

Examiners' Report
June 2015

GCSE English Literature 5ET2F 01

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Introduction

This series saw a number of changes to the format of the examination; the Unseen Poem was chosen from a prescribed list of fifteen poets and the question relating to the Anthology Poems was simplified. Candidates were given one essay rather than two shorter ones, in which they had to compare the set poem from the Collection they had studied, with one poem chosen by the candidate from the relevant Collection. There were considerable numbers of responses where candidates engaged with the nature of the poetry presented. Examiners for this paper were pleased with the quality of responses, in particular for the Unseen Poem. There were also many sound responses to the Anthology Poems, where candidates looked for links and comparative points across two poems and there was evidence of careful preparation. The more successful candidates offered a sound analysis of the named poem as well as solid and clear comparisons with the poem of their choice. Some less confident candidates struggled to compare the poems effectively, often adding a brief comparative conclusion after treating each poem in isolation. Making more detailed and integrated links throughout both texts would have gained additional marks as most candidates showed an understanding of each poem.

Centres might like to consider further helping candidates to find and comment on similarities and differences between two poems, especially in their handling of thematic material.

With regard to the unseen poem, candidates could be encouraged to start with an intuitive approach to the text and then look for techniques which would bear out their opinion, as opposed to a purely formulaic approach which tends to come across as 'forced'. On the other hand, candidates who write entirely empathic responses without commenting on techniques tend to have difficulty hitting the criteria in the mark bands.

Overall, the responses had many sound features, demonstrating the candidates' enjoyment and engagement with the study of poetry.

Question 1

The poem selected for this paper was *Gathering Leaves* by Robert Frost, a thoughtful poem which drew analogies between leaf gathering, the repetitive nature of work and wider experiences of life. This was an appropriate choice for the Foundation paper and the majority of responses demonstrated at least some grasp of its themes and contents. While some responses focused mainly on the narrative content, the question's emphasis on 'thoughts and feelings' directed most candidates to make at least some comments on the poem's more implicit meanings. Responses across a range of bands included observations on mood; some of the more successful provided quite nuanced analyses of shifts in the poet's tone. More confident responses engaged with the change of tone, identifying phrases and techniques. Stronger responses also tended to offer alternative interpretations, particularly of using the balloon, and 'mountains (which) elude my embrace' as comparisons and what this conveyed about how the writer was feeling. There were some interesting interpretations of the imagery created in '...rabbit and deer/ Running away'.

Some candidates, particularly within band 3, constructed more personal, unusual interpretations of the poem, some possibly influenced by the fact that Frost wrote during the First World War; these were credited according to the strength of the textual support provided for the arguments. Most candidates could relate to the poem in some way, even if only on a literal level, such as experiencing autumn.

Candidates were able to identify a range of language devices used by Frost; at the lower end of the mark range, however, many responses focused on decontextualised 'technique and feature spotting' rather than explanation. The poem is one which invites commentary on structure and form. Responses across most bands made at least some attempt to consider these aspects of the poet's craft, linking for example, the stanza organisation with the monotonous, cyclical task described by Frost.

Many candidates had been taught to comment on the three bullet points which helped structure their responses. However, some stuck too rigidly to this approach and this lent itself to 'tagged-on' comments about language that did not really explore the context of the quotations selected.

In a number of candidates' responses, the thoughts and feelings expressed in the poem became somewhat lost in the emphasis given to the poetic devices employed. An excessive focus on the use of particular parts of speech meant that sometimes candidates failed to make connections between these points and the presentation of the poet's ideas. The balance between a holistic and technically specific approach was something which differentiated the most successful and the less successful responses.

These are the opening and closing paragraphs of a candidate's response to the unseen poem.

