

Examiners' Report

June 2022

International GCSE English Literature 4ET1 01

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Introduction

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 2022 series was very successful and the 4ET1 01 paper performed well and was very similar in performance to previous series. There were no errors in the paper, no erratum notices and there were no enquiries from centres following the examination.

Centres are once again congratulated on preparing their candidates so well, especially during another very challenging year. As always, the responses are a pleasure to mark and are an enjoyable read.

For the Summer 2022 paper, it was decided to remove the Anthology Poetry section due to the unprecedented circumstances related to the pandemic. The removal of one section of the paper enabled candidates and centres to access the paper with more confidence, especially after lost teaching and learning hours.

For this series, there were just two sections. In Section A, candidates were presented with an unseen poem and answered a question based on it (20 marks). For Section B, Modern Prose, candidates responded to one of two questions based on the prose text that they had studied (40 marks). The total mark for this paper was 60.

Performance overall seems similar to previous series. There was the same order in popularity of the Prose texts, with *Of Mice and Men* remaining the most popular followed by *To Kill a Mockingbird*. The least popular text remains *The Joy Luck Club*, but those who attempt it are often very successful.

A full range of marks were awarded. Often, as seen in the past, responses to Questions 6-11 were very successful and gained marks in the top two levels.

There were several 2in1 responses and exception scripts, where candidates had not written their Prose response in the correct answer space. Centres are urged to remind their students that there are specific areas in the answer booklet where responses should be written.

Feedback from examiners has been positive throughout and they were very impressed with most of the responses seen.

One examiner helpfully summarised the strengths and weakness in responses.

Students that did well in the Unseen Poetry section :

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

For the Prose section,

The candidates that did well:

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

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

With the optional prose questions, there was mostly a balance in the number of responses received. The paper performed as intended and provided equal opportunities for all candidates.

Question 1

Section A Unseen Poem

Q1. *Power Failure* by Andrew Forster

Question: Explore how the writer presents the experience of a power failure in this poem.

Andrew Foster's poem was well-received and there were many good answers. Most responses gained marks in Level 3 and above.

Many candidates identified a range of poetic features and considered the poem's 'effect on the reader'. Most candidates could say something about the storm and most picked out the noise and supported this with a relevant example. Better answers identified onomatopoeia and personification and gave an explanation such as 'shows how scary the storm is'. Better responses gave multiple examples. The best noticed the tonal shift. Other points include:

- some used the title as a way in which this worked well – the contrast with power suggesting force and failure as the opposite
- some explored the use of 'severed' to explore the force of the power failure
- some discussed 'flicker' and identified it as sinister because of shadows
- the word 'scrabble' was explored when discussing the haste of actions; however, one did identify it as the game they could no longer play
- animal imagery, such as 'prowl', provided various interpretations, such as being out of control, reverting back to basic instincts, snatching in desperation and behaving like a terrified pet
- the contrast from darkness to light at the end of the poem was another area discussed. Even better, those who discussed the change of tone (and many did) and the use of contrasting colours were mostly successful.
- many commented on the relationship and seeing something new in a partner
- some saw the lesson that out of an ordeal good can come
- the majority of structure points were focused on enjambement and the use of italics. Explanations varied though the vast majority were along the lines of 'shows how his mind was all over the place' or 'to emphasise the time'.

Other Examiner comments include:

'Few simply 'feature-spotted' and seemed aware of what would be required in connecting their observations to matters within the poem.'

'On the whole, very high-quality responses, with multiple full mark answers and rarely falling below Level 2.'

'Candidates regularly picked out key aspects such as onomatopoeia, personification and alliteration. Language and imagery were very well covered. The analysis of form and structure was less secure, with many candidates correctly recognising structural features but not necessarily taking these features back to the question. A lot seemed to run out of time on this Q.'

One examiner commented: 'This was a very engaging poem and students were able to access this at all levels. Student engagement was high, and it was unusual to see any students who hadn't given this question a really good go. There were a great range of features to pick out and students appeared to enjoy looking at the tone and mood of the poem as well as the language and structural elements. The question was very clear, and I did not see any misunderstanding of this.'

Other comments received include:

'A great poem with plenty to offer. Imagery, sound devices and structure all very open to analysis. Unfortunately, there were some misinterpretations suggesting that the essential initial couple of careful readings were not occurring. Some interpretations were different, including one who thought the whole thing was set in heaven, another had the character on a life support machine. There were a few misunderstandings of the second person in the poem, but also many who seemed incapable of escaping the narrative approach: 'This is what is happening' instead of looking for ways in which the writer presents what is happening. I've also noticed an increase in the number of candidates using rather ornate, Greek literary terms without a clue what they mean or how they help. Even worse was the misapplication of the more frequent terminology. Anything can be a metaphor nowadays when it really isn't!'

'What a fantastic choice of poem – something for everyone. Some stunning responses. 'Semantic fields' seem somewhat overused and misunderstood. There was also a tendency to always assume that "you" must always and only ever be exclusively 'the reader' which skewed some responses, I felt. Some candidates did not always leave enough time to address the second half of the poem, which – as is so often the case – was limiting this time. A fair number grasped the overview but failed to tackle the detail.'

'Unseen poetry was good. Lots of candidates understood the poem well and used subject terminology to support their ideas. Lots of candidates addressed the poem from a metaphorical standpoint.'

The poem and question performed well and as intended and the quality of responses was similar to past series, with a full range of marks awarded.

The poem and question was similar in complexity, style and performance as past unseen poetry questions.

There are five exemplars for this question, as all candidates must answer Question 1.

Power Failure

Andrew Forster Succeeded in writing his experience of his famous poem "Power Failure".

The poem Starts by that the storm has been broken and in Emergency. "Emergency lines are busy" and they were trying to found Cables to light up because there ~~was~~ were in darkness.

Andrew Forster wrote this poem by using figurative language like pronouns "My concentration", "I Prowl the floor" this shows that everything belongs to him. Also focused personification "The sultry dance of the candle's flame". The choice of language is simple "I try to read by soft flame but it's no use."

Also the used punctuation like a colon "but it's no use" and used comma "So he Scrabble in the cup boards for candles," this shows the intensity of the 1st things.

Andrew Forster Succeeded in ~~po~~ Structuring the poem into eight stanzas and about ~~25 lines~~ twenty five lines. The kind of the poem is written in narrative way. The writer didn't use any rhyme scheme to make it easy for the reader to read it.

All in all Andrew Forster Succeeded in presenting the poem in a nice way that ~~graps~~ ~~graps~~ the reader's attention to let him read it from the beginning to the end.



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Examiner Comments

This is a short response that demonstrates some understanding of the poem and makes some comment on the use of language and structure, such as figurative and simple language, pronouns and colons. There is some generalised comment in relation to structure. The candidate considers how the speaker hunts for candles, but a lack of coverage hinders progress. More coverage and close analysis would have benefited this response.

Level 2, 6 marks



Candidates should try to explore the complete poem, not just a small part of it.

Our second exemplar is a borderline response.

In the poem the writer, Andrew Foster presents the experience of a power failure to be extremely frightening. This is evidenced by the quote "night screams". This use of descriptive language paints a very graphic and disturbing picture for the reader. Furthermore, the connotations of "night screams" suggest something out of a horror movie, again reflecting on just how frightening the writer presents the power ^{failure} ~~stage~~ to be. Additionally the quote "we are in darkness" also demonstrates how the writer presents the experience of a power ^{failure} ~~stage~~ to be frightening. This is because the choice of language used - 'darkness', links to many people and childrens worst phobia, ~~the~~ - being afraid of the dark. ~~This could therefore allow the reader to infer~~ Therefore, suggesting the frightening experience that it would have created for the people ^{experiencing} ~~staring~~ in the power ~~stage~~ failure.

Secondly, the writer presents the experience of a power failure to be chaotic, this is demonstrated by his use of form and structure ~~is~~ used throughout the poem, in order to vary the levels of tension.

throughout. One example of this is the enjambement used at the end of each stanza, disregarding the last. The fact that each stanza goes on is piled into the next with no clear sense of a start or an end. Immitates the chaos and panic experi. undergo during the experience of a power surge. failure. And how the group of people seem to be frantically ~~se~~ running about with ~~no clear~~ ~~see~~ for supplies, with no clear search method as to how to find them. Finally, the ~~to~~ constant and repetitive use of enjambement throughout the poem, perhaps how the writer had lost control over the situation, throughout the power surge. Again referring to the fact that he has quite literally, lost "in darkness."



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In this response, the candidate identifies the frightening and chaotic experience at the beginning of the poem, but the lack of coverage and examples hinders progress. There are structural points, including repetition and enjambement, but there is a lack of specific examples. Overall, there is a clear understanding of the poem. This is a borderline Level 2 and 3 response, but it was decided to slip this just in to Level 3.

Level 3, 9 marks



Candidates are free to select and comment on textual details in a variety of ways. All interpretations are considered, and awarded for, if supported by relevant evidence.

Our third example is a Level 3 response working towards the next level.

Throughout the poem, * 'power failure' the story of a couple whom loose power in their house is presented to the reader as something that you can learn from, despite the unexpected event.

For example, the unexpected nature of the event is demonstrated by the fact that the storm had "severed" an electrical cable.

This intent choice of ~~the~~ language enhances the idea that perhaps it was something hard to avoid and something that possibly makes the reader feel anxious and concerned by the thought of darkness.

Furthermore, the writer's choice of enjambement at the end of each stanza highlights the sense of surprise of the power cut and the distraction that it is.

For example, in the third stanza, the speaker states that "echoes of distant crashes, shatters ~~•~~ [enjambment] my concentration". This break in the flow of ~~•~~ the poem not only shows the reality of a power failure, but also ~~the~~ demonstrates clearly that it did in fact "shatter" the speaker's concentration.

Throughout the poem, the idea of new experiences is also reflected. Despite the longevity of the event, demonstrated through the repetitive length and structure of the stanzas, the speaker learns more about the person whom they are stuck with. For example when in total darkness - only lit by candle light, the speaker ~~is~~ recognizes features that "I [speaker] hadn't seen before". This new acknowledgment of a new revelation about someone ~~&~~ perhaps reflects the concept that you ~~don't~~ do not have to see someone face-to-face to better

understand the character that they truly are, and that you can learn more ~~from a~~ about a person through small details or arguably sharing an unexpected experience together.



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Examiner Comments

The candidate provides a clear introduction, suggesting an overall understanding of the poem. An understanding of a range of language form and structure is demonstrated, and clearly relevant examples support the response. There are comments about the references to darkness and light and how, in such experiences, new things are learned about a person. Close analysis is not sustained, but this is working towards Level 4.

Level 3, 12 marks



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Examiner Tip

Candidates should comment on language, structure and form (AO2). Ideally, candidates should select specific words and phrases, identify techniques, and explain how these are used to achieve an effect on the reader.

The following is an example of a response just slipping into Level 4.

The poem "Power failure" by Andrew Forster represents how new experiences can change the way we look at someone.

