~but~~ ^{do as he} but since both Jem and Scout look up to Atticus and try to ~~do as he~~ ^{do as he} says and ~~does~~ does, it motivates the children to be more understanding.

Racial segregation was high because of the Jim Crow laws and her opposition ~~to~~ to Atticus because of his decision to defend Tom Robinson shows just how deeply prejudiced the society was, and just how hypocritical. However rude the advice to ~~women~~ dress like a lady for Scout may be, ~~it~~ it can be argued that she considers her knowledge on how females should dress superior to that of Scout's, marking her as the more knowledgeable

persons, showing hypocrisy to ~~the~~ how a female "should" act. Women were expected to fit into the 'Southern Belle' idea, shown better through Aunt Alexandra, where they are supposed to be submissive and fragile. But Mrs. Dubose is shown to not be submissive to anyone, and even fighting her morphine addiction with great strength and courage because of her belief, and however wrong her ^{racist} beliefs maybe, she still showed unwavering opinions and did not change because of anyone. Her strength and resilience shows professionalism in its own way.

This hypocrisy is also shown in Miss Gates and Mrs. Meriwether as they are concerned about the Martins and ~~the~~ Hitler, but turn a blind eye to the prejudice in their own society and using derogatory terms such as "daisy". Mrs. Dubose, therefore, is seen to be just like the other ladies of Maycomb in ~~the~~ their prejudice and not like Miss Maudie who was stronger than the others.

As Scout looks up to Jem and gives him a central position in her life, highlighted through the cyclical structure of the novel, both starting and ending with Jem's broken arm, the maturity that mainly Jem experiences through Mrs. Dubose passes on to Scout as well and also gives her a greater understanding of her brother as his acting out is unusual and helps Scout see a different side of Jem. Making her a microcosm for other main themes in the book, apart from growing up.

The book 'Ivanhoe' that Jem reads to Mrs. Dubose first is also ironic as it ~~also~~ addresses the injustices ~~and~~ in society and again, Mrs. Dubose's unwavering beliefs are seen as despite being surrounded by quality literature and innocent, unprejudiced children, she sticks to her beliefs.

Mrs. Dubose being portrayed as a mean character & holding racist views also makes the reader associated being racist, as being bad, as they would not really want to be like Mrs. Dubose. This helped the novel gain popularity in the 1960's where the civil rights' movement was going on and the Rosa Parks incident also happening in 1955. This helped the book gain favour and support the rising equality ~~more~~ beliefs, possibly leading to Harper Lee ~~winning~~ winning the Pulitzer Prize.

Overall, Mrs. Dubose is an example of the typical racist woman in the 1930's segregated South, along with ~~the~~ having slight xenophobia and wanting a girl to dress like how a girl was thought to be dressed. However, strength in her character and her courage fighting against her addiction ~~are~~ is inspirational ~~to the~~ and shows that physical strength is not the only strength ~~to~~ and bravery, but rather being described as the "bravest" woman ~~Atticus~~ ever knew shows the significance of mental strength and resilience. Respecting differences of opinion and being respectful despite differences and conflicts ~~by~~ brings about growth and understanding in the children.

* The maturity and growth in Jem is solidified when Miss Maudie gives Jem a slice of the big cake, rather than making a small one for him like before. The events preceding this are the trial and the experience with ~~the~~ Mrs. Dubose, being a huge contributor to Jem's maturity, which is so much that other people notice too, apart from just Scout who too acknowledges and notes that Jem is changing. This is seen when Scout notes that before Jem would pass on his reading to Scout for her enjoyment but now for her "education",

perhaps showing that he learnt to advise and instruct others, like Mrs. Deane, but in
a much different, kinder, and indirect way.



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 points covered in the response include how Mrs Dubose is presented as a 'bigot', how Atticus' morality can be seen through the character of Mrs Dubose, how both Jem and Scout mature as a result of their interactions with Mrs Dubose and her racist views.

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

Level 5 - 40 marks



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Question 6

Question 6: 'Crooks, the stable buck, is a proud and aloof man.'

In what ways is Crooks significant in the novel?

Of Mice and Men was the most popular choice of text and Question 6 was the question of choice by the majority of candidates.

Overall, candidates demonstrated a secure understanding of Crooks' significance in the novel, and there were many confident and assured responses. The most successful responses were able to consider Crooks' function within the text.

Most candidates commented on Crooks' isolation and segregation, his lack of power and the racism he was subjected to, typical of the era. A significant number discussed Crooks' living accommodation at length and there was confident address of the cruelty that he turned on others as a result of his own discontent.

Less successful responses did tend to fall a little into a narrative retelling of Crooks' main plot moments, but these were rare and most responses fully engaged with the question.

Some candidates used the quotation from the question point as a starting point for the discussion. This is an acceptable approach; the quotation is intended to give candidates a step into 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 ☒

~~John Steinbeck presents the character Crooks as a black-disabled man, living alone in the ranch, not able to play or talk to anybody, and having a thought of never being accepted.~~

The character Crooks is presented to be one of the most significant characters in the novella as Steinbeck was successfully able to convey his ideas about racism, loneliness and discrimination, as we have been told "I can't get to play with anyone nobody because I'm black". Here it shows how Crooks was not able to socialize or enjoy playing with anyone due to his skin color, this links back to how every non-white American was treated at that time.

Moreover, Crooks was also a disabled man as he had a "crooked-back" which shows how ~~dislike~~ disabled people got treated at that time. Crooks had also been told to be a proud man, "Crooks, the stable buck's a n****r, is a proud and a aloof^{man}"; despite the discrimination against his disability and the racism against his skin color, Steinbeck describes him as proud to give hope for the non-white american^{or} who have disabilities in 1930. ~~to have strength was also~~

Crooks being isolated also links back to loneliness, as he was not able to socialize or interact with other people due to his disability and skin color, this is shown when Lennie tried to interact with Crooks, as Crooks decides to try to push Lennie out even though he wants the company.



The candidate demonstrates some knowledge and understanding of the novel and supports the response with some relevant examples.

When considering the significance of Crooks in the novel, the candidate focuses on how Steinbeck uses the character to 'convey his ideas about racism, loneliness and discrimination'. There is some general 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 - 15 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.

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

In John Steinbeck's novella set in ~~the~~ America ~~in the 1920s and 1930s~~ period, the character of Crooks is significant in sign-
 visualising racism, ^{the fragility of hope} ~~marginalisation~~ and how oppression can lead
 to bitterness.