In the poem, Robert Frost ~~writes~~ ~~describes~~ begins by describing the collection of leaves as ~~perfect~~ a way of being in physical contact with nature. "I make a great noise of rustling all day Like rabbit and deer Running away". Frost uses a simile to allow the ~~unlike~~ reader to understand the connection between "Rabbit and deer Running away" and the collection of fallen leaves. The involvement of the word "Running" allows the reader to picture Rabbit and Deer at their most active, giving them energy and life. By doing this the author ~~imagines~~ gives the fallen and dead leaves life again.

they behold. In the final paragraph of the poem, the writer negativity ~~comes to a peak~~ regarding the fallen leaves comes to a peak, but also an end as the poem reads "Next to nothing for use, but a crop is a crop, and who's to say where the harvest shall stop?" The writer ~~proves~~ increasing negativity throughout the poem has come to an end, as he gives the leaves no use, and no purpose.



ResultsPlus Examiner Comments

There is quite a lot of detailed analysis of language in this response. Comments are supported by relevant quotations and these are sometimes developed. The candidate has a sound understanding of the poem and deals effectively with ideas.

The response is securely within the top band and was awarded a mark of 19.



ResultsPlus Examiner Tip

Note how the candidate refers to the text and employs quotations which clearly illustrate the points made. The candidate's personal summative comment and response is supported by relevant quotations.

This is part of a candidate's response from just after the opening paragraphs until about half-way through the answer.

' At the start of the poem it seemed to be more happy for example "Spades take up leaves no better than spoons, and bags full of leaves are light as balloons." The reason it seems more happy is because balloons make people think of a happy occasion like a party, however after stanza one it seems to become more dull and it seems if Robert didn't enjoy collecting leaves because he says "I may bend and unbind again and again till I fill the whole shed, and what have I then?" "Next to nothing for weight, and since they grew duller from contact with earth, Next to nothing for colour." After reading them two quotes/stanzas I can see Robert didn't do it for fun, he done it because he needed to but he didn't really see the point as it had no weight to it and as soon as it came in contact with earth it started to loose it's colour. Robert Frost has organised the poem into six stanzas but each stanza ~~is~~ has four lines some including short sentences.



ResultsPlus Examiner Comments

This response displays recognition of the development of ideas and the change of the poet's mood. There is a generally sound explanation of the poem. Although language points could have been more developed there is enough substance to the response for it to be placed in the top of band 4.

The answer was awarded 16 marks.



ResultsPlus Examiner Tip

To achieve a band 5 response, valid comments such as those on the structure of the poem, 'has organised the poem into six stanzas, but each stanza has four lines some including short sentences', need deeper treatment about the effects created by such a rigid structure.

This is a candidate's complete response to the unseen poem.

The poem 'gathering fallen leaves' is about someone gathering and picking up leaves. This is shown by the title and "spades take up leaves." The poem is also about it taking so long and ~~as~~ that the leaves ~~don't~~ do not weigh that much. For example, "And bags full of leaves are light as balloons." This exemplifies that Robert Frost wants to describe the leaves to the reader, wants them to feel like they are there. The word 'balloons' can mean very light or float. However, could mean free, free to do whatever they want or go wherever they want. Frost used capital letters at the start of every line and a full stop at the end of every stanza. He has done this to have a gap, a pause after every stanza. ~~He~~ Frost uses similes to help you and to get you to imagine it. The writer did ~~not~~ use metaphors because that would make you imagine a certain thing, ~~as~~ then ^{the} reader might then not bother to imagine it; different effect. 'I' is used a lot, which means there is only one

person doing it; 'gathering leaves.' The effect of this on the reader is that ~~to~~ they imagine and follow what is going on in the poem. The reader might also feel sympathetic towards them because it is taking and there are a lot of leaves. Frost says, "I may load and unload Again and again till I fill the whole shed, And what have I then?" This indicates he enjoys it and doesn't want it to end. On the other hand, he could mean that he has nothing else to do and 'gathering leaves' is ~~best~~ better than doing nothing.



ResultsPlus Examiner Comments

The candidate is starting to move away from the literal meaning of the poem and there is clear personal engagement with the text. There are some thoughtful comments on the imagery created and relevant quotations are used to support these. Although it is a relatively short response it focuses on the task in hand and a mark at the top of band 4 is deserved.

The response was awarded a mark of 16.