In the opening stanza, we are presented with the power failure. The use of Enjambment of "and we are in darkness" suggest how the weather is constantly changing and how inconsistent and strong each blow of wind is. Also, Forster describes "the night screams" giving a sense of agitation to the reader. This is further emphasised with the italics of ~~the~~ ^{this} will last some time" to emphasise the personification of the night. This agitation ~~is~~ carries onto the next stanza, where they "scrabble in the cupboards". When the poet attempts to relax himself, the "words flicker in and out of shadows" which creates a tone of agitation and worry. The use of personification of the weather is ~~before~~ further expressed as the "wild delirious echoes" further places the weather in the forefront of the reader's mind.

In the middle of the poem we can see the real worry Forster is experiencing, the use of strong verbs such as "prowl" and "snatch" give a real

sense of the worry and fear the poet is going through. The use of enjambement is further used to create the semantic field of worry and distress. Shifting blackness to check the car is still there" the use of enjambement creates worry as it puts the reader into a cliff-hanger as for a split second we do not know if the car has been taken by the storm. The other character is then presented. ~~His~~ One of his first actions is getting "a glass of water" this juxtaposes the poet's experience so far as he has ~~be~~ constantly been in despair and the other character is getting something as simple as having some water. At the end of this stanza, Forster realises something new.

In the ending two stanzas, the poet finds a new perspective from the flickering of the lights, mainly from the other character. How the other character now "a new angle" to his jaw and Forster can now see "the red in the brown of your hair" this contrasts all prior stanzas as it is a deep description of the other character when the prior stanzas have been filled with distress and adrenaline. In the final stanza the poet describes how "he faces" new depths and "new facelets" this alludes to the weather or the other character on how with each new experience ~~we~~ we learn more about it than ever.

In conclusion, "Power failure" by Andrew Forster represents how there is always something deeper to a person or a thing than you might realize, even if you think you're



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Examiner Comments

In this response, the candidate identifies how new experiences occur during the power failure. The response is focused and detailed and the candidate is beginning to offer some thoughtful comments. There is some exploration about the sense of agitation and worry, how the speaker worries about his car, and learning new things about people. There is identification of the use of enjambement, personification, strong verbs and contrasts. Further coverage and examples could have been included.

Level 4, 14 marks



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Examiner Tip

Some candidates find the acronym PETER (Point, Evidence, Technique, Effect on Reader) particularly useful, as it addresses all bullets in the mark scheme.

This final exemplar is a full mark response.

The writer presents the experience of a power failure in many different way and Forster uses language and structure to convey ~~the~~ to the reader his experience of the power failure. The poem is a lyric and it is about a power failure however Forster intertwines a hidden meaning into the poem of how peoples perspectives of other people change.

The first way the writer presents his experiences of the ~~powercut~~ power failure to the reader is through the use of language and imagery. On the opening line of the first stanza Forster says "and we are in darkness." The word "we" implies that Forster was not alone during this power failure and the next word "darkness" implies that they have no light in the house. ~~what~~ Forster opens the ~~of~~ poem with this language because Forster is setting the scene for the reader and allows the reader to understand what is going on. On the second line of the first stanza Forster says "Emergency lines are busy and the night screams This will last some time." The phrase "the night screams This will last some time" implies that

The power ~~isn't~~ is not going to be coming back on any time soon and so they should make do with what they have got for the time being. The phrase "This will last some time" is in italics and this further emphasises to the reader that they are going to be in the dark for a while.

The writer also uses structure to convey to the reader their experiences of the power failures. The lyric is eight stanzas long however it's not until the last four stanzas where Forster stops talking specifically about the power cut but instead about the hidden meaning of the poem which is how people change. In the final line of Stanza four Forster says "peer into shifting blackness to check the car is still there." The writer has used enjambment to flow the sentence onto the next stanza because the phrase "is still there" is in the fifth stanza where as the rest of the quotation is in the fourth stanza. The writer uses enjambment not only to flow the line into the next stanza but also to hide the sudden change of perspective. On line 13 Forster says "You smile at my agitation." The quotation is significant because it is the first time Forster directly mentions the second person in the poem as before Forster only used the pronouns I

or we. The sudden change in perspective intrigues the reader because they are now interested as to why Forster has mentioned the second person more prominently. By doing this, Forster is able to convey ~~for~~ his experiences ~~with~~ to the reader much easier as he uses a different view of what is going on.

The writer also uses the ending to convey his experiences to the reader about the power failure. The final three stanzas are all different to the opening three stanzas because the first three stanzas talk about the problems that Forster and his ~~com~~ companion are facing themselves due to the power failure whereas the final three stanzas focus more on what the power failure has revealed. On line 17 Forster says "you are revealed again in fragments, with a fresh perspective." The quotation implies that Forster is now seeing his companion in a completely different way and that he now has a "fresh perspective" of them. Forster reveals this new and "fresh perspective" towards the end of the ~~the~~ poem to highlight that now after all the panicking of the power cut, he has calmed down and opened his eyes and is now open to a new point of view and this draws the reader in because they are

now wondering ~~what~~ why Forster has changed his tone. On line 21 Forster says "These things about you I haven't seen before". The reader can infer that Forster is referring to the fact that he has this new opinion and view of this person and the quotation "a new angle to your jaw, golden sheen on your cheek" conveys to the reader that maybe he has developed feelings for this person in all the chaos that has happened with the power failure. This is ironic because now there is less light due to the power failure, he can see more of the person. The final line of the poem says "rise to the light". The quotation portrays that in the absence of physical light, a new view of this person has ~~arose~~ ~~arose~~ arose.

In conclusion, Forster ~~uses~~ presents his experiences of the power failures by using imagery and structure as well as the ending which he uses to convey the hidden meaning of the poem that although there is a power cut, a new perspective has come to and that man he ~~can~~ can see more about this person despite there being less light and the use of this irony conveys to the reader that Forster has developed feelings for his companion and that the whole poem

is about seeing things through a fresh lens.



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Examiner Comments

After a clear introduction that recognises the overall meaning of the poem, the candidate provides a detailed commentary of the poem. This is a confident and maturely expressed response. Specific words and phrases are selected, and a range of points has been made, such as the contrast of light and dark, the changing tone from panic to calm and 'seeing things through a fresh lens'. Techniques identified include: italics, enjambement, pronouns, and irony. The point about the phrase 'rise to the light' is a particularly good point. This is assured and the candidate provides a cohesive evaluation of the poem.

Level 5, 20 marks



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Examiner Tip

Candidates should use short quotations rather than longer ones

Question 2

SECTION B, Anthology poems, was removed for this series due to the current unprecedented circumstances. The Prose section was relabelled as Section B.

SECTION B Modern Prose

To Kill a Mockingbird

Q2: Explore the character of Mrs Dubose in *To Kill a Mockingbird*

Most identified Mrs Dubose as racist and brave and considered her interaction with Jem and Scout. Most considered her morphine addiction and Jem's breaking of her camelias. There were several thoughtful responses that explored a range of points, and some considered Mrs Dubose as a tool for learning. The vast majority of responses had contextual points, mainly referring to the Jim Crow laws and the Scottsboro Trials, and some referred to the 'Southern Belle' stereotype.

The question performed as expected. With a range of marks awarded most candidates gained marks in Level 3 or above. The character of Mrs Dubose has been used in past papers and performance was similar.

Examiner comments include:

'Candidates portrayed Mrs Dubose as a sympathetic character in the main, although alluding to how scary she had appeared at first to the children. Comparisons were made between her and Boo Radley in this respect demonstrating how first impressions can be deceiving. There were interesting discussions relating to her morphine addiction and her representation as a symbol of courage. There was recognition of Harper Lee using this as a message to America that prejudice can be overcome through the innocence of childhood and perceptions that have not yet become influenced by adult hatred. Some good points were raised examining how Jem learns that bravery isn't about using a gun, but instead is about selflessness.'

'In questions 2&3 these were mostly equal for myself, and both showed some intuitive answers. Candidates were very aware of the character Mrs Dubois and her relevance in the novel and they seemed to relish writing about the lies in the novel.'

Both TKAMB Qs were generally answered to a high standard with candidates able to demonstrate strong knowledge of the text and its contexts. Understanding of Mrs Dubose's importance was generally good with candidates not only able to discuss her actions and character but also how she reflects on other characters and is used to demonstrate several themes whilst almost blending into the background of Maycomb.'

For this question, a Level 4 response is provided.

The character of Mrs Dubose is one that is an old-confederate, a woman and is courageous. Mrs Dubose is an elderly ~~even~~ woman who lives next to the main characters of the novel, the Finch family. Throughout the novel she represents different views of in Maycomb and ~~lifest~~ ^{'to kill a mockingbird'} lifestyles of the time.

Harper Lee wrote ~~TKAM~~ in the 1960's during the civil rights movement but set her novel in the 1930's America. It was a time where social inequality was deeply enrooted into the fabric of the Southern states, which is shown in the novel. As ~~Lee~~ Lee ~~des~~ describes this time from one of change, we can understand how bad it truly was in 1930's America.

Mrs Dubose ~~was~~ is a courageous and strong character in 'to kill a ~~not~~ mockingbird' (TKAM). She has a morphine addiction which

'She ~~tried~~^{meant} to rid herself of', ~~but~~ despite her old age and how hard it was to overcome her addiction. This strength of will power and determination depicts how she was strong. She also is strong in holding her beliefs. Despite Atticus bringing a new perspective to the town of Maycomb, Mrs Dubose ~~for~~ does not move from her opinions at any point in the novel. This strength of character is one that could have been developed and seen in the ^{height of the} great depression. A time of great economical poverty after the Wall Street Crash of 1929, brought about very hard times for the people for America. ~~and~~ This ~~time~~ experience ~~may~~ have made people more resilient to hard things, which is reflected in the stubbornness of Mrs Dubose's character.

Mrs Dubose is a ~~woman~~ woman, representing a different view on the social inequality towards ~~women at the~~ in the book. Despite that other women in the book, such as Miss Maudie, fight for women's rights... Mrs Dubose is stuck in her ways ~~so~~ and doesn't want the role of women to change. She tells Scout, the Finch daughter, to 'swap

those dungarees for a camisole' in a ~~smart~~ comment to reflect of on both Scout's femininity and how Mrs Dubose think she should express it. This is a contrasting view to other women both at the time and in the 1950's who wanted more for Women. Even though Women got the vote in the 1920's, there was still much to be done so that Women had equal rights. This work was done right into the 1960's and fed directly into the ~~to~~ ~~into~~ civil rights movement.

Mrs Dubose is an old-confederate. Mrs Dubose holds racist views throughout the novel and Tom Robinsons case, and does not believe in equal rights for all people. She does not hide these views from anyone, including the Finch children as she tells them that Atticus Finch 'is lawing for a n****', The use of this racial slur here conveys how she is discriminatory and does not agree with Atticus's fight for Tom Robinson's justice. She is a confederate meaning that she supports slavery and ~~is~~ was in support of the confederacy during the civil war in ~~the~~ 1961-65.

The death of Mrs Dubose represents the

dying out of old racist ~~and~~ and discriminatory views. As she dies fighting her morphine addiction, a connection can be made between her fight and Tom Robinson's fight for a just case. Her death is one of many in the book, and when Bob Ewell also dies, the two most discriminated characters have natural justice delivered to them to give catharsis to the reader.