To begin, Crooks demonstrates how racism in the 1920s and
 1930s. The Crooks is rarely ever referred to by his real name.
 Often times he is labeled as 'nigger' and 'stable buck' only.
 These identify him rather than his own character or self-worth.
 which The severe devaluing of him shown by the others due
 to his race and disability can be seen by the fact that he ^{is marginalised} ~~and~~
 lives in a shed with the horses. The constant rattle of
 chains in the background of his living quarters ~~may~~ creates
 audio imagery of shackles used in for slaves. His shed
 serves as a prison as well as refuge. In conversation
~~with Lennie~~ it is even recounted that he was used as a
 spectacle or entertainment for the other ranch hands who forced
 him to fight. All of these horrific examples of how Crooks is
 treated are used by Steinbeck to demonstrate to the audience

reader the reality of the plight and treatment of black people at the time of the Great Depression. They were arguably the lowest in the social hierarchy which is certainly displayed by the character of Crooks. Therefore, Crooks is significant to the novel as he conveys the struggles of black people during the Great Depression and the ever lasting slavery in society despite its abolishment.

Crooks is also significant as a symbol of the fragility of hope. His glimpse of a better future in joining Lennie and Candy's dream of owning a small land is quickly shut down by Curley's wife ridiculing him and stating that she could get him lanced. The cyclical nature of Crooks's chapter reflects this as his hope of a future is shown by him returning to rubbing ointment on his back. This links to the context of the book as whilst many dreamed of freedom and owning land for most it was pointless and ended in failure. Thus, Crooks is significant in portraying the fragility or falseness of a time where oppression and failure were rampant.

^{In addition}
~~Finally~~, Crooks epitomises the phrase 'hurt people, hurt people' and demonstrates the bitterness caused by oppression. The juxtaposition between his childhood where his father owned a chicken farm and his present status where he is treated as an animal breeds bitterness within him. He has already

wired George and Lennie's dream of owning land and is now stuck on this ranch. His bitterness is shown by how eager he is to gain some level of control once he realises that Lennie is manipulable. He convinces Lennie that George isn't returning to the ranch which receives a reaction of fear that Crooks feeds upon to heal some of the damage caused by other's treatment of him as a black person. Therefore, Crooks is significant as he is Steinbeck's way of proving that nothing good comes from mistreatment of others. Only only bitterness and eagerness for some form of retribution to gain self satisfaction.

①

To conclude, I believe Crooks is significant to the novel as he is Steinbeck's mouthpiece to present the harsh realities of racism, marginalisation, discrimination, false hope and oppression leading to bitterness during the Great Depression as well as the struggle of black people in society.

① Finally, Crooks is also significant as a means for Steinbeck to portray loneliness. Crooks states that a man goes nuts if he is alone and becomes sick. Crooks is marginalised from society on the ranch so his loneliness is very evident. ~~Thus~~ He, as ~~is~~ similar to most men during the Great Depression, has no companionship to emotionally confide with. Therefore Crooks is ~~signi~~ significant for Steinbeck to have a symbol of isolation. Candy ~~can~~ only seem to describe him as 'A nice fella' showing Crooks has no connection.



This is a sustained response. The candidate demonstrates thorough knowledge and understanding of the novel and of Crook's significance. Points made in the response include how Crooks demonstrates the racism prevalent at the time the novel is set, how Crooks is a 'symbol of the fragility of hope' and how the character 'demonstrates the bitterness caused by oppression'. There is detailed understanding of context, which is evident throughout the response.

The response fulfils the requirements of Level 4. Further specific examples could have helped to expand some of the thoughtful, and rather personal, points that have been made.

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 references to specific episodes in the novel studied or paraphrased quotations.

Question 7

Question 7: Show how kindness is demonstrated in *Of Mice and Men*.

This question proved to be highly accessible, with many candidates able to identify a range of different examples of kindness shown in the novel. Many candidates considered, in turn, how several characters show kindness in some way. A number of successful answers compared those characters who exhibited kindness with those who were unkind.

There was much focus on the kindness shown by George, Slim and Candy. There was also interesting discussion of possible kindness shown by Curley's wife and even the Boss.

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.

The most successful responses were able to select examples of kindness 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

Kindness of Slim

Kindness → lack of kindness

looks -

loneliness

① state - segregation - his setting

② his lack of dreams

③ discrimination - really badly

① Kindness of Lennie - towards him

② lack of kindness - due to me

③ kindness of George → kills Lennie to protect him

theme of kindness

theme of kindness

Important yet forgotten, Steinbeck uses the theme of kindness

in the novella of 'Of mice and men' to highlight the harsh conditions

of the 1930s post depression American Society due to the severe lack

of kindness. This lack of kindness can be portrayed through the cold

and cruel nature of the migrant workers and as they

are so used to living in independence. However, Steinbeck also

depicts the rare cases of kindness in the characters of Slim and

George, ultimately using them as main pieces for his novella.

The Steinbeck explores how kindness is demonstrated through the

character Slim who also acts as Steinbeck's main piece

to criticize the living conditions of the 1930s American

society. Firstly, Slim acts as a rebellion towards the normalized

overly kind towards people who are more vulnerable. This can be evident through the fact Slim never calls crooks, his black stable hands a ~~ster~~, "nigger" and instead addresses humans 'Mr cook', showing a sense of colloquial nature and friendliness, despite the rest of the ranch calling him this by name. This is because racism was ~~the~~ severely respected within the minds of the entire society due to the introduction of the Jim Crow laws right after slavery has been abolished. Furthermore, from the perspective of the modern reader, they can still view the evidence of ~~slavery~~ ^{racism} through the prison industrial complex where private prisons force black prisoners to work without pay, miserably slavery. Therefore, the fact that Slim and resist ~~and~~ this normalised expectation only allows the reader to infer his kindness and moral goodness that is seemingly rare within the ranch; a microcosm of the cruel society. Furthermore, Slim's kindness can also be implied when his first descriptions were 'friendly' and most other ranch workers view Slim as ~~that~~ his 'optimism were low'. The reader can infer that through Slim's moral goodness ~~and~~ which contrasts the majority of society which has adopted a rigid perspective of social darwinism, he has gained ^{immense} respect from his peers. ~~Therefore, through the character~~ Furthermore, through Slim's kindness, we can also see Steinbeck's own view of the society as Slim himself acts as Steinbeck's mouth piece, therefore ~~thought by~~ ^{perceiving} him as a ~~friendly~~ ^{respected} and kind character, the reader would feel more encouraged to have trust in Slim, his simultaneously agreeing with Steinbeck's moral at the time. Overall, Slim acts as Steinbeck's voice and is his way of portraying the need

for kindness in the society of post depression America.