ResultsPlus Examiner Tip

To reach band 5, the candidate would need to ensure that all comments were more developed and fully supported by quotations from the text.

This is another candidate's complete response to the unseen poem.

In the poem 'Gathering leaves' Robert Frost writes a ballad poem about fallen leaves, the poem he wrote expresses his view by creating a story. The story of the poem is about someone or the writer picking up leaves all day however he complains about it but later on he misses it when autumn is gone, by the end of the poem he uses a question mark starts to talk about crops, this gives an other alternative story where the leaves are crops and the character inside the story could be a slave working on the farm, at the time of the poem being set racism could have been a big thing and the crops could be a metaphor for a friend because he is lonely however he understands its just an object, this is shown in the last stanza on line 22 "But a crop is a crop".

In the poem Robert Frost organises the poem by using ~~adverb~~ a rhyme scheme so he can express his view better, this is shown in the first stanza where 'leaves, and spoons and balloons' rhyme.

Throughout the poem the ^{writer} uses ~~historical~~ rhetorical questions to express moments of confusion and this is shown by the use of emotive vocabulary to give a feeling towards the reader which the writer wants to express. This is shown by "rustling, embrace and nothing". These all give off an emotion where the writer expresses his view ~~by~~ through poetry.

The form of the poem is set up as a ballad one where he expresses a story about either leaves or crops, which both represent an extended metaphor for a friend.

The poem could also show its to do with slavery by the line ^{seven and} eight which shows "like rabbit and deer running away." This shows ~~at~~ a metaphor where the rabbit and deer represent the slave running for freedom however they are stuck doing work by picking up crops which is shown on the first line "Spade take up leaves."



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Examiner Comments

The candidate has demonstrated a personal and original interpretation and ideas which are, at times, supported by text. The candidate has tried to explain the poem by immediately focusing on its form. There is evidence of a personal response which should be credited.

The response was awarded 11 marks which makes it a band 3 answer.



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Examiner Tip

Remember that a short introduction helps to pinpoint ideas and to focus on the task in hand. If you include any unusual interpretation remember that this must be supported by carefully chosen quotations.

Question 2

Song for Last Year's Wife by Brian Patten from Collection A was the named poem and it was generally well understood. Some candidates interpreted the subject as the death of the wife; however, such responses could generally be rewarded for exploring the feeling of loss and sadness experienced by the persona. A correlation was noted between the specific choices of the poem for comparison, with the marks awarded for AO3. Thus, to some extent, the degree of success with which this question was answered depended on the choice of the second poem. Less confident candidates tended to choose a poem with which they were familiar and felt confident, but did not necessarily provide a suitable aspect for comparison; *Nettles*, *The Habit of Light* and *04/01/07* were such examples. Some candidates failed to focus on the specifics of the question - how love changes - and therefore disadvantaged themselves by not really looking at the idea of changes in a relationship and so losing focus on the question. This tended to occur when candidates had not chosen well for their comparison.

Our Love Now and *One Flesh* worked particularly well as they both deal with love changing and candidates were able to draw on their similarities of theme but differences in the narrative approach. *Valentine* was a sound and popular choice, although some candidates did not go much beyond exploring the imagery of the onion.

Stronger responses made comparisons as they moved between the poems rather than discussing them separately, and then looked for general comparisons towards the end of the response.

These are the opening lines and the final two paragraphs of the response. The candidate has used *Valentine* as the poem for comparison.

Both the poems 'Song for Last Year's Wife' and 'Valentine' are both about love and the thoughts, feelings about how love changes.

Both poems are about the thoughts and feelings about how love changes. They both talk about love being never forgotten. They both make the reader feel sorry for the man and then the love.

On the other hand, 'Valentine' was about the good and then the bad about relationships. 'Song for Last Year's Wife' was all about the bad side of love.

and relationships. ALSO, that you will never forget the memories or the person after a marriage, then you get a divorce after breaking up. They both have very different effects on the audience. Such as 'Valentine' makes the reader feel happy and then suddenly, really sad and depressed. Whereas, 'Song for Last Year's Wife' makes the reader feel depressed, sad and sorry for the man. However, it makes you feel like he did something to make her want to leave. Or she just got bored, didn't love him anymore, so left.