Mrs Dubose is also an older member of Maycomb's society and as she gets older we see that the old ways of the town aren't able to be upheld. With characters such as Atticus Finch and Miss Maudie also fighting for equality, we begin to see a new age of ideas start in Maycomb.

In conclusion, Mrs Dubose is a woman, an old-confederate and a courageous person whose death brings about a new ^{hopeful} time in Maycomb despite the sad nature of her death.



This is a sustained and personal response. The candidate demonstrates a thorough knowledge and understanding of the novel and supports points with relevant contextual comment. There are points about Mrs Dubose being courageous when battling her morphine addiction, her criticism of Scout's lack of femininity and Mrs Dubose's strong views being an 'old confederate'. Further examples could have benefited this response further.

Level 4, 28 marks



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

Question 3

To Kill a Mockingbird

Q3. 'I said I would like it very much, which was a lie, but one must lie in certain circumstances ...' (Scout)

In what ways are lies significant in the novel?

Responses mainly focused on Mayella and Bob Ewell's lies, Dolphus Raymond, Dill and Heck Tate (in relation to Boo). Most responses followed a similar structure, where candidates focused on description of an incident followed with some explanation and a little context, then the next character and so on.

Some had a bit more nuance, for example, Mayella's fear of her father, compelling her to lie or the contrast of the devastating consequences of some lies compared to Dill's childish more innocent lies.

One examiner commented: 'This was a well-received question, which came up with a variety of different points and ideas. The responses generally were more able, and I think that was because it allowed students to debate the theme of lies and draw their own conclusions'.

Responses were often detailed in breadth or depth. Again, the full range of marks were awarded and so the question performed as expected.

Other examiner comments include:

'Lies was well covered very well with lots of thoughtful and developed examples. Candidates showed a good understanding of how Lee uses lies to represent contemporary ideals and how Scout's innocence allows us to consider their impact and value.'

'Most candidates explored the lies told by the Ewell family leading to Tom Robinson's conviction. They explored this through the lens of racism and class divisions, particularly commenting on how unfair the jury selection was. There were also discussions of how the lies within the community had led to prejudice and misunderstanding of Boo Radley's character and candidates generally presented him as a fairly heroic figure. There were some sympathetic portrayals of Walter Cunningham's lies about being hungry in order to maintain some dignity in the face of students who were younger than him. There were also some interesting discussions around Maycomb representing societal lies around differences between groups of people, told through a biblical lens.'

This is an example of an unusually short response for this novel.

In "To Kill a Mockingbird", by Lee Harper, lies are significant as it is presented the story of Tom Robinson, an ~~at~~ innocent black man who got accused of raping a white girl, Mayella Ewell, due to hers and her father's lies.

Atticus Finch, the narrator's father, who was a fair lawyer, first introduced Tom Robinson when deciding to protect him in courtroom against Bob Ewell, Mayella's father, who supported his daughter's statements. Many of Scout's feelings towards the case were presented in the novel, making it and the theme of "lies" significant during the novel.

Throughout the case, Atticus and even his children and their friend tried to protect the innocent Tom Robinson, but at the end of the novel he is killed.

Lies are also significant in Boo Radley's story, who he was believed to be mentally ill and this being the reason why he never left his house. Scout, Jem and Dill tried to peek inside his house several times as they believed the scary gossip about Boo Radley.

but it was later revealed he was abused by his father, who taught him not to leave the house.

Lies are significant in this novel as they are the leading element of one of the secondary stories, such as Tom Robinson's.



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Examiner Comments

This is rather a short response to the question about lies. The candidate correctly identifies how Tom Robinson is a victim of the Ewells' lies that lead to his death. Boo Radley is briefly commented on and how lies are a 'leading element' of the novel. The lack of coverage and development hinders progress. The lack of contextual comment prevents the response gaining marks at the top of the level. There is some here.

Level 2, 14 marks



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Examiner Tip

Context must be included in responses; however, there does not have to be a balance of coverage between novel and context as responses should be literary not historical essays. Ideally, short contextual points should be included throughout the essay to support the points made.

Question 4

Of Mice and Men

Q4. Explore the theme of love in *Of Mice and Men*.

This question appears to have performed well.

Most candidates could say something on George and Lennie's father/son love and supported points with a range of evidence from the novel, including examples of George looking after Lennie and the mercy killing out of love.

A few candidates identified Lennie's childlike love for animals and love for the American dream. Other points included Candy's love for his dog, love as a symbol of respect or compassion (Slim), love as only sexual and the lack of love in Curley's marriage. Other candidates considered Crooks' lack of family love or love from friendship. Most candidates included relevant contextual points, such as the life of the ranch hands who, being itinerant, were unable to form loving relationships.

Some Level 3 answers gave a couple of examples, usually the love shared between George and Lennie, and Curley's wife, although some responses lost focus on the Q and wrote about marriage.

There were some very successful responses that explored such as how love could be dangerous, as the hostile toxic masculinity does not allow for emotions as it's seen as weak and less manly, such as Candy, who could not let them see him crying over his dog.

Several cited 'the whole world is scared of each other' to highlight the lack of love. One candidate concluded that 'Love on the ranch a blessing and a curse to all who experienced it.'

Examiner comments include:

'The theme of love was very well addressed by most candidates in regard to George and Lennie, Candy and his dog, Curley's wife and Crooks. The best responses allied the discussion with the discrimination which robbed some characters of any love. In terms of context inevitably interwoven context was better than an opening /closing paragraph talking about: 'The Wall St crash', 'a microcosm' or 'the loneliness of itinerant workers.' Moreover, the better candidates didn't just regurgitate all they knew about every character – they answered the question! Overall, well answered however on the whole.'

'Some interesting takes on love such as love of the American Dream.'

‘Some candidates recognised love as a ‘fleeting and destructive’ thing that, for most, was unattainable. Very few thought that Curley and his wife were a true representative of love. The theme of love allowed candidates to express their understanding of the lack of real connections, ‘emotional deprivation’, and craving for the comfort of the American Dream. More thorough answers also referenced characters who don’t have love in their lives at all or even any understanding of it – Carlson. Some weaker responses didn’t reference George and Lennie at all and didn’t recognise the only actual love present. Some candidates misunderstood George’s shooting of Lennie in that he can’t have cared for him that much. Some responses referred to Lennie ending up in an asylum if George hadn’t shot him – rather than him having a slow and painful death at the hands of Curley. References were often made recognising Candy’s love for his dog and even Lennie’s wholesome love for animals as well as a general love of dreams.’

‘The most popular expression of ‘love’ discussed by candidates was the paternal/child relationship presented by George and Lennie, and the contrast in Lennie’s unquestioning loyalty and George’s possible motives. Some candidates also discussed Lennie’s love for animals, and anything soft. There were many explorations around the marriage of Curley and his wife and their apparent lack of love for one another displayed through Curley’s aggression, crudity and treatment of his wife as a possession. Candidates generally interpreted his wife’s flirtatiousness as being linked to feeling unloved and worthless, although some responses condemned her behaviour. Many candidates also wrote about the love and admiration the men felt towards Slim as a natural leader, and Christ-like figure.’

We have four exemplars for this question.

In the novel "Of Mice and Men" the writer ~~John~~ John Steinbeck portrays four main themes ~~of which~~ one of which is love. He describes the feeling of love in many different ways and between several people.

The writer shows the strong feeling of love between George and Lennie. He shows this by showing that despite the fact that Lennie is really hard to deal with, he still treats him like a younger brother and he still hasn't quit on him. George was willing to go anywhere and make as much

money as possible just to be able to stay with Lennie and if it meant he can take care of him. To George, Lennie was just a little kid who he worries for, an example of a quote that indicates that ~~George~~ Lennie needs to be taken care of is ~~that~~ "He was looking to George helplessly for instruction". The fact that George worries for Lennie ~~is~~ shows how much he loves him. George also tends to defend Lennie a lot, so that he won't be bullied or seen as a child. An example of him doing so is when he tries to show that Lennie is innocent when he says "He jus' wanted to touch that reel dress". This shows that he cares about Lennie's reputation and he loves him enough to defend him whenever it comes to it.

~~the~~ In conclusion, the writer of the novel "Of Mice and Men" John Steinbeck shows the strong feeling of ~~the~~ love mainly between the two characters George and Lennie, and how much George has sacrificed for Lennie, to make sure he doesn't end up in a bad situation which he can't get out of, including killing him.



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In this response, the candidate demonstrates sound knowledge and understanding of the text through examples of the love between George and Lennie. There are comments about how George protects Lennie and how he treats him like a younger brother. Some specific examples are included in the response and there is recognition that George must make sacrifices for Lennie, but he chooses to care for and protect the innocent Lennie. The response lacks contextual comment and more examples could have been included, but there is enough here to slip into Level 3.

Level 3, 19 marks



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Examiner Tip

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

Our second exemplar is a secure Level 3 response.

In the novella "Of Mice and Men" the theme of Love has been proven to be with only a few characters compared to others.

One of the only characters that show love in this Novella is between George and Lenny. Throughout the whole novel George has been looking after Lenny because George loves Lenny as his brother. An example of this is when George says: "don't talk to him" this was said to Lenny to not to talk to the boss or he will know how weird Lenny is. Another way George shows his love to Lenny is when ^{George} ~~he~~ kills Lenny himself because if he did not kill Lenny himself then Curley would have done it in a more slow & painful way making Lenny suffer. George himself said that life would be much easier without Lenny but still George ~~eat~~ takes care of Lenny because he loves Lenny and cares for him.

However, ~~love~~ not everyone can get love and an example of this is between Curley and Curley's wife. Even though they are married they do not love each other. We know this because Curley's wife flirts with other men on the ranch when by her looks and when she manages to talk to them she acts very ~~flattering~~ flirtatious and on the other hand Curley goes to the bohore house which is an old way of saying strip club even though he has a wife. When Curley's wife is talking to Lenny she says that "I hate Curley" which clearly shows that she doesn't love him at all. The relationship between Lenny and George contrasts the relationship between Curley and his wife where one side shows love and compassion and the other side shows hatred.

Another character that does not have love in this novella is Crooks. Crooks is the only black american on the farm and the other ranchers do not show love to him at all. One reason for this is because he is black and back when this novel was written in the 1930s black people had no rights at all so black people were treated very badly

and Steinbeck showed emphasis this when Crook gets beaten up every Christmas for fun and that Crook doesn't live with the other ranchers in the bunkhouse where he sleeps in hay. Curley's wife states she could get Crook hanged at any time if he did not listen to her which just shows that no matter if Crook is ~~innocent~~ innocent or not they would still hang ~~him~~ him if there was a reason to do so. This shows that no one cares or loves ~~for~~ Crook.

To conclude this the theme of love in Of Mice and Men is very rare and only really seen between Lenny and George and one reason for this is that most of the characters in the book are ranchers and ranchers often move a lot so they do not have the time to build such love. However, some people in the novel cannot be loved because of ~~their~~ their rare ~~to~~ traits.



The candidate considers the love between George and Lennie with examples of how George looks after Lennie and how he shows his love by shooting him at the end of the novel. The candidate then goes on to consider the relationship between Curley and his wife, and how Curley's wife is flirtatious because she is in a loveless marriage. Paraphrased quotations are included to support points made. There are comments about Crooks and how there is no love shown for him. There are some contextual points and some smaller details, such as how Crooks is allowed in the bunkhouse at Christmas. The candidate concludes by saying that the ranch hands have no time for love. The response is not fully developed or sustained, but there is sound understanding and knowledge of the novel.