Additionally, the theme of kindness can also be subtly demonstrated through George's ~~showing~~ ^{accepting} responsibility of Lennie which also meant ~~that~~ his ~~not~~ ^{not} ~~not~~ mercy killing of Lennie at the end of the novella which could be interpreted as an act of kindness, to prevent Lennie from further pain. At the very start of the novella, George can be seen to treat Lennie with care when he often reprimands Lennie saying 'don't drink so much, you gonna be sick', portraying his fatherly care for Lennie, his kindness. Furthermore, George ~~also~~ ^{also} also says for Lennie to 'hide in the bushes all I come' when Lennie ever gets too drunk, again exemplifying George's willingness to care for Lennie, ~~implying~~ ^{implying} his kindness. However, this phrase could have also foreshadowed Lennie's death at the very end of the novella, in the same location of the 'salmon's river' and the 'deep green pool' where Lennie actually hides in the bushes. This creates a sense of inevitability within the reader as it ~~so~~ suggests that Lennie's death was set from the very start. For the contemporary reader, Lennie's condition of mental disability may have been quite new and unfamiliar to them as there was a severe lack of knowledge during the Great Depression towards those who are mentally challenged. They would have perhaps referred to the mental model of disability which essentially stated the fact that ~~the~~ mental disability was a disease and needed to be treated, in terms of ~~a~~ lobotomy and being sent to the 'booby hatch' however, to the modern reader, they would have disagreed and referred to the social model of disability which highlights the fact that it is society's issue and not

the room underneath and ~~the~~ ^{we} have ~~stompe~~ ^{stomped}. Therefore, due to the
due to Levine's ~~consequences of~~ ^{consequences of} killing of 'Curley's wife', we can ~~see~~ ^{see} that there is

^ severe lack of understanding of her cousin now has to handle Lennie ~~so~~ and instead of helping him, they wanted to 'lock him in a cage' and 'shoot him in the qu'.' There fore, the reader could perceive to George's decision to kill Lennie as an act of kindness, which ultimately stems from his love for Lennie as he doesn't want to see Lennie having to suffer. ~~There fore, the reader could~~ Furthermore, when

hard 'stools walking' when showing lenore, the need, as
 for his reluctance and shape but he is doing this for lenore,
 further reinforcing his kindness as he is willing to lose his only companion
 to prevent him from suffering. Overall, Stanbeck's demonstrates
 kindness through George's brave act of killing his only companion.

Lastly, ~~George~~ & Steinbuck show the immense lack of kindness ~~back in the~~ during the post depression American society. This can be because of the Wall Street crash, ~~many~~ jobs have become extremely scarce and limited, causing the majority of society to be constantly on the hunt for jobs. This meant that competition has also increased ~~and~~ the mind set of rugged individualism has been deeply injured ~~and~~ the minds of each individual warped. This is evident when the boss of the ranch immediately questioned George ~~on~~ if he's 'taking his pay' away from Lennie and if he's 'got a stake' in the guy. This ending perhaps we ~~can see that~~ ~~consequence~~ and consequences of the Great Depression and wall street crash ~~where~~ as the only reason ~~that~~ ~~someone~~ would

~~George~~ to travel with a companion is so that they could take advantage of him. Furthermore, his lack of kindness is also shown when the migrant workers use ~~all~~ all the chances they have to prey on his weakness, as a way to get the better power they have. For example, when the ranch workers such as Carlson pressure Candy into killing his dog as he is 'half blind' and 'no good to him self'. Firstly, ~~the~~ the reader can already view his lack of kindness when they wanted to kill off an innocent dog just because it was ~~become a dog~~ not benefiting him in any way. However, his fact that ~~the~~ Slim is also agreeing with him all, when Candy looked for help from 'fate to fate' and then 'helplessly' at Slim, as Slim's opinion was law' further highlights his collective lack of kindness, ~~as long as~~ However he read and infer that this lack of kindness may have been necessary back in the Great Depression where ~~there were~~ as resources were so limited but ~~the~~ if pragmatism wasn't shown, more would suffer as a result. This is also Steinbeck's way of reinforcing his ~~as~~ literary realism as Slim also agrees to kill the dog. Therefore, ~~they~~ despite the lack of kindness in the entire novella, the reader may have deemed it ~~accept~~ more understandable due to the dire and brutal conditions that he & society was in, represented by the microcosm of the ranch.

In conclusion, though rare and special, kindness is ~~it~~ an extremely significant aspect of it mice and men ~~and~~ and can be ~~as~~ demonstrated in very rare cases of George and Slim. However, overall the priority of kindness is an underst theme but is brought throughout the novella.



This is an assured and confident personal response. The candidate considers a wide range of examples of kindness in the novel, with the focus on Slim, how George takes care of Lennie and the significance of kindness at the time the novel is set. 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 the novel 'Of Mice and Men', Steinbeck presents the significance of his character Crooks by showing the readers how he is treated by the rest of the people on the farm where he is the only black man and the unfair disrespect he receives.~~

~~In the novel, Steinbeck creates the only black man on the farm whose name is Crooks due to his ^{past} back injury from a horse and who was treated with disrespect by almost everyone on the ranch except for ~~the~~ Slim.~~

~~In the novel 'Of Mice and Men', the author demonstrated the act of kindness through the character George who like many others was a migrant worker trying to achieve his American dream in the early 1930s ~~the~~ America.~~

George was described as intelligent, despite being ~~shorter~~ shorter than his best friend Lennie and sometimes having anger issues, from the beginning. George was the one who started taking Lennie with him after his aunt died because he knew and understood that Lennie most likely would not be able to survive on his own due to his mental disability. He always reassured Lennie by saying "You have me to look after you, and I have you to look after me." which was very unusual because most migrant workers competed for jobs and survival, meanwhile George took Lennie under his wing and always got him out of trouble. He got Lennie out of trouble when he messed up their job opportunities and even when he touched a woman's dress. This just shows the depth of their strong bond and ~~the~~ George's care for Lennie. "Guys like us are the loneliest guys in the world, but not us because we got each other." George stayed with Lennie the whole four days on that new ranch they moved into with other workers, even though Lennie still occasionally messed up. But even when Lennie unintentionally snapped Curley's wife's neck, murdering her and making George make the hardest decision of his life to just end Lennie himself and shoot

him in the head, it is still believed that George had done that out of kindness and his love for Lennie because he knew that Curley and the others would torture him much worse.

