



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE
English Literature (9-1) 4WET1
Modular Paper 1
(4WET1_01)

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Centres are thanked for choosing Pearson Edexcel as their International GCSE English Literature provider. We very much hope that both our candidates and centres are delighted with their results.

Introduction

The Summer 2024 series was very successful and the 4WET1 01R paper performed well. Performance was comparable with the main paper and onscreen versions.

This was the first series for the modular option and centres are congratulated on preparing their candidates so well for all three areas of the paper.

The International GCSE English Literature (4WET1 01R) paper comprises of three parts:

Section A: Unseen poetry (20 marks)

Section B: Anthology poetry (30 marks) and

Section C: Modern Prose (40 marks)

Paper 1 is externally assessed and the total available marks is 90.

Paper 1 carries 60% of the total weighting for the International GCSE.

This is a 'closed book' examination; however, candidates are provided with a clean copy of the anthology poems for the examination.

This report comments on the two different questions (Question 2 or Question 3) attempted by candidates for this paper. Please also refer to the detailed reports for 4ET1 01 and 4ET1 01R that are available on our website. These reports contain exemplar responses for **all questions** and provide further advice for centres.

Anthology Questions

EITHER

Question 2

Compare the ways the writers present situations in *Prayer Before Birth* and *Hide and Seek*.

OR

Question 3

Compare the ways the writers convey power in *My Last Duchess* and **one other** poem from the anthology.

For both Anthology questions, candidates responded well and a full range of marks were awarded. For Question 3, a wide range of poems were chosen to compare with *My Last Duchess*, including: *Poem at Thirty-nine*, *War Photographer*, *Do not go gentle ...*, *Piano* and others.

On the whole, candidates included a wide range of ideas; however, some did not provide enough coverage of both poems and more close analysis of language, structure and form would have been of benefit. Ideally, candidates should select specific words and phrases and explain how these convey ideas, what techniques are used and their effect on the reader. Often, candidates could have developed ideas further by explaining *how* these specific words, phrases or techniques have an effect on the reader.

When responding to *Prayer Before Birth* and *Hide and Seek*, candidates often compared how both situations were either exciting or disappointing and how both poems considered the fears experienced in childhood. Most included comments about the use of repetition and metaphor in *Prayer Before Birth* and the use of sensory imagery in *Hide and Seek*. The majority of candidates attempted to make some comment in relation to structure and some interesting interpretations were offered.

In responses to *My Last Duchess*, the vast majority of candidates successfully explored the Duke's power and some considered the power of his last Duchess. Some commented on the ambiguity of the Duchess' demise, but some misread the poem and suggested that the Duke is in severe mourning for the wife he dearly loved. Those who compared with *Poem at Thirty-nine*, often commented on the power of men and their influences on those around them.

Some other points specific to 4WET1 01 responses:

Q1 Unseen Poetry

Several very good responses were seen; however, a number of candidates did not support ideas with evidence. All points should be supported with evidence from the poem and, where possible, comment on the language used. The acronym PETER is most useful, as this covers the assessment objectives: Point, Evidence, Technique (if remembered), Effect on Reader.

Some responses were too brief and ideas required further development.

Many candidates gained marks in Level 3; however, with more coverage or development, these could have secured marks in higher levels.

Prose

For 4WET1 01, the most popular texts were *Of Mice and Men* and *To Kill a Mockingbird*.

When marking *To Kill a Mockingbird* responses, the following points were noted:

- some did not include any explicit references to context
- some inaccurate references were made, which were possibly based on a film version rather than the text
- responses were often too brief and more coverage would have benefited
- some included rather generalised comments about life in America in the 1930s rather than focusing on specific examples from the novel. Candidate should focus on the events or episodes in the novel and support these with contextual facts or comments
- maintain focus on the question and refer to it in the essay
- some candidates tried to analyse language, which is not assessed (especially as this is a close book examination)
- by providing some smaller details from the novel, higher marks can be achieved.

For *Of Mice and Men*, the following points were noted:

- there were some generalisations and inaccuracies in details or events in the novel, such as Curley breaking his wife's records or confusing Curley for Candy
- there were several references to the film versions. Remember, responses are marked on the knowledge and understanding of the novella
- focus on specific examples. For example, the question in relation to Curley, write about points in the novel where Curley features and what he says or does. For the question about death, different examples of where a death occurs should be considered (i.e. the mice, Candy's dog, the pup, Curley's wife, Lennie ... and even Aunt Clara or the water snake)

- one candidate wrote about death but in *An Inspector Calls*. Do remind candidates about the choice of texts they are writing about before the examination.

Candidates that did well in the Poetry sections:

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

Candidates that did well in the Prose section:

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

Candidates that did less well:

- had less knowledge of the poem(s)/text
- used long quotations or provided narrative responses
- did not provide enough examples or coverage
- bulked on too much context at the beginning or at the end of paragraphs.

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 largest handwriting.
- Candidates should be aware of which Assessment Objectives are being assessed. Context is only assessed in Section C, Prose.
- For Sections A (Unseen Poetry) and B (Anthology Poetry), 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 context, but **not** language, form and structure.

If any candidates have issues with handwriting, consider entering them for the onscreen version of the paper.

Again, thank you for choosing Pearson as your provider. Please do refer to the full report for all questions.

Remember, we are introducing two new exciting texts to Paper 1. First teaching September 2024 for first examination Summer 2026:

Klara and the Sun by Kazuo Ishiguro and

Western Lane by Chetna Maroo

Thank you