Level 3, 22 marks



Candidates should regularly refer to the question in order to maintain focus.

Our third example is one that just slips into Level 4.

The theme of love in 'Of Mice and Men' is subtle, but is definitely present. But the absence of love is also greatly explored by the writer of the novella, John Steinbeck. Steinbeck's novella ~~is~~ is one of protest for the conditions of people's lives in 1930's America, after the Wall Street crash of 1929 and the following 'Great Depression'...

Firstly, there is a sense of brotherly love between George and Lennie. George and Lennie are the migrant farmer protagonists of the novella, and start the novel off by travelling to the ranch in Soledad. It is in this period of time where George says to Lennie, "I could live so easily if it weren't for you..." This quote shows that despite the many mishaps and hardships George experiences with Lennie, he always sticks with him due to this bond and love between them. Another quote: "I ain't never seen two people travel together" from Slim, shows that the bond George and Lennie have is unique solely to them in this time of hardship and unforgiveness. Finally, at the end of the novella, George shoots Lennie in the back of the head, as a painless escape from the lynch mob pursuing him, as opposed to Curley "shooting him in the guts" which would've been

a painful death... Yet again, this shows how George's ^{love}~~care~~ for Lennie
~~sore~~ ~~sored~~ Lennie from a painful death.

The absence of love in the novella is portrayed by many characters, but none portray it as much as Carlson does. I believe Carlson is meant to represent the unforgiving and brutal nature of 1930's America. Carlson is a large man who is powerful looking, and is incredibly unforgiving and unloving. His brutality is shown when he shoots Candy's old dog because it ~~was~~ ~~stinks~~ smells awful, as shown in the quote "I'll shoot it in the back of the head ~~and~~ it won't feel a thing." This shows how he is willing to kill off the weak and needy, like Candy's dog...

Another example of ~~the~~ the absence of love in 'Of Mice and Men' is Curley and Curley's wife. The couple are rarely seen together in the novella and Curley's wife is often left alone, pondering her loveless marriage. ~~Due~~ Due to Curley's wife's loneliness, she often spends time attempting to engage other farm members in a ~~flirtatious~~ flirtatious manner, ~~eventually~~ eventually resulting in her death. Her loneliness is shown in the quote "I get awful lonely" and "Why can't I talk with nobody?". This loveless marriage is meant to portray the sexism of 1930's America. Steinbeck keeps Curley's wife nameless and purposely has her portrayed as ~~nothing but~~ merely an object for Curley, as it was in 1930's American Society.

To conclude, the theme of love is explored within Of Mice and Men, both here it is present and absent, to emphasize the rarity of ~~love~~ love in 1930's America, but also the lack of love and the brutal, unforgiving nature of the Great Depression.



This response slips into Level 4. The candidate considers the brotherly love between George and Lennie, despite the many 'mishaps' along the way. There is also some comment about Slim finding their relationship unusual. There is some discussion about the absence of love, such as Carlson's harsh mannerisms and how Curley and his wife are hardly together. The candidate identifies the rarity of love and provides a range of ideas. Although examples could have been explored further, there is sufficient here to slip just into Level 4. There is some thoughtful comment offered.

Level 4, 25 marks.



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

Our final Q4 exemplar is a Level 5 response.

John Steinbeck presents the theme of 'love' in the ~~1930s~~ novella 'Of Mice and Men' through the relationships ^{between} ~~of other~~ people.

Steinbeck first presents 'love' in 'Of Mice and Men' through the companionship of George and Lennie, the two protagonists of the novella. Following the wall street crash in 1929 the US entered a prolonged period of economic depression from which it only emerged with the onset of the second world war.

During this period of failed businesses, harsh poverty and long-term unemployment herds of migrant workers came to California in search of work - just like George and Lennie.

George and Lennie were itinerant workers, similarly to many others during 1930s America, who migrated around California in search of

new paragraph

work, ~~and like men~~ they did this so that they could save up money to fulfil their own American dream. The American dream that is a cruel trap/ or illusion that teaches people to hope for something unattainable in order to survive - the American dream being ingrained in the minds of the majority of Americans as their right to 'life, liberty and the pursuit of happiness' ever since it was written in the Declaration of Independence. George and Lennie's dream was to 'live off the fatta the lan' however due to the actions of Lennie this is never achieved. / It is nearing the end of the novella that the love between the two men is cruelly exploited by Steinbeck, Lennie accidentally kills Curley's wife (the ranch owner's son's wife at which the two men worked at) and flees to where George told him to go. George finds Lennie and has to make a decision - he demonstrates love and true companionship to Lennie, companionship being something that most itinerant workers during the 1930s aren't fortunate enough to know. ~~the~~ George shoots Lennie, 'right in the back of the head', he 'did this to save his friend from a

cruel and painful death^{from a revengeful Curley} and leaves himself to a life full of trauma and loneliness - a key theme explored by Steinbeck throughout the novella, first mentioned at the very opening, 'a few miles south of Soledad', Soledad meaning loneliness in Spanish. George shows Lennie mercy, he grants Lennie peace at the cost of his own pain. George Milton demonstrated love to his companion and doing so is left alone in the harsh reality of 1930s America.

Love is also explored by Steinbeck in 'Of Mice and Men' through the characters of Candy and his dog. Candy is an old disabled man living on the ranch, he represents the lack of sympathy the majority of Americans held towards the disabled. The shooting of Candy's old, rheumatic dog typifies the harshness of the environment and relationships described and manipulated by Steinbeck, it also prefigures the end of the novella and acts as a metaphor to the fast approaching end of Candy's working life, an end that is equally likely to occur without sentiment. Candy is aware that he is not going to be

able to work much longer due to his old age and disability, it is said by Slim the 'prince of the ranch' that when he is old he 'wishes] 'someone would shoot [him]' relating to the consumer purpose of America being your usefulness - capitalism at it's very worst. Candy allowing his dog to get shot and Slim's statement both represent love, ~~they~~ ~~wished~~ ~~so~~ Slim wished someone cared and loved for him enough that when he is no longer useful to society someone would show him mercy ^{'shoot' him} and put him out of his misery so that he doesn't have to suffer in a harsh society that looks down on those that can no longer contribute and Candy had enough love for his dog that he allowed for him to be shot to end the dog's misery and therefore creating his own - a life without his companion and loyal dog.

The theme of love is further explored throughout the novella through the characters of Curley and Curley's wife. Curley's wife acts as a microcosm for the prejudice faced by all women during 1930s America, whilst Curley and his 'high-heeled boots'

represent the land-owning class.

Curley's lack of love for his wife ultimately leads to her death, the use of figurative language throughout the novella by Steinbeck creates an atmosphere of reality and establishes the realism of the story, this is emphasised by the ~~event~~ cruel death of Curley's wife.

Throughout the entirety of the novella we never learn Curley's wife's name, perhaps it is a detail deemed so insignificant by Steinbeck as well as the men on the ranch that she does not deserve to be called by it. Steinbeck presents Curley's wife ^{using light imagery} to highlight the loss of hope for the itinerant workers ~~as a~~.

when she approached their bunkhouse and a ~~rectangle~~ 'rectangle of light in the doorway was cut off', she is always and outsider looking in on the rights that the men hold and she lacks. Similarly Steinbeck uses colour imagery to associate Curley's wife with the colour red, 'full, rouged lips', her 'fingernails were red', the colour red being associated with danger. Steinbeck exploits a cruelty by portraying Curley's wife as a danger. The reason Curley's wife

new paragraph

A new paragraph

approached the bunk house in the first place was because she was searching for her husband, perhaps if he loved her enough to spend time with her she wouldn't have been at the bunkhouse and having harsh comments being made about her - she is often referred to as a tart. Similarly if Curley loved his wife enough not to accompany the rest of the men to the whorehouse than perhaps she would have not met such a cruel end, Curley's wife's story is sad her life lacked love and she lived her life alone and faced death alone without someone to love her. Curley's wife's only love was for her to become an actress and make it big in Hollywood and opportunity she ~~Comments. ~~Curley~~~~ / The title of the novella 'Of Mice and Men' comes from Robert Burns' poem 'to a mouse' in which a mouse builds a nest in preparation for winter, only for it to get destroyed by the ploughman, the poem mentions how 'the best laid schemes o' mice an' men gang aft a'gley an' leave us with nought but pain and grief for promised joy.'

the ploughman could be represented by Curley, for his cruel behaviour lead to the destroying of his wives life, if he loved her enough perhaps she would not have met such a cruel end.



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This is a sustained and assured response. A range of points have been included and discussed in some detail, including George and Lennie's relationship, George shooting Lennie at the end of the novel, Candy's relationship with his dog, and Curley and his wife's relationship. There are some details and examples for each example and some thoughtful commentary offered, such as how Curley could have prevented his wife's death by showing her more love and attention. Overall, there is an assured knowledge and understanding of the novel demonstrated.

Level 5, 34 marks



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Examiner Tip

Examples can be specific episodes or events within a novel.

Question 5

Of Mice and Men

Q5. 'Curley's like a lot of little guys. He hates big guys.'

Discuss the character of Curley in the novel.

This appears to have been a very accessible question for most candidates. Most followed the examples plus explanation approach. These included Curley's position on the ranch (high heeled boots were often mentioned to show his difference) and his ability to get hands fired. His marital status, his boxing and aggressive nature were also considered. Many compared the lack of respect given to him from Slim and some considered Slim as a foil to Curley.

Many candidates used quotations to support the points made. Most used the example of Curley picking a fight with Lennie as an example of both his aggression and his insecurity over his height. Most referred to the 'glove fulla Vaseline' and considered his lack of love for his wife and his visits to the brothel.

Examiners commented on points such as: 'I quite liked the observation that it was Slim who touched his wife to confirm she was dead and not Curley. I also liked how Curley represents the "stock villain" and how Curley is used to show the hierarchical status of the 1930s. I really loved the exploration of hands to make a point: Slim's like a temple dancer. Lennie's like paws, Candy just a stick, so when Curley lost his hand, he would have been devastated as his boxing ability gave him status. I would never have thought of that.'

Examiner comments include:

'OMAM was by far the most popular choice again and candidates were well versed in all aspects of Curley's character and how he represents everything negative about the time. Lots of references to his 'toxic masculinity' and 'imagined superiority'. Better responses compared and contrasted him with other characters as well as just saying what he does in the novel.'

'Questions 4&5 drew some mature responses; candidates were usually aware of the differing forms of love in *Of Mice and Men* and the Curly answer drew some excellent responses particularly in relation to the character interaction with the farm hands.'

'Many were very good at spotting Curley's insecurities or 'Napoleon complex' as a shorter 'pugnacious' character. His relationship with his wife was a big talking point as to why he has 'ants in his pants'. Overall, again some excellent answers with good takes on why we should even have some sympathy for him.'