One of the other ~~r~~ rarely kind characters was Slim. When introduced to George and Lennie upon their arrival, Slim was described as "the Prince of the ranch" because he was very well respected by all the other members, always knowing the right thing to say to diffuse a situation. He was the first person who George trusted enough to tell him about their dream of getting land and advice about Lennie after everything. He was also the only man on the ranch who di



In this response, the candidate demonstrates sound knowledge and understanding of the novel. However, the response is rather narrowly focused on the kindness shown by George, with one paragraph at the end of the response focused on Slim. The candidate has possibly been hindered by starting to answer Question 6 before crossing out the answer and attempting Question 7.

The response considers how George takes care of Lennie when Aunt Clara dies, how George helps Lennie when he gets into trouble and how George acts out of kindness when he decides to kill Lennie. The point about Slim centres on his relationship with George.

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



There are a choice of two questions on each text. Candidates should spend a few minutes to think about which question they are best placed to answer.

Question 8

Question 8: In what ways is Nanny (Nani) Flowers significant in the novel?

The majority of responses to this text were very successful. Candidates discussed the significance of Nanny in her relationship with Koro and her influence over him, how she supports Kahu and her prominent position as a female in the Maori tribe. Much of the evidence for context (AO4) centred on Nanny's role in maintaining Maori traditions and how she challenges the role of women and their place in Maori society at the time.

Less successful responses tended to narrate the story, often picking out plot details relating to Nanny Flowers, and very often bolted-on the social, Historical context is provided 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 ☒

Whale Rider, written by Witi Ihimaera is a novella about how traditions are to be conserved. The novella has key themes like gender roles in the patriarchal ~~society~~^{views} of ~~Maori~~ people in Whangara like Koro Apirana, however these views are opposed and contradicted with characters like Nanny Flowers, wife of Koro Apirana and great grandmother of protagonist Kahu. In this essay, I will be talking about how Nanny Flowers is significant in the novella through the message ~~her~~ that Ihimaera highlights through ~~their~~ characterisation in the novel of opposing traditional gender roles ^{and} stereotypes within Maori tradition and culture, as well as her role in being Kahu's great grandmother and the support she provides.

Nanny Flowers is significant in many ways, one being her role as a great grandmother to Kahu. Although her husband Koro has consistently declined Kahu of any thought she may have as a future Whale Rider, Nanny Flowers provides the love,

acknowledgement and ~~provides Kahurangi with~~ shows her support to Kahurangi saving Maori tradition and being a leader since childbirth. This is displayed right from Kahurangi's birth. Koro neglects Kahurangi instantly as she is female and therefore focuses on his patriarchal views to preserve the tradition of Maori's. However, Nanny Flowers opposes Koro, inviting Kahurangi's uncle, Rawiri and his friends to assist the burial of Kahurangi's umbilical birthcord behind Koro's back. Nanny Flowers decides to bury the cord in the Marae, which is the sacred ground in front of Kahurangi Te Rangī's statue to 'protect' Kahurangi, although it foreshadowed Kahurangi being the future leader and whale rider which could also indicate and emphasise Nanny Flowers' belief and support in Kahurangi since the beginning. Nanny Flowers consistently plays a significant role through Kahurangi's life and upbringing, even if it meant opposing her husband. She yet again showcases this when ~~she~~ Koro sets to find a new leader and whale rider himself, opening a school to teach wākapapa (the genealogy and ~~the~~ beliefs of Maori's) to the young boys in Whangara, excluding Kahurangi although she was enthusiastic in learning and taking part, ~~even~~ causing her to watch from afar and ~~to~~ study Maori culture. Koro one day, sets a task to encourage the future leader to step up, he throws a rock

into the water and tells the boys to fetch it, which none succeeded in doing so. Nanny had encouraged Kahurangi to attempt, and to no surprise to Nanny, had succeeded in finding the rock. Nanny Flowers emphasises how worthy this makes Kahurangi and telling him consistently to accept her and disregard his traditionalist, patriarchal views, even saying 'Girls can do anything these days' presenting her strong drive and belief in allowing change and accepting modernity in tradition as society changes. Therefore, in the context of support ~~to~~ towards Kahurangi, Nanny Flowers plays a significant and important role in helping and staying ~~with~~ by Kahurangi's side as she develops into becoming a Whale Rider.

Another way that Nanny Flowers plays a significant role in the novella, the Whale Rider is through her characterisation. Ihimaera placed Nanny Flowers in the novel to be Koros foil. To ~~keep~~ oppose him and demonstrate the modern views in society. ~~Therefore~~ Nanny Flowers displays these modern insights and opposition with disappointment and offence towards Koro through threatening to divorce him if he didn't change and accept Kahurangi as not only his great granddaughter, but as the leader and see her potential in being a Whale Rider.

Nanny Flowers has more socialist views, adding a separate perspective in the idea of conserving ~~the~~ the whakapapa in Whangara. She refers to Koro as 'old Paka' in ~~the~~ ~~a~~ indication that he refuses change and wants to stick to old traditions without even considering new ones. Nanny Flower, as ~~seen~~, mentioned before, threatens to divorce him multiple times, consistently as he presents his misogynistic ~~view~~ opinions: ~~But~~ - 'I'm really going to divorce him this time', she emphasises the consequences of his perspectives and how it won't only damage the future of Whangara, but the relationship they have as well. ~~Nanny Flowers comes from~~ Although Ihimaera wrote this novella to spread awareness and project the Renaissance of Maoris after their colonisation, he still ~~states~~ highlights importance of adaptation and acceptance through Nanny Flowers. Nanny Flowers shares stories of women in her tribe and how they play an important role there, stating how women have saved her people sometimes and therefore introducing the idea that it could happen in Koro's culture too, hence why she buried the ~~the~~ birth cord. ~~a~~ Burying the birthcord is a movement and celebration of the future leaders in Maori tradition, ~~setting~~

~~therefore~~ To conclude, In the novella : The Whale Rider by Witi Ihimaera, Nanny Flowers is constructed to be a significant character through her evident, continuous support towards Kahu even if it meant divorcing her husband, Koro, as well as opposing patriarchal ~~of~~ views. ~~to~~ She introduces the theme of tradition vs modernity and acknowledges the fact change can be made and can help preserve Maori culture, even if it means a girl would be a future leader or Whale Rider.



This candidate demonstrates some evidence of assured knowledge and understanding of Nanny Flowers' significance in the novel, which is sufficient for a mark at the bottom of Level 5.

The response covers Nanny Flowers' relationship with Kahu, how Nanny Flowers is presented as a foil to Koro and how she represents the importance of strong women. Contextual points are made throughout, with some developed further than others.

Further specific examples from the whole text and additional points about Nanny Flowers' significance could have benefited the response.