ResultsPlus Examiner Comments

This is an interesting response. AO2 is dealt with successfully given the limitations of time and there is a strong focus on the question. The comparison is added at the end and, although the points mentioned are relevant they are not developed, nor supported by specific textual references. There is only comment on ideas and not on language and form. The AO3 was less secure and so was awarded a mark in the lower band.

The marks awarded were: AO2 band 5, mark of 13:
AO3 band 4, mark of 10.



ResultsPlus Examiner Tip

Note how the candidate has introduced both poems in the opening sentence of the response and has looked carefully at what the question asks for. Note also how both poems are drawn together in the final paragraphs. This has resulted in a response that is focused on the task in hand.

This is an extract from the middle of a response and the final paragraph. The choice of poem for comparison is *Valentine*.

The Song for last Year's Wife is more of a story layout compared with Valentine's short sentences and single words.

Valentine is different to Song for last Year's Wife because the writer/speaker is putting love in a different context. It is just telling the reader how it is, that it's not 'cute'. The language is blunt and just telling things as they are.

Both poems are similar in that the person speaking is talking to someone else they care about and we are hearing their thoughts and feelings.

Valentine is showing that you don't have to give a lot if you love someone, that any object can be meaningful. At the end the poem uses comparison of an onion ring to a platinum ring - 'shrink to a wedding ring'

Both poems are similar because they are both talking about love. But they are different because they are talking about different concepts of love. Valentine talks about giving something while the other poem talks about losing something.



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Examiner Comments

This is a generally sound response. The explanations for *Valentine* are quite clear and supported by text, but the understanding of *Song for Last Year's Wife* is less secure. Comparison is evident throughout the response and comments are supported by textual references. The response was placed firmly in band 4 with the AO3 comparative element gaining a higher mark as it was more secure.

The marks awarded were: AO2 band 4, mark of 11: AO3 band 4, mark of 12.



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Examiner Tip

Note how the candidate makes comparisons throughout the poem and also links and compares them in the conclusion rounding off the response.

The extract here consists of the opening and closing parts of the response. The candidate has chosen *Nettles* as the poem for comparison.

This poem is about love, true love?
Doesn't sound like it, to me it
sounds like these two were ~~together~~
~~toget~~ ~~together~~ together and some
where along the line it has all gone
wrong for them^a and they have gone
their separate ways although she seems
to be alright because she walked out
on him 'walk out on me' and it's
also clear that she is doing fine
without him 'as warm and inviting as
when they knew you first!'

I am going to be comparing this poem
to *Nettles*.)

Nettles is about the bond between father and son. It's also telling us that the father used to be a soldier. It is similar to 'Last year's wire' because they are both about love and getting hurt. In this poem a boy falls into a "bed" of nettles and his dad refers to the nettles as 'green spears' and 'regiment of spike'. Both poems use great detail and tell a story but they also have differences. For example 'Last year's wire' uses a wider range of language devices. For example it uses rhetorical questions whereas 'Nettles' doesn't. However 'Nettles' has a good use of alliteration: ~~bristles beads~~ ~~bristles beads~~ 'bristles beads'. This is a good language device because it's great detail and the reader gets a good idea of what it looks like.



ResultsPlus Examiner Comments

The response is written in rather a casual style, although some fair points are made about the named poem. *Nettles* is not the most apt choice for comparison and the candidate does not really focus on the requirements of the question. Comparisons are brief and simply identify different techniques with little explanation. The response falls into the band 3 category of some explanation for AO2, and into band 2 for the comparative element.

Marks awarded were AO2 band 3, mark of 8; AO3 band 2, mark of 6.



ResultsPlus Examiner Tip

You must choose your poem carefully, one that has sufficient links and comparisons with the set poem and make sure you are focused on what the question asks of you.