'Candidates explored Curley's character through his masculinity, status and lack of popularity. His treatment of his wife was deemed as particularly abhorrent by most candidates and the fact that he talked about her with the men in sexual terms was seen as disloyal and demeaning. There was some sympathy for his loneliness as his status within the ranch set him apart from the other men, as well as his sense of inferiority through his short stature. Candidates felt that his injuries sustained when Lennie fought back were deserved, but again were able to sympathise with his attempts to demonstrate physical superiority. There were many discussions around his lack of care about his wife's death in terms of loss and grief.'

'Some interesting discussion on the hierarchy of the ranch and meritocracy as opposed to nepotism.'

The first exemplar is a Level 2 response.

In the novel 'Of Mice and Men' by John Steinbeck there is one character who stands out for being either really cocky or extremely confident. That character is Curley.

Curley's only reason for being on the ranch in the first place is because his father is the owner of the ranch. Therefore Curley has been given ~~the~~ the role of an authority figure. However that has gone straight to his head.

Curley is a very short man with an ~~even~~ even shorter temper. Look at him the wrong way and he goes bananas. He has zero respect for anyone. For example he has a wife. However he spends ~~no~~ no time with her. He wears a leather glove on his left hand. That glove is filled with vasoline to keep his hand soft.

Apparently that hand is for his ~~wives~~ wife.

He was a boxer at one stage in his life. A champion at that. He demonstrated that to Lenny when he thought Lenny was ~~laughing~~ laughing at him. That right hand got put to work. His confidence was destroyed that day though when Lenny showed him who is stronger.

Before that day Curley bossed everyone ~~around~~ around and nobody said a word. After that day Curley stopped bossing everyone around as much. The one times where Curley did ~~go~~ mad is when he thought someone was messing around with his wife. That sent him on a wild goose chase to try and find him.



There is some knowledge and understanding of the character, but the response lacks contextual comment and ideas are not fully explored. Comments include: Curley's position on the ranch and his father being the boss, Curley's authority, his stature, wearing a glove, being a boxer and a brief reference to the fight. There are several very valid points; however, the response lacks details and is underdeveloped. The final paragraph is not entirely accurate.

Level 2, 11 marks



Although film versions can be good teaching resources, students 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.

This second exemplar is a Level 3 response.

Throughout of 'Of Mice and Men' Steinbeck ~~uses~~ portrays Curley to the character of Curley as unliked, unloved and unwanted - he is the centre of almost every threat in the novel.

Curley is the Boss' son and the only character in the novel with a wife. He is often ridiculed by other characters on the ranch for his 'glove fulla Vaseline' and his flirtatious ~~not~~ wife - who, is unnamed throughout the novel.

Steinbeck uses the character of Curley to create dramatic tension ~~to~~ and is a ~~living~~ constant threat to George and Lennie.

One of the ways Curley is a threat is down to his own ~~inse~~ insecurity - he does not like his height. ~~He~~ This causes the ~~tens~~ tension with Lennie who is a 'big guy'. Curley tries to ~~manag~~ manage this by sticking his 'elbows out' and starting a fight with Lennie - which he shamefully loses. The fact that he is an ex-boxer and the ~~Besses~~ Boss' son instils fear in our two main characters George and Lennie.

Steinbeck portrays, to the reader, that Curley is a controlling husband. ~~to his p wife~~. This is seen clearly

through his wife - whose name we do not know and is simply referred to as Curley's Wife. This gives the reader a sense that she - and many women around the time of the Great Depression - was viewed as nothing more than property; her husband's property. A side of Curley is revealed through his wife when she says: 'I don't like Curley;' and makes a comment about him not being a 'nice guy'. Steinbeck, through this simple interaction of characters that Curley is not only hated by everyone on the ranch but is even despised by his own wife. Steinbeck conveys to the reader that Curley is possibly abusive to his wife, manipulative and controlling.

Steinbeck also demonstrates to the reader that Curley is uncaring. This can be seen in the way he does not mourn his wife after her death, instead taking the opportunity to shoot Lennie.

Through Steinbeck's emotive language, vivid description, and character views on him the reader sees Curley as the centre of everyone's struggles, (threatening to fire them or 'get them canned'), manipulative, controlling and threatening. Curley starts fights, raises tension and mimics the way the Great Depression destroyed lives.



The candidate demonstrates sound understanding and knowledge of the novel and character. Some strengths of the response include comments about how Curley is 'unliked, unloved and unwanted' and 'manipulative, controlling and threatening'. Unfortunately, there are insufficient details supporting these very good points. Other very good, but underdeveloped, ideas include: Curley being the boss's son, being ridiculed for wearing a glove to keep his hand soft and being disliked by his wife. There are some references to context. More development and exploration of the examples provided could have secured a much higher mark.

Level 3, 18 marks



A short plan is always helpful, but do not spend too long on it!

This example is sustained and demonstrates a thorough understanding of the character and the novel.

In *Of Mice and Men*, Curley is a worker on a ranch, and he is the son of the Boss of the ranch. Steinbeck portrays Curley as discriminated against, masculine and a lot of his actions are simply human nature. Steinbeck believed in the theory of darwinism, which is that the strongest survive. Due to Curley's shortness, he must act ~~p~~ fierce and aggressively to survive.

In *Of Mice and Men*, Curley is portrayed as negatively masculine. ~~the fight~~ After he fought Lennie, he injured his hand, and was described as 'flopping like a fish.' This shows that Curley's violent character is in fact a mask of a weak ~~and~~ person. This relates to the time as many of the men during the great depression would act in a ~~mas~~ masculine way to each other, and Curley slipping so quickly in his masculinity proves that the aggressive nature is not the ~~the~~ men's real personality. Curley is also portrayed as masculine through 'a glove full of vaseline'. Curley

is described as having a glove full of vaseline for his wife, which connotes to ~~the~~ two very different ideas. One idea is that he uses it to beat his wife with the glove, which relates to the misogynistic society during that time. Another idea is that he uses it to commit despicable sexual activities in the bedroom with his wife, which also relates to the sexist society of the time, as it is implying that ~~the~~ women are only needed for pleasure.

The character of Curley is also portrayed as ~~discriminated~~ ~~against~~, yet also discriminated against, as well as discriminating against others. Curley is described as 'like a lot of little guys. He hates big guys.' During the great depression, manual labour and itinerant workers were needed the most, and these workers would preferably be tall and strong. This quote shows how Curley and 'a lot of little guys' are hateful towards big guys, because they are more lucky. Curley is also ~~also~~ portrayed as discriminated against, as he is often referred to as 'little' and dismissed due to his height. Slim, the 'prince of the ranch', said 'where is that dirty little rat, I'll get 'im myself.' Despite the character of Slim seeming almost god-like, he encourages violence against Curley, showing how violence against him is okay because he is 'little'. This shows how during the great depression, it was only seen as wrong if a healthy white man who was tall got beaten up. Steinbeck used the character of Curley to not only show that during the great depression,

Something as seemingly unimportant as height would get you discriminated against, but also how Curley's 'pugnacious' attitude towards others was rewarded with violence towards him.

The character of Curley is also portrayed as relying on human nature as a reasoning for his actions. In the book, Curley sees Lennie and 'walks over to him like a terrier'. ~~The zoomorphic~~ during the 1920s, men and itinerant workers would often act in selfish ways, and Steinbeck believes that it is because of human nature. Steinbeck grew up in a church, and so he thought that the reason humans rely on violence is because Eve took an apple from a tree. Often, human nature was seen as being animalistic, and so describing Curley as a terrier shows that it is nature. It also shows that Curley cannot resist picking a fight with Lennie, as shown by how terriers feel obligated to walk over to their owners. Curley is also used by Steinbeck to explore the cruelty of human nature, through discussing the exact place he is going to shoot Lennie: 'I'll shoot him in the guts'. During the time, many men carried guns, and often they would shoot others. Through Curley specifying where he is going to shoot George, it shows his bloodlust for seeing a 'big guy' whom he hates, bleeding out to death.



The candidate begins with some relevant contextual comment and goes on to explore how Curley is 'negatively masculine'. Comments are also made about the misogynistic society, Curley's 'pugnacious attitude' and how Curley is discriminated against because of his size. The candidate comments that Steinbeck uses Curley to illustrate the 'cruelty of human nature'. A range of fully relevant examples support the points made and context is included throughout the response. There are some assumptive comments, and more examples of what Curley says and does could be included, but the response is placed towards the top of level 4.

Level 4, 30 marks



Try to refer to examples from throughout the novel, not just one area.

This final response is awarded full marks.

Plan: para 1 → Curley's power "On his head was a ^{soiled} brown station hat"

Context = power over lower people "He wore high-heeled boots."

para 2 → Curley's boxing "God damn handy"

"Done quite a bit in the ring"

Context =

para 3 → Curley's relationship with wife "she got the eye goin' on 'er
he time on everybody"

Context =

"jail bait" "not long"

para 4 → Curley's aggressive nature "like a terrier"

~~his fist~~ "Curley found crying"

Context = Steinbeck sympathy

his fist lost in Lennie's paw

Curley is an extremely important character in the novella. He is portrayed as very small, but also fierce and a skilled boxer. The quote, "Curley's like a lot of little guys. He hates big guys", sums up his battle with Kenzie perfectly. It encapsulates his Napoleon syndrome and conveys the reasoning for his actions.

Curley is a character that has a great deal of power due to his position on the ranch. Due to his short height and insecurities he makes this known by wearing "high-heeled boots". This lets everyone know his stature and in turn instill fear. During the period at which of Mice and Men was set, owners of ranches held power over millions of people. $\frac{1}{3}$ of the American population was unemployed and jobs were scarce. Therefore the owners of ranches held the very valuable asset of a job. People travelled thousands of miles with nothing, just to find a job. Curley also adorns himself with a "soiled brown Stetson hat". Another symbol of his power at the ranch and a reminder to the workers of his status. Curley represents oppression in the novella. He instills his power over all the workers as well as his own wife. This has strong parallels to the oppression of African Americans at this time. In the Southern states of America, the Jim Crow laws were

published in order to systematically discriminate against African Americans and also to enforce segregation. This display of ~~the~~ status from white people in power reflects the actions of Curley.

Curley is also depicted in the novella as a skilled ~~boxer~~ and boxer and a successful one. He is said to have "done quite a bit in the ring", suggesting he has won many fights and is a highly skilled boxer. This is another aspect of Curley's character that makes him oppressive and powerful. After WWI, farming was a larger industry. During WWI lots of food was being produced to feed the soldiers as well as people in a strong American economy. However, after the war ended, farmers were left with too much land, which they had acquired in times of success. They had to sell this land for a reduced price. This represents just one of many struggles farmers endured after WWI. Curley's boxing skills are slightly admired by the ranch workers but ^{they are} also intimidated. Curley's skill is something they don't have and their dislike for him, spurs their desire to obtain the success he has. Capitalism was seen as the most important ideal for Americans. Socialism was evil and Capitalism was good. Capitalism had great success in the 1920s and led to a flourishing stock market as well as an economy that was spread worldwide in the

form of loans to various European nations ~~such~~ such as Germany and Britain. However in 1929, the wall street crash changed all of that prosperity. People had all their money saved in stocks and their values decreased to almost nothing. Suicides occurred, loans were recalled and panic ensued. However capitalism is still loved by most and it is a fundamental in many powerful nations today. This nature of the US economy to be unstable is a reflection of Curley's personality, with the greatest comparison being its harshness to people at the time of of Mice and Men's creation.