Level 5 - 33 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 9

Question 9: Explain how personal achievements are explored in *The Whale Rider*.

There were many successful responses to this question. Personal achievements were wide ranging, including Nanny's personal achievement of influencing Koro to accept Kahu and, in turn, Kahu's personal achievement of recognising he was wrong about his great granddaughter. Kahu's various personal achievements were central to responses, including when she recites Koro's *whakapapa*, when she retrieves the stone and when she rides the bull whale and takes the herd to the safety of deeper waters.

The most successful responses were able to select examples from across the novel and developed ideas with specific details. They also integrated contextual points convincingly into points made in relation to AO1. For example, there was much discussion of Witi Ihimaera's personal achievement writing the novel, inspired by his daughters who wanted a strong female character to aspire to.

Chosen question number: Question 4 ☒

Question 5 ☒

Question 6 ☒

Question 7 ☒

Question 8 ☒

Question 9 ☒

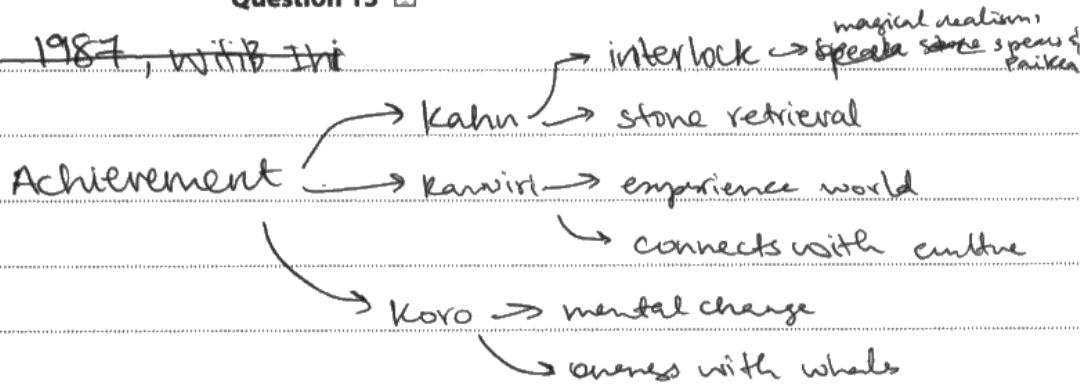
Question 10 ☒

Question 11 ☒

Question 12 ☒

Question 13 ☒

~~In 1987, Witi Ihir~~



In the 1987 novella, 'The Whale Rider', Witi Ihimaera presents personal achievement of multiple characters throughout while following the journey of a young girl, Kahū, who was born into a Maori tribe in Whangara, to the north east of Aotearoa, New Zealand. The writer aims to send the message that tradition and modernity, ^{humans and nature, magic and realism, all co-exist} ~~can co-exist~~, whilst preserving culture in a post-colonial society. This is demonstrated by the personal achievements of Kahū, Rawiri, and Koro Apirana.

~~Kahū Kahū Kahū~~ The first character who displays great personal achievement ~~was~~ is Kahū. ~~Kahū~~

During the novella, Kahu demonstrates her abilities to communicate with nature and animals. This was known as *interlock*, and presented an element of magical-realism in the story. This was clearly shown when Kahu ~~had~~ dived into the sea to retrieve a "stone." The stone was a symbol of ability as it was a Maori tradition that the person to successfully retrieve it would become the next tribal chief. Koro Apirana, Kahu's great-grandfather, had set out a task for the boys of the tribe to collect it, but they all failed. However, Kahu managed to retrieve ^{with the help of interlock as she spoke with dolphins} it, showing a great personal achievement. It showed that Kahu was bound to be the next tribal chief, regardless of her "paka" ^{is} sexist and traditionalist thinking. Furthermore, her ability to communicate was another great achievement of hers. She derived this ability from her ancestor whom she was named after, Kahutia Te Kangi, also called Paikea. ~~Paikea, a true Maori mythological whale rider, had sailed from Hawaiki to New Zealand~~ ^{and first} ~~the ancient whale riders~~ ^{a true Maori mythological whale rider,} had thrown spears into the air. One of these spears had travelled through time and seemed to land near the 'marae' where Kahu's 'birth cord' was buried. This symbolises her connection to her ancestors and her whakapapa. It also showcases supernatural elements, highlighting the magical-realism genre in which ~~the~~ Ihimaera had

constructed the novella. It effectively showcased Kahu's growth and achievement ~~in the book~~ as a character. Furthermore, ~~as the novella~~ at the end of the novella, Kahu saves a herd of beached whales in a heroic act of sacrifice and martyrdom. She climbs on the back of an ancient bull whale, pretending to be Paikaea and ~~moves~~^{rides} the whales into the sea. This act of heroism displays another achievement of hers as she worked to bring back and restore oneness.

Another character that demonstrates personal achievement is Rawiri. Rawiri, a narrative and reflective voice of the story, was Kahu's uncle. He set out to explore the world by travelling Australia, where he sees a Maori diaspora, and Papua New Guinea, ~~set~~ where he witnesses racism when he was called "too dark." Rawiri realised his homesickness and soon returned to his homeland, Whangara, after receiving letters from his family and hearing the waves in a shell he held to his ear. Rawiri's achievement was ~~a~~ restoring and strengthening his connection to his ^{Maori} culture. This is further demonstrated at the end of each chapter as he says "Hui e, Haumi e, Paikaea e," which meant that everything should be joined together and binded together, creating ~~an~~^{Maori} 'oneness'. This phrase was also used at the end of all prayers.

in the Maori culture, thus showing the deep-rooted connection ~~to~~ Rawiri ~~to~~ developed with this heritage, a great achievement.

~~Another~~ Koro Apirana, Kahu's great-grandfather, also demonstrates great personal achievement. After the colonisation of ~~the~~ New Zealand, the Maori renaissance took place from ^{the} 1970s to 1990s. Ihimaera wrote this book as a tribute and aimed to spread awareness of the Maori culture and ~~traditions~~ traditions. Koro Apirana epitomises these Maori values - he wanted to ensure that the Maori language and culture remained prevalent. Therefore, he opened language schools to teach the young men of their tribe about the traditions and their heritage, in order to preserve their community. This is a great achievement, showcasing Koro's adherence and affinity for the Maori society. Furthermore, as the novella progresses, we see Koro accepting Kahu as his great-granddaughter and as a future chief ~~after~~ ^{when} she was found in the sea after sacrificing herself to save the whales. Koro says that he doesn't "care if she is a 'boy or a girl,'" and that ~~he~~ "loves" her. This is a giant transformation in his character as he ^{didn't} ~~wanted to~~ accept her as part of his family, saying that he wanted "nothing to do" with her. The change in mindset and way of thinking, clearly

demonstrates Koro's achievement. He gains an understanding that modernity and tradition could co-exist whilst preserving the Maori culture in a post-colonial society.