Question 3

Hitcher by Simon Armitage from Collection B was the named poem. This was the most popular collection in the series and hence produced the most mixed responses. The question on anger was an accessible one. Candidates overwhelmingly demonstrated at least some understanding of the named poem, and an engagement with the question's focus on anger. Less confident responses focused on the narrative, usually centring on the action of physical violence in the poem. Stronger responses presented an analysis of language, structure and form and provided some effective explorations of both texts.

A positive feature of this question was the varied range of comparison poems. There were some interesting and insightful comparisons with *Half-Caste* and *The Class Game*, exploring how the narrators expressed anger without resorting to violence. This was especially true of comparisons with *Half-Caste* which centred on physical and non-physical forms of anger, recognising the similarity of feeling but difference in reactions. Comparisons with *Cousin Kate* and *Catrin* were interesting and candidates selected some interesting language points which expressed the anger of the poems' narrators, though comparisons with *Hitcher* were sometimes difficult. *Conscientious Objector* and *Belfast Confetti* proved to be challenging with commentaries on these poems limited, with meaning not always securely grasped and analysis sometimes restricted to generalised observations on language features.

You Dad Did What? was a popular choice, which on the whole did not lend itself as well to comparisons as did some of the other choices. However, while many responses remained at a fairly narrative level, there were meaningful comments on the frustrations felt by the teacher.

This extract consists of the opening paragraph which deals with the narrator in *Hitcher* and the final paragraph which deals with the comparison poem, *Your Dad Did What?*

In *Hitcher* it is about the life of a man who is stressed out from work consistently tired and all around he's really hard life and really close to losing his job. "One more sick-note, Mister, and you're finished. Fired. The Diabek in this shows that his boss is very angry at him for being ill all the time and isn't having it anymore and he will be fired if he has another one. Also in the *Hitcher* the stressed out driver in his Vauxhall Astra picks up a hitchhiker who has nothing to do, no job, no money, no anything, but he is helping which annoys the stressed out driver, ~~and then because of the enormous amount~~ then the contrast

in the lvs clashes "I let him have it on the
top road out of Hallowgate - once with the
head, then six times with the brooklok in the face-
and didn't even Swerve. I dropped it into bird".
This was an unprovoked attack on the hitch
hiker

The poem in comparison it is "your dad did
what?" because in this one like Hitcher the
two characters have conflict & clashes of
emotions: because in your dad did what?
It is about a student who's father has
died on the holiday but the child misspelled
the word ~~die~~ died and instead of writing my dad
died the pupil wrote my dad did causing ~~for~~
anger from the teacher cause the teacher thinks the
pupil is just being lazy by not finishing his work.



ResultsPlus Examiner Comments

This is an interesting response as the commentary on *Hitcher* is detailed and sound. There is some attempt to get to grips with the language and comments are supported by relevant text. Unfortunately there is little on the second poem, although the comments made are relevant and could have been developed. The response is therefore unbalanced. The quality of the response to *Hitcher* placed the AO2 strand in low band 5. The comparative AO3 was limited with a mark of 5 in band 2.

Marks awarded were: AO2 band 5, mark of 13; AO3 band 2, mark of 5.



ResultsPlus Examiner Tip

Make sure you have sufficient points about both poems to make sound links and comparisons.

This extract is the second half of a response which looks at an interpretation of *Hitcher*. The candidate has chosen *Your Dad Did What?* as the comparison poem.

The entire atmosphere of this poem changed within this stanza, and it made me wonder whether this poem was supposed to be seen as literally happening or perhaps being a metaphor; with the hitchhiker being the old version of the character (formerly a free, happy-go-lucky person, now a stressed, hard-working person). In the last two stanzas the language used describes how the victim (hitcher) fell out of the car, and what he had said, "he liked the breeze to run its fingers through his hair." This shows that the victim had metaphorically spoken about the wind blowing through his hair; and the last couple of lines made me wonder whether the main character was really a cold, calculated attacker or whether the hitcher was just him wiping his memory of his old self before he got a job.