Curley has a very strange and tumultuous relationship with his wife. She is described by the ranch workers as a "jail bait" and a "rat trap". This stance from the workers shows their understanding of her danger to them, because of Curley. She is a femme fatale who is depicted as having "the eye goin' all the time on everybody". At the time, women were neglected by men. Women who had jobs were viewed to be stealing a position from a man and therefore they were discriminated against in the workplace. Curley's wife also describes Curley as "not a nice fella" and she says "she can't talk to nobody. Else Curley gets mad." This quote shows the possessive nature of Curley. He is treating his wife as a possession of his and an object

for his pleasure. The objectification and possession of women was a huge social issue at the time. Women married men out of convenience or pressure from their families. They were forced into having children as it was seen as a necessity. Violence towards women from husbands was also a very common occurrence. However, the most notable occurrence was the objectification of women as a means to have children and cook and clean.

Finally, Curley is an extremely aggressive character. He is described to be "like a terrier". These dogs were specialists in hunting finding animals to kill. They are also smaller dogs, therefore reflecting his size, and like him are highly aggressive against their prey. Steinbeck brings attention to this aggression in the novella because he relates to the ranch workers. He himself was a bindlestiff for a period after university. He also made his sympathy for disabled and helpless people known when he accepted his Nobel prize for literature. Curley attacks Lennie in the novella but ends up "crying, his fist lost in Lennie's paw". This demonstrates Lennie's brute force and also that Curley had finally been stopped. The power of Lennie and George beat Curley and this parallels the power of camaraderie over isolation. The pair stood up to Curley and empowered the people around them. Just like their story of staying

together was powerful in a time of every man for himself.

Overall, Curley is a character consumed by his power who desires to exert violence at all times. His Stetson hat makes him angry and insecure which he takes out on all the workers and his wife.



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Examiner Comments

This is a maturely expressed and confident response that explores many aspects of Curley's character. The response begins with some discussion about how Curley is consumed by power and violence and then goes on to explore how he is lonely and insecure, having a Napoleon syndrome, how he wears symbols of power and status (such as a Stetson hat), his boxing skills and how this makes him 'slightly admired by the ranch workers', and more. This is a very detailed response with a wide range of examples of the character throughout the novel. Contextual points are integrated and relevant.

Level 5, 40 marks



ResultsPlus
Examiner Tip

Candidates should not use extra paper. There is sufficient provided in the answer booklet.

Question 6

The Whale Rider

Q6. In what ways are hopes and dreams for the future significant in the novel?

Most responses to this question were very successful and often gained marks in Levels 4 and 5, which is similar to previous series.

Hopes and fears for the future were often explored through Koro's fears for the future of the tribe and how Kahu offered the tribe hope for survival in the future.

This is a Level 3 exemplar.

Intro

~~Koro hopes for Koro's love - females accepted by male~~

~~Koro hopes for change~~

~~Koro hopes for tradition to remain~~
+ others moon

~~The whole herd fears for the leader / full moon, rider~~

~~It die, we die~~

~~Connections to remain~~

conc

The novel *The Whale Rider* contains many hopes and fears for the future. ~~It~~ Some of these are hopes for a specific character, and others are hopes or fears for a wider group of people or situations.

Koro Apirana becomes desperate to find a "worthy successor" for himself as chief of the tribe. He devotes his time to training and testing the "young boys" in the tribe in this desperate effort. For him, it is important that the tribe is led by ~~some~~ a man who is strong, ~~and~~ connected to the Maori ways - which ~~explains~~ explains the test of diving for the stars as it shows their connection with nature. He wants the tribe to be in good hands ~~and~~ and to stay true to their Maori identity.

Since birth Kahu is described to be "battered" with Koro, but he ~~also~~ insists he "will have nothing to do with her." Throughout the book Kahu's love remains ^{steadfast} ~~the~~ and she constantly ^(tries) ~~tries~~ for his affection, hoping that one day he will finally ~~be~~ stop pushing her away and accept her for who she is. This struggle reflects the struggle of Maori women in the novel who are fighting ^{for} ~~against~~ the rules of their society that brand men "sacred" and women less than. ~~It~~ for gender equality.

Similar to his search for a chief, Koro Apirana has great fears for the future of his tribe. ~~He~~ When the bull whale beaches himself at the beach at Whangara, Koro says "if we have forgotten, the come

~~and~~ connection (with nature) they we cease to be Maori" and "if it (the whale) dies, the tribe dies". This shows how important Maori identity is to the survival of the tribe. Through his representing Maori at council events, to "setting up language nests" it is evident that Koru ~~is~~ wishes the tribes Maori culture & traditions to live on and thrive there, even when he is gone. I think it is important and

Then, we move to the whale head, who's leader is "lost in daydreams for his golden mate". The bull ~~not~~ whale longs to have his rider again, and his blind desperation for this allows him to endanger the rest of the tribe. ~~It~~ When the bull whale loses all ~~his~~ ~~his~~ sense and heads to New Zealand, the lead mousers for they believe he is taking them on "their last journey to their doom" this gesture is something the tribe ~~longs~~ longed with the bull whale's deteriorating state. In the context of the novel, the bull whale longing for his mate represents the longing for the connection between "man and nature" to be restored, and the ~~lead~~ ^{poor} represents the change of man and how ~~he~~ he has ~~severed~~ severed this connection.

In conclusion, ~~the~~ Ikiniaen has written a book which is powerful and moving with the way he displays the hopes and fears for the future that his character experiences.



In this response, the candidate begins with a short plan and goes on to explore a range of hopes and fears for the future. Points include: Koro's hopes in finding a successor; Kahu's hopes of being accepted by and to gain affection from Koro; Koro's fears for the future of the tribe and finally the hopes and fears of the whale herd who hope that 'oneness' will be restored. All points are relevant; however, none are developed in any great detail. The response is not sustained. More coverage of each point would have benefited this response. There are some naturally embedded contextual points, although no explicit historical background. This is working towards the next level.

Level 3, 24 marks



Check our website regularly for the latest updates about the availability of upcoming digital assessment opportunities.

Question 7

The Whale Rider

Q7. Discuss the relationship between Kahu and Nanny (Nani) Flowers in *The Whale Rider*.

Like Q6, most responses to this question were very successful.

Many answers successfully explored this relationship within a patriarchal society, with some thoughtful responses exploring Nanny (Nani) Flowers' humorous tone and interactions with her husband, Koro. Many answers explored the useful example of the planting of the birth chord and Anny trying to convince her husband, Koro, to change and accept Kahu. The close bond between Nanny and Kahu was understood by all candidates.

The following is a Level 5 exemplar.

In the Whale Rider, Kahu and Nani Flowers are presented as strong, intelligent women in the face of a culture that devalues their worth, due to patriarchal values, in the misogynistic nature of the tribe.

Ihimaera presents the relationship between Kahu and Nani Flowers as a caring one in which they have a deep connection. At the news of Kahu's birth Nani's "lips were quivering with emotion" as "tears started rolling down the old lady's face" and ~~shows~~^{this} highlights the connection between the women in the tribe, Nani and Renia (Kahu's mother) and they have to support each other in a patriarchal structure. The verb 'quivering' suggests that ~~she~~ Nani was ~~quite~~ happy to hear Kahu's birth, unlike Koro was discontent with Kahu's gender, and Ihimaera presents this to challenge patriarchal views.

Ihimaera further displays their relationship

as close as Ihimaera presents Nani as a motherly figure as Nani Flowers "was out on the verandah, with Kahu in her arms, rocking back and forth, back and forth" and the repetition suggests that just how a mother brings comfort to a baby, Nani Flowers is also in the same position and this reveals her stout-hearted nature.

Nani Flowers is presented as obstinate as she overrules Koro Apirana (Nani's husband) and antagonises male authority for Kahu as she mentions that Kahu "has the right to have her birth cord placed in this site" and this portrays Nani Flower's dominance over Koro as in Maori culture, papatūānuku (Earth Mother) provides identity and unity to all people and they have a spiritual connection with her and this connection is shown through when a baby is born, the whenua is buried in a sacred site and this is significant as Nani Flowers thinks that is important that the tradition is still carried despite the baby's gender, and that "rules have to be broken!"

During Kahu's school ceremony, Kahu was giving a performance on Maori language and culture and during it someone said that Kahu was a 'cracker' and Nani Flowers heart wrenched for Kahu and

Kahu had a seat reserved for Koro and the narrator (Rauiri) describes it "like a gap" missing in "a row of teeth" which symbolises Koro's absence in Kahu's life, and Kahu was very saddened by this.

Ihimaera presents Nani as a "guardian" to Kahu which creates a stronger bond within their relationship.

In the novel, Koro Apirana set a task for the boys to "retrieve the stone" and "despite valiant attempts" they could not do and Kahu is the one who retrieves the stone, and Nani Flowers tells Rauiri: "Not a word. Not a word about the stone or our Kahu" and the pronoun "our" suggests how valued Kahu is to the characters in the novel, and Nani Flowers does this because she feels that Koro "is not ready" for it.

But then later on in the ~~novel~~ novel, Koro finds out and "The old man understood. He raised his arms as if to claw down the sky upon him" and this suggests that ~~that~~ Koro feels a sense of regret and "old man" is reductive as he is a respected and powerful figure in the novel which is ~~is~~ similar to Nani's way of calling Koro as "old pakea", and this is quite destructive.

Ihimaera present Nani Flowers and Kahu as determined women and the Kahu retrieving the stone proves Koro's views as wrong as to Kahu

has proved herself to be the saviour of the tribe, and thus she proves against the misogynistic nature of the tribe. In Maori culture, there have been different attitudes towards women and girls and Ihimaera wrote this novel to suggest that the society need to modernise their ideas about women and girls inheriting Maori culture because she is the saviour that can achieve harmony with nature again. Nani Flowers realises Kahu's affinity with the whale and she mentions that "She is Kahutia Te Rangi - She is Poukeu. She is the Whale Rider", thisicolon reveals that Kahu is the Whale Rider.

Ihimaera presents Nani Flowers and idolatrous and Kahu as infatuated as Nani Flower always comforts Kahu as "Nani went to Kahu's bedroom and ~~the~~ ~~saw~~ Rauiri saw "her comforting" Kahu and this illustrates the love that Nani has for Kahu despite her husband's dislike of Kahu of who ^{repeatedly} ~~repeatedly~~ says "Go away" and here Nani Flowers is presented as a female who values girls and their rights and her nurturing nature is revealed and Ihimaera wrote this novel for his daughter to show that girls are valued in Maori culture.

Towards the end of the novel, Kahu goes to save the whale and then she is in "hospital" and Nani Flowers had also collapsed and is also in hospital and she suddenly asks "where's Kahu? where is my Kahu?". The possessive pronoun once again establishes Kahu's importance in the tribe and the questions create a sense of panic and this demonstrates how compassionate and adoring Nani is towards Kahu. This is also the scene where Koro ~~finds out~~ tells Kahu that she is "the best grandchild in the whole wide world. It doesn't matter if it's a boy or a girl," and the ~~hyp~~ hyperbolic alliteration draws attention to importance of Kahu and now can be better than Kahu and now Koro has overcome the patriarchal views and this is his realisation that Kahu is the saviour of the tribe which is what Nani constantly tries proving throughout the novel as she earlier ~~ask~~ on ~~s~~ Nani questions ~~that~~ Koro and asks "What's wrong with Kahu?" and Nani Flowers is always beside Kahu's side ~~and she~~ + as she is presented as reverent and admiring towards Kahu.