Lastly, an achievement in the novella is the restoration of "oneness." This refers to the coming together of nature and mankind, tradition and modernity, men and women, ^{and} magic and realism. This reflects true Maori values of family and connection, creating an understanding of how everything is interconnected. The achievement of oneness is a symbol that marks a change in the Maori society. It was especially visible when the Maori men worked together to save the ~~whale~~ beached whales as whales were an already dying population. This reflects the ban on whaling in 1986 ^(as Ihimaera was writing the novella) and the work to reduce and stop nuclear testing as it affected native life. ~~The~~ This demonstrates the achievement of oneness in 'The Whale Rider.'

Overall, the writer clearly showcases personal ~~of~~ achievements of individual characters, ~~and~~ the Maori people and the ^{natural} world as a whole.



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 the personal achievements of Kahu, Rawiri and Koro. There is also consideration of the achievement of the 'restoration of 'oneness'.

All points are fully developed and include finer details from across the whole novel.

Level 5 - 40 marks



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

Question 10

Question 10: Explore the importance of An-meï Hsu in *The Joy Luck Club*.

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 An-meï's growing up, the loss of her son, Bing and her relationship with her daughter, Rose,

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 ☒

Question 7 ☒

Question 8 ☒

Question 9 ☒

Question 10 ☒

Question 11 ☒

Question 12 ☒

Question 13 ☒

An-Mei Hsu ~~refers~~ is a device that represents the many themes of the novel, branching from motherly love to Chinese and American identities.

At a young age, An-mei is engaged to a rich family of Huang Tyan Yu and Huang Tai Tai. An-mei ~~has~~ realises from a young age that this is the her mother's efforts for An mei to live a respected, wealthy life as the first wife of a rich husband. ^{Therefore,} she conceals her inner emotions ~~in~~ and lives with the careless, selfish Huang Tyan Yu under the repression of ~~her~~ Huang Tai Tai, her tyrannical mother-in-law. An-mei ~~knows~~ th learns the sacrificial trait of maternal love, ~~whereby~~ her own mother which gives away her own, loving daughter for the wellbeing of her child. This is

further shown by the quotes of An-mei when she says "I was forced to live my mother's dream". Back in the 1920's China, ~~wives~~ woman, especially housewives, was forced to be obedient and nurturing, which An-mei was also forced into being. However, An-mei demonstrates ~~rebel~~ inner strength and rebelliance by blowing her husband's side of the red candle and tricking her mother in law to letting her cancel the marriage.

An-mei has a daughter named Rose, and the ~~two~~ two women demonstrated the various themes surrounding the novel. The theme of Chinese superstition is demonstrated when the Hsu family all go to the beach, only to lose one of An-mei's sons, ~~Dr~~ Bing. Rose, who ~~was~~ felt responsible for taking care of the children, blames herself and faults her for the loss of ~~the~~ her brother. Here, An-mei shows the strong belief she has for Chinese superstitions ~~when~~ by being illustrated where she gathers her most precious jewelry and dumps it ~~in~~ sends them on the sea, saying that

The 'sea goddess' is angered ~~at~~ and she needs to "please the gods by sending ~~a~~ her treasures in exchange for Bing." However, these efforts does not bring Bing back to her, and she loses faith in the superstitions and is later seen "using a bible to balance the kitchen table" from Rose's perspective. Chinese superstitions put great importance on sacrificing for gods, leading An-mei to send her jewelry onshore.

Another theme presented by An-mei and her Rose is identities and cultural divide. An mei ~~has~~ ~~the~~ ~~had~~ was raised in much difficult conditions, where ~~she~~ ~~had~~ and when she was an adult, she had to flee china due to the Sino-Japanese war. This war ~~led~~ Unlike her, Rose was raised in America and grew in American standards which ~~lead~~ led to a cultural divide between Rose and An - Mei, and ~~she~~ ~~had~~ torn lives leading to misunderstandings and conflict between her and her mother. However This conflict was even more highlighted by the generational divide where ~~the~~ ~~mei~~ An mei experienced war. ~~at~~ Jane's words can be

used to describe this conflict, where she says 'The mothers wanted to see themselves in us'. The Rose's ~~clashing identity~~ American identity ~~at~~ clashed with An-mei's Chinese values, leading to conflict.

The ~~more~~ theme of motherly love is shown by An-mei. An-mei sees Rose's passivity leading to a failing marriage and uses Chinese parables to ~~let her~~ let her learn about ~~her~~ ^{Rose's} inner strength, which allows her to stand ~~up~~ ^{Rose's} for herself in front of her husband Ted, where Rose says 'you can't just throw me away'. ~~The of~~ This presents how An-mei allows her daughter to go against the traditional role of women in both Chinese and American culture, ~~to~~ further showing contexts and maternal love.

Overall, An-mei presents many themes in the novel 'Joy Luck Club', and she is of great importance.



In this response, the candidate demonstrates thorough understanding and knowledge of the novel. There is thorough and thoughtful personal engagement together with the use of fully relevant examples.

Points made in relation to An-mei Hsu's importance in the novel include how she 'learns the sacrificial trait of maternal love', her relationship with Rose and the impact of the clash of American and Chinese cultures.

Further development of ideas, supported by examples from the text, could have benefited the response.

Level 4 - 30 marks



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

Question 11

Question 11: How is fear explored in the novel?

In a similar way to Question 10, there were many successful responses to this question. Responses tended to centre on the fears of the mothers for their daughters, the fears of the daughters having to live up to the expectations of their mothers and the overcoming of fears.

As is often seen with this novel, contextual points are often made naturally through the various examples presented. The situation of having to flee China resulted in many fears for the mothers, particularly having to establish a new life in America. Many candidates considered the resulting fears of the daughters growing up in America with their mother's high expectations.

Chosen question number: Question 4

Question 5

Question 6

Question 7

Question 8

Question 9

Question 10

Question 11

Question 12

Question 13

Fear in the "Joy Luck Club" is portrayed through many ways. Fear can be seen in the "Joy Luck Club" through mother daughter relationships, the Sino-Japanese war, self-identity etc... Fear in the "Joy Luck Club" is what drives most of the characters in it, to become dependent and free.