There are similarities in *Your dad did what?*; such as the temporary angry atmosphere, where the teacher gets more annoyed throughout the first three stanzas. For example, in stanza 2, lines 1/2, the teacher 'says' this: "That's not a sentence. Never mind the bell. We stay behind till the work is done." This shows the (reader) teacher is angry at the student for only writing three words. However, the author writes it so it is obvious, that the teacher is saying it, without using punctuation.

There are many more possible examples I could ~~also~~ talk about, such as the idea of repetition ("My dad did, what your dad did, what?") As all poems that have repetition, it is predominantly used for emphasis and to make the point that this is a recurring thought of the teacher. The teacher doesn't realise what is meant by "My dad did" until the last stanza, while marking the assignment. The teacher gave an 'E'-grade, then realised the assignment was missing one letter and should read "My dad died". The feeling of irony and the realisation of what the student meant have a big impact because the language used make it seem like the teacher regrets being rude to the child.



ResultsPlus Examiner Comments

The AO2 strand in this response is sound and there is some original interpretation which is supported by textual references. There is a sound explanation of ideas. Quotations may be a little overlong at times, but are relevant. However, the AO3 strand is not as strong and more could have been commented upon; there are few points of comparison.

The response was awarded AO2 band 5, mark of 15: AO3 band 3, mark of 9.



ResultsPlus Examiner Tip

Try to include a range of links between the two poems and then look for similarities and differences rather than using a 'parallel' approach.

This extract is from the opening paragraphs and the middle of a response where the candidate has chosen *Half-Caste* to compare with the set poem.

Both poems are very similar yet very different in many ways. *Hitcher* is about a man whose sick of his life and not being free to do what he likes and finally bore it, he picks up a hitch hiker along the way and ends up beating him up and pushing him out of the car while driving. However *Half-Caste* is about someone who's against racism and is trying to get a point across that it doesn't matter what colour skin you have.

So *Hitcher* presents anger in a violent way whereas *Half-Caste* presents it in a more calm manner but in a manner that will get its point across e.g. "explain yourself" This quote is more of a demand because throughout it's being repeated and it also says "what you mean" which is a question after a demand but it still has an effect. Also John Agard gives lots of examples of half or things that ~~are~~ links to the fact the poem is about the colour of people's skin and the fact it shouldn't matter e.g. "when you say half-caste you mean when Picasso mix red and green is a half-caste canvas", even though in this quote it doesn't show a big sign of anger, however you can still tell he/she is ~~very~~ angry because of the tone and the words in the quote.



ResultsPlus Examiner Comments

This is a response with sound explanation and the candidate has offered examples with sound comparisons throughout looking at the moods and conflict expressed in the poems. The candidate has got to grips with the language and comments are supported by textual references. There is enough of a range of ideas for a low band 5 mark for AO2 and a more secure AO3.

Marks awarded were: AO2 band 5, mark of 13;
AO3 band 5, mark of 14.



ResultsPlus Examiner Tip

Note how the candidate immediately comments on the contrasts and links between the two poems. This avoids the impression that the question is being approached in a rather general way.

Question 4

Orkney/This Life by Andrew Greig from Collection C was the named poem. This was a minority choice. Most candidates displayed a general sense of understanding the poem and discussed the love of the scenery, particularly the 'sea all around'. *City Jungle* was a popular choice for the comparison poem; it worked well as there were some obvious contrasts in tone and style. There were also some thoughtful and insightful evaluations when comparing *Orkney/This Life* with *Composed upon Westminster Bridge*. It was evident that candidates thought carefully about the choice of second poem as they were able to make a significant link even if the comparison element was brief and undeveloped. Other poems chosen for comparison, which linked productively with the named poem included: *Cape Town*, *Our Town in the Whole of India* and *My Mother's Kitchen*.

This is a candidate's complete response. The chosen comparison poem is *City Jungle*.

Two poems that I'm going to compare are *Orkney/This is life* and *City Jungle*.