Ihimaera presents the relationship between Kahu and Nani Flowers as very close and reveals the deep connection with them as they are the women who have overcome patriarchal views of society and help each other and support each other to prove this

and women can achieve anything and Nani Flowers had a strong belief in Kahu that she could be the leader of the tribe and proved to Koro that ~~they~~ women are capable of different abilities and they are not feeble as how they are presented in the patriarchal society.



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Examiner Comments

This is an assured response that explores several points about the relationship between Nanny (Nani) and Kahu. The candidate immediately identifies that both are strong women and share a caring relationship. There is an instant bond and connection between Nanny and Kahu and Nanny is a motherly figure. Other points include: Nanny being obstinate and over-ruling Koro and burying Kahu's birth cord in the marae; the school ceremony; the retrieval of the stone; Nanny being 'idolatrous and Kahu as infatuated' and more. There are some unnecessary language points and some ideas could have been developed further; however, this is clearly an assured response.

Level 5, 36 marks



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Examiner Tip

Language, structure and form (AO2) are not assessed in this part of the paper.

Question 8

The Joy Luck Club

Q8. Explore the significance of Suyuan Woo in *The Joy Luck Club*.

As seen in previous series, this is the least popular option, but responses to this novel are often very successful, with most gaining marks in Levels 4 and 5. The knowledge and understanding of this challenging text is often impressive.

All candidates identified Suyuan as the founder of the Joy Luck Club and how she was forced to abandon her twin daughters in China.

Some candidates systematically worked through the novel where Suyuan features and included a range of examples to support points made.

The following is a Level 4 response.

The character of Suyuan Woo is extremely significant in 'The Joy Luck Club'. This is due to her ~~recreating~~ founding the Joy Luck Club, her impact on Jing mei and her strong sense of Chinese heritage that she always showed before she died.

Suyuan founded the Joy Luck Club after she fled from Kweilin to America to escape the invading Japanese military. She founded the Joy Luck Club because she is portrayed in the ~~the~~ novel as an optimistic character. This is due to her "strong spirit" which is a theme which runs through the whole of the Joy Luck Club. When Suyuan saw that Linda, Ying Ying and An-mei

were much like her and had "been through unspeakable tragedies". She did not let her strong spirit break and instead used their tragedies as ~~Keper~~ fuel to create the Joy Luck Club and to bring joy into these women's lives, as Suyuan believed that the ~~luck~~^{luck} brought to them by the Joy Luck Club "was their only joy". Therefore, Suyuan was a significant character, as she brought "joy" to these women.

Suyuan Woo is also important because of the impact that she had on her daughter Jing-mei Woo. Jing-mei is responsible for ~~Portraying~~ portraying her mother in the novel and presents Suyuan ~~as~~ as extremely loving, but also having caused conflict at the same time. This theme of mother-daughter relationships, is extremely prominent throughout the novel, ~~but the relationship between Suyuan and her daughter is possibly the most important.~~ One example of the conflict between Suyuan and

Jing-mei is the conflict caused by her mother making Jing-mei play the piano when she never wanted to. This caused Jing-mei to disobey her mother and ~~started to~~ caused Suyuan to tell Jing-mei that "only one kind of daughter can live in this house, obedient kind." However, this conflict becomes resolved after Suyuan's death when Jing-mei decides to play the piano again and finds that there is a second half to the piece she played, and the second half is called "perfectly contented," which illustrates the resolution between Jing-mei and Suyuan. ~~this~~

Finally, Suyuan's strong sense of ~~passing~~ Chinese heritage, (which is another theme we see often in the novel) has a large significance in the ~~book~~ Joy Luck Club, because ~~it impacts everyone around her~~ she has a strong sense of Chinese culture running through her character. An example of this is the necklace

to which Suyuan passed down to Jing-mei after she died. which Jing-mei comes to love as it shows Suyuan giving her daughter her Chinese identity and keeps her mother close to her at all times.

Another example of Suyuan's sense of Chinese character/heritage is the story of the swan feather that she used to tell Jing-mei. Jing-mei also came to love this story as ~~the~~ ~~beac~~ she did with the necklace. ~~The~~ This is because the story talks about migrating from China to America and passing down the swan feather as it "carries all my good intentions". Jing-mei believes that this story is extremely similar to her mother's story and therefore ~~be~~ loves it like her mother.

In conclusion, Suyuan Woo is an extremely significant character in the novel because of the impact she has on the other characters even after her death.



This is a sustained response demonstrating a thorough understanding of the character and the novel. Points include: Suyuan being the founder of The Joy Luck Club with the intention of bringing joy and happiness to others; fleeing Kweilin and going to America; her impact on Jing-mei and the mother-daughter conflicts; how Suyuan passed her Chinese heritage on to Jing-mei and how after her death the mother-daughter conflict was resolved. Unusually, there are no comments about how Suyuan abandoned her twin daughters in China and how Jing-mei goes to China to try and reunite the family after her mother's death. The novel naturally lends itself to contextual points, but the response lacks explicit historical context.

Level 4, 28 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 9

The Joy Luck Club

Q9. In an interview, Amy Tan said: 'There was something about this country [China] that I belonged to'.

How is the theme of belonging to places or people important in the novel?

With just 40 responses, this was the least popular question, but was very successful for the candidates that attempted it. Most considered how mothers and daughters struggled with their cultural identity and often included contextual points about Amy Tan's personal experiences and her struggles with feelings of belonging.

The following is a Level 5 response.

Plan: in me they see their own daughters as ignorant, ^{just} unmindful to the truths and hopes they brought to America. They marry for position. I was raised the Chinese way. When a husband stops paying attention to the garden he's thinking of pulling up the roots. My mother and I never really understood each other. It is in my blood. American rules. To you promises mean nothing. They go by their American names. I once sacrificed my life to keep my parents' promise. Invisible wall.

The theme of belonging to people is explored throughout the novel, in relation to the characters, ~~them~~ and how they belong or don't belong in their families or in China or America.

The theme 'belonging' is explored widely throughout the novel, for instance it is shown by the daughters belonging to America ^{and mothers belonging to China} ~~perfect~~ ^{for example} throughout the novel the daughters have a lack of understanding with their mothers, ^{to hence} ~~hence~~ being described as an 'invisible wall' in between them. This may be because the daughters grow up in America, which is seen as a land of freedom and opportunity, while the mothers grew up in a China, showing their personalities may differ. The quotation "I was raised the Chinese way" connotes how culturally different their childhoods would of been, hence girls in China following 'Yin' which means a lack of freedom, for females especially. ^{immigrants} ~~and so~~ ^{now} ~~born~~

America due to the Sino War the mothers may not understand the 'American rules' which the daughters do, which could be the reason for this divide between them. For example Jing Mei said "my mother and I never really understood each other", which is because June belongs to America and the culture that comes with it, however Suyuan belonged to China. This is shown throughout all the mothers and daughters in the novel.

Furthermore the theme belonging was explored especially through the daughters, due to their personality traits being westernised as they belong to America. For example the daughters "go by their American names", this already refers the daughters having more of a connection with American culture, as they want to fit in and be as American as possible. We know that the Chinese were discriminated in the 1960s, hence almost 10 million Chinese immigrated to America, so this could conclude why the daughters act this way. It is shown thoroughly in the chapter 'Best Quality' when Jing Mei was offered to go choose the good with one less leg, this is a more westernised behaviour as they want others to think well of them, however in China the people tend to always want the best for themselves and not think of others. The idea that the daughters belong to America is reinforced by the quotation "to you promises mean nothing" in contrast to Lindo who grew up in China saying "I once sacrificed my life to keep my parents promises", this shows the difference in behaviour; which may be because China is an extremely family orientated place where Chinese are arranged

Marriage being something which is extremely prevalent there. While in the USA it is a juxtaposition that, why would show why the daughters behaviour is very far from their mothers.

However the daughters do have a lack of ~~understanding~~ belonging to China, towards the end of the novel they begin to understand ^{and own their Chinese} about China; for example "it is in our blood" this is ~~Jane~~ ~~stating how being Chinese courses through her~~ metaphor is inferring that although the daughters don't act Chinese, the Chinese part of them is ^{within them} ~~in their blood~~. And then when June finally arrives to China and meets her sisters, they can see that they all have aspects of Suyuan within them. Which infers that the mothers are within their daughters. Showing all the daughters do belong to China, as it is their heritage and where their ancestors are from.

In the novel the mothers always appear to have a lack of belonging to America and ^{don't understand the culture and} feel isolated there, ~~hence in the~~ for instance in America it is seen as the land of opportunity, however when in China the mothers were ~~under~~ restricted hence it being a more dominated place. for example in the chapter "The Moon lady" chapter the boys go off on play while Ying Ying has to sit there and look appealing, hence "the boys can go and chase dragonflies". This is in reference to the Yin and Yang ^{which} ~~and~~ ~~the~~ is that women are passive and men are active and free. So when the mothers move to America they don't understand this shift and that men and women are equal.

Although the daughters understand the American culture and subtleties they still don't completely fit in and ~~also~~ get accepted. Here in the chapter for example when Rose is discriminated ~~to~~ by ~~Tea's mother~~ by Tea's mother and doesn't take the relationship seriously because of her & Chinese background. This infers that the Chinese didn't completely fit in as they were ~~not~~ ~~seen~~ different and seen to be different by other races. This discrimination may be due to American people not favouring how 10 million Chinese immigrated to America ^{due to} ~~at~~ ^{Sino} ~~war~~; the Chinese were also used for cheap labour when they first arrived, which could infer that all Chinese people were seen to have a lack of value by other Americans.

In conclusion I believe that the theme of belonging is explored through the mothers and daughters, and based on where they grew up; which changes the attitudes and behaviours of the characters.



In this confident and assured response, the candidate explores in some detail how the daughters feel as though they are American, and the mothers feel as though they do not belong. The mothers feel there is an 'invisible wall' between them and their daughters because of the clash in culture and understanding. Specific examples are provided, such as Suyuan's and Lindo's past. Some very good points are made, for example, even though the daughters feel they belong in America, they do not always 'fit in', such as when Rose is discriminated by Ted's mother because of her heritage. The candidate concludes that 'belonging' is determined by where the mothers and daughters grew up. Contextual points are made throughout the response.

Level 5, 34 marks



A separate answer space is provided for each answer required from the candidate. Please remind students to use the correct area of the answer booklet. However, should a candidate prefer to answer the questions in a different order, this is perfectly acceptable, but the correct answer space should still be used.

Question 10

Things Fall Apart

Q10. Explore the relationship between Okonkwo and Obierika in *Things Fall Apart*.

Responses to this novel are always a joy to read. The relationship between the characters was fully understood and the differing personalities were explored in some depth. The strong friendship between the two characters was explored in some depth, such as how Obierika sells Okonkwo's yams for him whilst he was in exile and how he keeps Okonkwo informed of events back home. Obierika's loyalty to his friend was often explored and how, at the end of the novel, he asks the commissioner if his men can help him to take down Okonkwo's body.