In the contexts of mother daughter relationships, there are 4 mothers and 4 daughters who have been put in competition against each other since birth. And each mother expects their daughters to be "prodigies" etc... The fear of the daughters not living up to the standards the mothers had set, haunts them. For example when Jing-mei (June) was younger and studying piano. Forced by her mother Suyuen-woo, she had no choice but to practice the piano every day. Jing-mei (June) would think to herself "After this piano show I am never playing piano again!". Jing-mei had always been put in competition against Waverly Jong, Waverly was a chess prodigy from

A young age and her mother Lindo-Jung, "would always gloat on how "Oh Suyuan, you are so lucky to not have my problems. Waverly never stops playing chess". Soon the day of the piano show had arrived and Jing-mei (June) had failed, leaving Suyuan-woo enraged. She feared all she had said to Lindo was an lie, leading her to drag Jing-mei to the piano after Jing-mei (June) had said to her "you can't make me play the piano, this is not China". Out of fear and anger that she would not live up to what Suyuan had envisioned she dragged her.

During the Sino-Japanese war Suyuan-woo had to care for two of her first two baby daughters. As she made her way through the countryside of China known as Chungking she could no longer carry both her daughters. Out of the fear for her own life and she had no choice but to abandon her daughters under a tree. With everything she had to her name she feared the worst was going to happen to them yet she still left- Creating life-long guilt and trauma. Trauma is also a big part of Fear in the Novel. It haunts each character through various ways.

The Joy



The candidate demonstrates sound knowledge and understanding of the novel and of how fear is explored.

Points include the 'fear of the daughters not living up to the standards the mothers had set' and Suyuan-Woo's fears giving up her twin daughters. There are several very good examples, but further examples could have been provided. There are contextual points in support, but more points for AO4 could also have benefited the response.

Level 3 - 22 marks



The response should be driven by evidence from the text but remember to include contextual points in support.

Question 12

Question 12: How is violence significant in the novel?

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

Points for AO1 tended to centre on Okonkwo: his violence to prove his masculinity, his use of violence to prove he is not like his father, his violence towards his wives, his exile from the village as a result of his violence and his killing of Ikemefuna. There were points made not specifically linked to Okonkwo, such as the resulting violence following 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 significance of the novel being set in the late 1800s and early 1900s and the various Igbo customs and beliefs of the time.

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 the significance of violence is highly looked upon, and plays a big role in the whole book. The theme of violence is very prominent during this time period in the book.

In the novel things fall apart the theme of violence was deemed as important to the people of the igbo society, it created a sense of masculinity, basically a way for men to be seen as very masculine or feel empowered to do anything.

Taking the main character Okunwako for example, he was described as a leader to the igbo people because of his attributes of being violent towards everyone, not just his enemies but also his beloved family.

Violence was so important to Okunwako that he often harmed his own family just to seem strong, or masculine. He often beat his wife for not listening to

his set rules he had for them, even during the period whilst women were not supposed to be touched or ~~be~~ treated with disrespect he still had to mark them.

Violence was so normalised in the igbo society that men like Okwonko developed toxic mindsets over the idea of violence ~~being~~ meaning being powerful compared to other people, but this mindset had led to a downfall of the ~~own~~ ^{clan} itself.

Okwonko had murdered his son ~~therefore~~ to prove his loyalty towards his thoughts of being violent and strong but unknowingly thinking that this was ~~the~~ ^{his} ~~line~~ ^{line} ~~he~~ ^{he} ~~was~~ ^{was} ~~because of his disgusting actions~~, this shows how his toxic mindset got ahead of himself and it ~~led~~ ^{led} to his 'loss' basically means the loss of his title and everything he had held.

His own son ~~was~~ Nwoye turned to another religion, the religion of Christianity because he had probably felt that the overgrowing idea of violence is not always the answer, and usually just leads to misconduct and unnecessary issues.

Without violence the Igbo society would still be alive and preserved, if violence wasn't the main focus. During the colonial era Okwonko had killed one of the missionaries that came to try and convert people into Christianity.

After this killing, his leadership came to an end and he was exiled.



There is just enough evidence of sound understanding of the significance of violence in the novel for a mark at the bottom of Level 3. Relevant points are made in relation to how violence contributes to a 'sense of masculinity', Okonkwo being presented as a violent man and how violence 'was so normalised in the Igbo society'. Further examples from across the novel could 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.

Question 13

Question 13: Explore the importance of Ezinma in *Things Fall Apart*.

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

Many candidates focused on her relationship with her father, Okonkwo, how Okonkwo gathers medicines when she falls ill, proving how much he cares about her, and how she demonstrates masculine traits (much more so than her brother).

As was the case with Question 12, contextual evidence tended to be embedded throughout the responses, with candidates demonstrating a clear understanding beliefs in Igbo society and how Ezinma challenges her perceived role in a patriarchal society.

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

PLAN

Ezinma arguably most pivotal character. THANK YOU EDEXCEL MY KINGS!
 ↳ 'savage spectacle' Achobe about women from

↳ Heart of Darkness

- expose psychological depths in Ekwere + Okonkwo

- perhaps ultimate message is re cultural

comment on hypocrisy of culture

① Paradox between ~~the~~ idealized + masculine qualities

'Ogunyemi' - idealized / fugitive

for a girl?

'possessed an intelligence well beyond her years'

↳ Okonkwo - 'she understood his every word'

link to Victorian! - society will not adapt to her

↳ there are why married at the end

② ~~about~~ Ogburne child - cultural complexity

1) liminal space between spiritual world + ~~the~~

reality is - ngya - not solely a religious force

2) Ekwere - paradox (link to Okonkwo) not brutalist?)

3) no religion in HD, theory of intersectionality, queer theory, nobody

Within Achebe's post-colonial novel, Ezinma often
as arguably the most pivotal ~~novel~~ character. Her
her tenacity, and intelligence within her design permit
her to entirely subvert the 'black nationalist' ideologies
upheld by Conrad in Heart of Darkness, in which
Achebe argues women were viewed from a 'savage
spectacle'. Furthermore, ~~her~~ through her interactions
with her parents she exposes the psychological depth of
Okonkwo and Ekwefi through her critical role as an
ogbenye child; ~~a~~ critical considering the Scramble for
Africa period in which Things Fall Apart was written
in response to, in which mass-colonisation ~~is~~ was
viewed through a simple binary of aggression vs. salvation,
and therefore by contributing to a ludicrous cultural
tapestry with Ezinma's role, Achebe can firmly rebuke
these Eurocentric views. However, despite her undeniable
importance in preventing the 'centre from being totally
lost', in the words of Yeha in the Second Coming, she is
only married off towards the end of the novel to
Obierika's son, allowing Achebe to perhaps criticise ~~this~~
the hypocrisy of a patriarchy in which ~~a~~ critics argue,
'even the strongest Igbo women are funneled into
domesticity'.