Orkney is talking about an island which is at the top of Scotland. Whereas *City Jungle* is a town and it talks about it in metaphorical terms. On

the other hand *Orkney* is not using metaphors because the writer explains its natural beauty and why he lives there. "It is big sky and its changes the sea all around and the waves within" & this

explains what the place looks like and what to expect when you go to this place. *City*

Jungle is explaining town by metaphors I know this because "Hunched houses crouch" houses don't

crouch its a metaphor to make reader think that the houses are alive. *Orkney* also

talks about animals "a single bird big bird cry way high up." this tells the reader that its more natural place and contained wild life.

City Jungle also mentions animals 'Lizard

can cruise by' yet again it's a metaphor where the writer is trying to make cans alive now. Although both talk about animals in their specific way one that is placed in natural setting and the other using it as a metaphor.

City Jungle is using short snappy snappy sentences which makes the reader read the whole poem faster. It has 7 stanzas including the one sentence. Each stanza talks about something different so it never repeats the same thing that was already said. On the other hand Orkney is only has 3 stanzas and they are much much longer than the ones from City Jungle. This poem wants to make sure that the ~~audience~~ audience will understand what is he trying to say and why. Both poems use stanzas for two different purposes one to make reader understand and the other to read poem faster.

In conclusion both poems use similar language techniques and both talk about a place one is natural and the other is town. Orkney is explaining

why ~~and~~ he is living there and the City Jungle shows how a city is really a jungle.



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Examiner Comments

The candidate has chosen an apt text, *City Jungle*, for comparison. It is evident that care has been taken in choosing the poem. The candidate has made some interesting comparisons, which although not developed show an attempt to get to grips with the language and imagery. An overall lack of development kept the response in band 4 with the comparative element being slightly more secure,

The response was awarded: A02 mark of 11; A03 mark of 12.



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Examiner Tip

Note how the candidate has moved between the poems comparing both imagery and content; the poems are not treated in isolation, but linked throughout the response.

Question 5

Those bastards in their mansions by Simon Armitage was the named poem from Collection D. This was a minority choice. The poem proved to be accessible, allowing most candidates to demonstrate at least some understanding and engagement with it. Examiners noted that the emphasis on the question on 'society' was not always grasped, leading to unfocused responses at the lower end of the ability range. By far the most popular choice for comparison was *No Problem* and many candidates drew productive connections between the named and the chosen poems, comparing class attitudes and racial inequality while making meaningful observations about language structure and form. Responses based on comparisons with *Zero Hour*, *Living Space* and *The World is a Beautiful Place* were generally less developed, with commentary on these poems tending towards the narrative rather than being analytical.

The extract consists of the second half of the response together with the final closing sentences. The candidate has chosen *No Problem* as the comparison poem.

The poem 'Those bastards in their mansions' is about the divide between rich and poor and how modern society has effected that.

The poem 'No problem' is about rasism; people sterotyping black people. Also the poet trying to get his point across that black people are not the problem people who are rasist and steiotype are the problem.

Both poems are about types of people being branded. For example in the poem 'No problem' the poet says 'Now I am branded athletic' this is about the stereotype blacks being excellent at sport. Another example would be 'Those bastards in their mansions:' from Simon Armitage, that suggests that there's a stereotype that all people who live in mansions are 'bastards'. None of them two quotes are necessarily true they are just a stereotype.

Both poems have many similarities and many differences. But both of the poems link together about modern society.



ResultsPlus Examiner Comments

Links and comparisons are made throughout the response. Comments, although not developed, are supported adequately. There is enough to place this response in the bottom of band 4 for A02 and the comparison element slightly more firmly into the band.

Marks awarded were: A02 band 4, mark of 10; A03 band 4, mark of 11.



ResultsPlus Examiner Tip

Note how the candidate does not labour the point but makes a comment, supports it with a suitable quotation and moves on. Note also how the final comment in the response sums up the candidate's argument.

Paper Summary

Overall, responses to the poems showed understanding and engagement with both sections of the paper. However, based on their performance on this paper, candidates are offered the following advice:

- include more detail in your answers
- make full use of examples, do not just list them or language features
- think carefully about how to make effective links and comparisons, addressing both poems
- write your answers in the correct part of the answer booklet.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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Ofqual



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