As seen in previous series, responses were very successful, often gaining marks in Level 5.

This is an example of a top Level 4 response.

In *Things Fall Apart* by Chinua Achebe, ~~the~~ Okonkwo is the tragic hero of the novel. His best friend is Obierika and they have an interesting relationship.

The first thing about their relationship is the fact that they are both extremely contrasting characters. Okonkwo sees himself as a 'real man'. ~~the~~ During the time period, he is also considered as an alpha male as he is strong, violent and doesn't display emotions as how they really are. His whole life is dominated by fear and anger. So that's why Obierika ~~is~~ is a foil to him. Obierika still has the same physical attributes as Okonkwo, however his mindset is different. He thinks in a more logical sense and ~~he~~ doesn't have such a hot head. This is what makes there balance in the relationship.

[Their contrasting mindset can be seen throughout the book. Particularly when they are talking about solutions to problems. 'I would ~~break~~ put a stick through his head and snap it in half. That is what a man would do.' This is Okonkwo's response to a situation where Obierika wants to act calmly on. You can see another difference between the both, as Okonkwo is always one to care about other opinions and what is right to do to be seen as masculine, whereas Obierika is thinking about what would be the best for the long term / others.]

Another example of this is when Ikemefuna is ordered to be killed. Obierika advises Okonkwo, as his best friend and fellow clan member, to not take part in the murder. However as we find out later on, Okonkwo does not follow his advice, and proceeds to be the main murderer of his adopted son. Although at the time period this was in line with the law, Okonkwo's morals should have told him not to, like Obierika suggested. We again see Okonkwo always looking for the validation

from others to be seen as masculine. Obeirika however, suggests that he does not care about others ~~the~~ viewpoint of his masculinity as he would of taken a step back in Ikemefuna's killing, if he was in Okonkwo's situation.

As the book ~~too~~ progresses we see a good side to their relationship as well.

Achebe lets us know that they are still best friends, despite ~~their~~ each others difficulty to understand the others perspective on masculinity. When Okonkwo is ~~committed~~ put down for second hand murder. It was stated by law that Okonkwo would need to be banished for 7 years and have his compound burnt down. Okonkwo's compound is burnt down by Obeirika but this is ~~the~~ irrelevant as ~~the~~ timing in Igbo culture it is shown of no disrespect to do this. Throughout the 7 years of Okonkwo's banishment, Obeirika ~~is~~ keeps growing ~~and~~ and saving as many crops as he can for Okonkwo. This ~~is~~ represents how no matter the situation they are in, they still have each others backs.

In conclusion, the relationship between Okonkwo and ~~Abia~~ Obierika in Things Fall Apart, works nicely. Despite their difference in opinion, they work together like puzzle pieces ~~and~~ due to each others difference in mindset. They complement each other and ~~always have~~ Obierika always has Okonkwo's best interest at heart.



ResultsPlus
Examiner Comments

This is a detailed response that demonstrates a thorough understanding of the relationship between Okonkwo and Obierika. This is a sustained personal response that explores a number of points, including: the contrasting characters; Obierika is a foil to Okonkwo; the different mindsets, with Obierika being more level-headed and calmer; Obierika advising Okonkwo not to get involved with Ikemefuna's murder, how Obierika looks after Okonkwo's crops during his banishment and how they fit together 'like puzzle pieces'. Other key points are not considered and there is a lack of historical context; however, contextual points in relation to events in the novel are evident.

Level 4, 30 marks



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Examiner Tip

Check our website for new teaching resources. Our website regularly updated.

Question 11

Things Fall Apart

**Q11. 'You sound as if you question the authority and decision of the Oracle ...'
(Okonkwo)**

Examine the importance of authority in the novel.

This was the most popular question for the text. Authority was explored through several examples. Most included comments about the authority of the *egwugwu* and the Oracle of the Hills and caves. Some focused more on the authority of the colonists and missionaries. Contextual points were often naturally embedded and supported the points made. There was a small minority of exceptions where a narrative response was provided; however, understanding was often extremely good, being assured and perceptive, and responses were often sophisticated and maturely expressed.

This final exemplar is a very successful response that gains full marks.

The writer, Chinua Achebe uses *Things Fall Apart* to highlight authority in the egalitarian ideology in Igbo society. ~~The tragic~~ The protagonist, Okonkwo is a tragic hero and tragic heroes were developed by the playwright Aristotle to have great strength, but a fatal flaw.

Okonkwo's fatal flaw was the fear of becoming like ~~as~~ his father Unoka who had no authority in Umuofia. Upon Unoka's death he had none of the four titles which were obtainable for any free man that wasn't an OSU. This lead to Unoka being ridiculed or "loser" and "loater" by his village. ~~However~~ However, despite Igbo culture supporting Egalitarianism meaning ~~any~~ anyone could achieve greatness through hard work ~~But~~ Unlike the European culture of the late 1800's where you had to be born into nobility, Igbo culture contradicted it through patriarchy and the disapproval of outcasts. Patriarchy is seen in wife-beating being normalized and is seen often in

households of men like ~~Okonkwo~~ Okonkwo who "ruled his household with a heavy hand" causing his "wives and children lived in ~~perpet~~ perpetual fear". This shows how women couldn't achieve equally to men ~~and~~ contradicting the Egalitarianism ideology. In addition, women were seen as a sign of wealth as an accessory to men and in this polygamous society, the more women you married, the more prosperous you are, highlighting how little authority women ~~had~~ had in comparison to men.

~~However,~~

However, women had authorities they had to sustain such as providing food and children for their husband. Achebe includes the brutal side of Igbo culture in the normalized beating of women to provide an unbiased account on Igbo society as ~~he~~ his aim was not to glorify Nigerian culture but to provide accuracy for Nigerian readers to know about their culture and to dispell stereotypes which were very common in the late 19th century and early 20th century in books such as the "Heart of Darkness" which presented ~~Africans~~ Africans as all the same and "primitive" and cultureless which is historically incorrect.

Although women had less authority than men, there were a few exceptions to the limit of female authority shown in characters such as Chielo. Chielo was a priestess of the oracle and men can go to her to question

their misfortune to the Earth Goddess, Ani. Unoka travels to her and questions his poor crop yield and is told that his land is "overworked" and needs to put in more effort.

Okonkwo wants to ~~may~~ be ~~completely~~ completely different to Unoka and dislikes men of low authority which reminds him of his father. This is shown at a meeting of men and upon disagreement with a man of no title, Okonkwo exclaims, "This meeting is for men" showing how to be feminine is insulting especially in a ~~man's~~ village of war like "Umuofia". Okonkwo has two of the four titles and is told by an elder ~~the~~ (elders called "Ndiche"), "Those whose palm-kernels were cracked by benevolent spirit should not forget to be humble". Achebe uses this proverb to show how the elder mistakenly calls Okonkwo out for inheriting his fortune when the truth is that he inherited no yams, money or young wives from his father. Achebe also ~~uses~~ uses proverbs to show the reader how the Igbo people spoke as they did not write so instead, they used proverbs and short-stories to convey life lessons or knowledge.

Another example of Authority is when the Oracle decides that Okonkwo's adopted son "Ikemefuna" (also known as "ill-fated lad" and "doomed") to be killed. Okonkwo unquestioningly obeys the decision as he understands the authority the Oracle has and how powerful gods like "Chukwa" and

"Ani" can be. The elder ~~Ezendu~~ Ezeudu ogbuefi advises Okonkwo to "play no part" in the killing but Okonkwo participates and even deals the final blow to his son. Okonkwo's best friend Obierika consults him while Okonkwo is depressed inwardly even though he disagrees with Okonkwo's part in the killing. Okonkwo replies "You sound as if you question the authority and decision of the oracle" implying that the oracle's decision is final. This reflects Okonkwo's stubborn nature as the Oracle never ordered him to take part in the killing.

The importance of Authority is also portrayed in Achebe's use of Nigerian language such as "chi". A person's "chi" is their personal god who is responsible for their fate. The proverb, "When a man says yes, his chi says yes also" displays how a person's chi is what establishes their future fortunes and failures. Achebe uses untranslated words such as "chi", "Obi", "Ilo" ... to capture the Nigerian atmosphere and ~~retains~~ also because these words cannot be translated without their meaning being lost.

In Part three of the novel, Achebe shows the authority ~~not~~ in the white missionaries. This is seen when the white men set up their own judicial system completely disregarding the already present Igbo judicial system in the "egwugwu" or the masked gods (ancestral spirits).

The authority of the white missionaries is especially shown when they decide to hang a man named "Aneto" over a "Land dispute". Furthermore, the authority of the white men becomes more predominant than the authority of the Igbo leaders such as Okonkwo seen when the 6 leaders of Umuofia are captured, beaten, whipped and given a fine of 200 bags of cowries which was increased to 250 bags. Moreover, when Okonkwo beheads the white messenger and people ask "why did he do it", he is plunged to depression showing how W.B. Yeats' poem, "The Second Coming" describes the collapse of the Igbo culture as, "The centre cannot hold, Things Fall Apart".



ResultsPlus
Examiner Comments

This is a maturely expressed response that begins with an impressive point about male 'egalitarian ideology' and Okonkwo's 'fatal flaw' being his fear of weakness. The candidate goes on to present a wide range of examples where authority is demonstrated throughout the novel, including: the 'normalised beating of women', who had very little authority, with the exception of Chielo; how Okonkwo strives for power and authority; how Okonkwo does not question the Oracle over the decision to kill Ikemefuna; the use of the Nigerian language and how this provides a sense of authority; the authority of the white missionaries and more. Context is embedded throughout the essay and is mostly relevant to the points being made.

Level 5, 40 marks



Remember, if you have any questions relating to the specification, please use our Ask the Expert service. Questions are usually answered very swiftly.

4ET1_01_SecB

There are no exemplars for Sec B. This is the area where unidentified questions are scanned. There were 243 responses where candidates had not identified which question number they were answering.

Centres are asked to remind their students to tick the relevant box. Thank you.

Paper Summary

When responding to the Unseen Poetry, based on their performance on this paper for Section A, candidates should try to:

- demonstrate an understanding of the overall meaning of the poem
- focus on the question
- refer to form and structure and try to suggest why this may have been used
- give examples of language and explain their effect on the reader
- comment on all areas of the poem, not just the first few lines
- use short quotations and avoid copying large areas of the poem.
- When responding to Modern Prose, based on their performance on this paper, candidates should remember to:
 - focus on the question
 - avoid narrative retelling of the events in the novel
 - provide a range of examples from their chosen text – remember that as this is a closed book examination, examples need not be quotations but examples of events or episodes within the novel
 - prove to the examiner their knowledge of the text – do not assume the examiner knows everything
 - comment on contextual points and try to relate these to the points being made
 - avoid dealing with context separately. Do not write a page of historical background, but link all contextual points with an example from the novel and in relation to the question being answered
 - when using film versions, which are most valuable teaching aids, remind candidates that not all scenes in a film appear in the novel that they are studying and that their responses must be based on the novel and not the film version.

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>