From the outset of Things Fall Apart, Ezinma often
serves as a paradox between the idealised

domestic principles a woman is expected to uphold, and the intelligence she undoubtedly maintains which would be reserved to the political sphere. She is depicted by Achebe to be 'intelligent beyond her years', 'for she was only 10'. ~~Considering the fact that, other than that at the reference or~~ Immediately, Achebe poses the fact that Ezinma is regarded ~~as~~ as a child for this intelligence, however the fact that ~~she~~ Achebe stresses this element of her characterization with surprise as she is intelligent for a girl, creates the impression that intelligence in women would have been unexpected, rather than normalized, ~~before this~~, ~~as~~ ~~Following or from~~ immediately posing the impression that Ezinma occupies a space that cannot support her powers. This concept is further alluded to within her interactions with Okonkwo, at which many critics argue she is constructed to be ~~as~~ the son he could never have, ~~as quite~~ After Ikemefuna's death, Ezinma plays a pivotal role in exposing the ~~intoxicated~~ ^{heightened} animality and that propels his ~~nerve~~ ^{nerve} masculine tendency as the play progresses, as it is 'the who understood his every word'. Evidently, it can be argued that the paradox between the more masculine elements of her identity and her idealized femininity is posed here, as she entirely embodies the anima or feminine principle, committing no Okonkwo despite his trajectory of violence which distances

him from Nwoye Arguably, this would pose or over
Achebe greatly in permitting him to create a
multidimensional view of the Igbo in which both
men and women can be, in their own ways,
understood by Western readers, as in the Victorian
era that Things Fall Apart would have been published
in, the patriarchy and entrapment of women within the
domestic sphere would be, if not more so, prevalent,
~~and~~ there with women being expected to tend her
children
her husbands and mother in exactly the same way
creating a continuum of domesticity
Ezinma 'burst forth to his' (Okeke's) chi - perhaps
it is for this reason that despite dual-sex systems
being heavily prevalent within ~~the~~ the Igbo
societies that provided women with their own agency
political and social agency, Ezinma is reduced to
the domestic sphere through the end of the novel
In Chapter 25, ~~This~~ in which she is 'berated to
Obierika's son'. Not only does this permit Achebe
to expose the arguable hypocrisy within the otherwise
egalitarian system of the Igbo, in which women could
own land, receive gifts by 'showing personal
achievement', yet denies deserving women like
Ezinma the right to agency, but additionally, addresses
Ezinma through Chinua Achebe's theory of intersectionality,
presenting a character entirely designed to evoke catharsis
in Western Western women and Africa a literary audience d.

not of death. Furthermore, this concept allows Ekwere's
deep love for Echina to be exemplified; the loss of
a child ^{is} constantly on the verge of disappearance
into the spiritual world underpins the fact that 'their
companionship was like two equals', with Ekwere's principle
Echina with 'legs' despite her ~~being~~ children not by
alliance of them, ~~as~~ ~~was~~ drawing on the entire pleasure
of the light and respect. Have previously discussed
savage spectacles of theatrical productions, where women
were referred a name ~~for~~ Ekwere's love for
Echina. Echina is arguably also approached by Achike to
be above the light, as Ekwere would 'defend ^{her} (Echina)
daughter against all gods', and perhaps the most
religious ~~most~~ women where this is displayed is in
Echina taking by Achike into the fire forest, in which
both seem 'my daughter'. In this way, Achike puts
a paradox between what is 'expected by the Creator of the Hills'
that solely views Echina as ~~as~~ a suitable ~~and~~ cultural
exchange as an exchange and Ekwere's undying maternal devotion,
and though Ekwere's residence Achike remains a entirely rational
woman for ~~the~~ ~~reason~~ in which ~~the~~ maternal
devotion can be suggested. ^{Have} The reason why Achike permits
is with this period of what which call 'feminine experience'
is not likely due to ^a ~~the~~ rebuttal against the
patriarchy but also to draw on, despite the misogynist
arguing that 'you fools are not real', Echina really

on the very fact of this culture due to the many people that
 rely on her to prevent this from 'falling apart', which is
 central to the novel. This Fall Apart operates as
 a counter narrative to, Heart of Darkness, is a novel with
 In this way, perhaps
 no religious ~~there~~, the coexistence within Erima, despite
 her beauty, prophetic to plot and structure, acts as a
 reminder of what the Igbo could have been: the
 goddess is erased with ~~the~~ ^{the} Chukwu becomes
 replaced with God, who with Christ and the egwugwu men
 the missionaries. However, though Erima being ~~mentioned~~ ^{not}
~~He and, Achebe returns to Western feminism, may simply~~
~~not a spiritual presence as she is 'happy family in~~
~~her, alone', Achebe again reminds the reader of~~
 what the Igbo ~~could~~ ^{could} salvation truly was, a child with
 no agency. Indeed, though he is married and placed
 within the domestic sphere, Achebe can reduce what West
 feminist may view as a 'spiritual woman', and instead align
 himself with the view of Ogburn, who believes Erima's presence
 itself is a reminder of the power of women. In this way, Erima
 is central to within the many tragedies that plague the
 trajectory of This Fall Apart, she is the quiet hero;
 the Igbo in microcosm, yet silenced by the system; she
 reserved for African men and as she ~~is~~ ^{is} despite being
 equal to ~~the~~ ^{the} District Commissioner to be 'pleased', plus
 Erima is ~~marked~~ ^{marked} ~~in~~ ⁱⁿ ~~the~~ ^{the} ~~colonial~~ ^{colonial} ~~jurisdiction~~ ^{jurisdiction}
 system ~~in~~ ⁱⁿ ~~which~~ ⁱⁿ ~~Igbo~~ ⁱⁿ ~~women~~ ⁱⁿ ~~are~~ ⁱⁿ ~~lacking~~ ⁱⁿ ~~the~~ ⁱⁿ ~~agency~~ ⁱⁿ ~~they~~ ^{they}
 truly deserve.



This is another example of a response worthy of full marks. The candidate does more than enough to achieve the top of Level 5.

The candidate demonstrates assured knowledge and understanding of the novel and of Ezinma's importance. Understanding of context is integrated convincingly throughout and there is discriminating use of examples to support the points made. The candidate makes a range of perceptive points throughout – too many to list in this commentary. This response is truly commendable.

All points are fully developed and include finer details from across the whole novel.

Level 5 - 40 marks



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

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.
- 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.
- 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>

