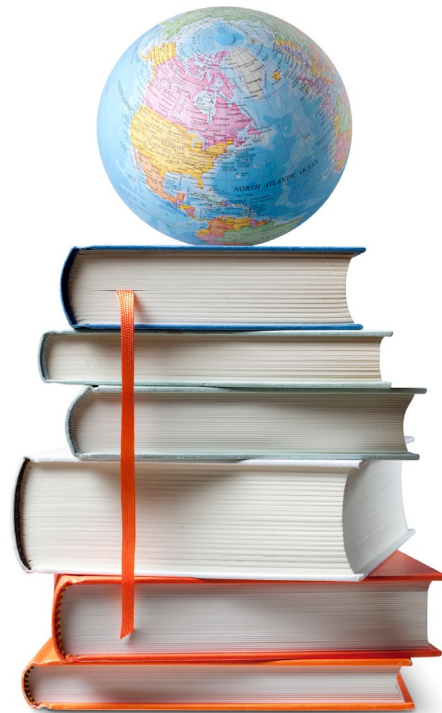




**Cambridge Assessment
International Education**

Example Candidate Responses – Paper 1
**Cambridge International AS & A Level
Literature in English 9695**

For examination from 2021



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Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS & A Level Literature in English 9695, and to show how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives.

In this booklet candidate responses have been chosen from the June 2021 exam series to exemplify a range of answers.

For each question, the response is annotated with a clear explanation of where and why marks were awarded or omitted. This is followed by examiner comments on how the answer could have been improved. In this way, it is possible for you to understand what candidates have done to gain their marks and what they could do to improve their answers. There is also a list of common mistakes candidates made in their answers for each question.

This document provides illustrative examples of candidate work with examiner commentary. These help teachers to assess the standard required to achieve marks beyond the guidance of the mark scheme. Therefore, in some circumstances, such as where exact answers are required, there will not be much comment.

The questions, mark schemes and inserts used here are available to download from the School Support Hub. These files are:

9695 June 2021 Question Paper 11

9695 June 2021 Mark Scheme 11

Past exam resources and other teaching and learning resources are available on the School Support Hub:

www.cambridgeinternational.org/support

How to use this booklet

This booklet goes through the paper one question at a time, showing you the high-, middle- and low-level response for each question. The candidate answers are set in a table. In the left-hand column are the candidate answers, and in the right-hand column are the examiner comments.

Example Candidate Response – middle		Examiner comments
1	(b) In the play "All My Sons" by Arthur Miller, Miller presents the relationship that Ann and Kate have through the stage direction and language used. 1	1 The candidate addresses the task (C) in a general introduction, but they do not contextualise the passage (K).
	Miller presents Ann to be kind and caring to Kate. This can be seen through the use of stage direction such as "delicately" and "kindly". Ann is aware of the the 2	2 The candidate offers an opinion

Answers are by real candidates in exam conditions. These show you the types of answers for each level. Discuss and analyse the answers with your learners in the classroom to improve their skills.

Examiner comments are alongside the answers. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams so you can help your learners to refine their exam technique.

How the candidate could have improved their answer

- To improve their answer, the candidate needed to focus more on the details of the passage given, with a clearer and more developed interpretation of how the relationship developed and why it was significant to the play.
- The candidate could have provided more detailed development of ideas and considered other dramatic methods, such as tone and action and their effects.

This section explains how the candidate could have improved each answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine their exam technique.

Common mistakes candidates made in this question

- Some candidates lost sight of the question. They needed to keep it firmly in focus and explore some of the details of the passage in an analytical way.
- Some candidates did not construct their arguments or develop their interpretations fully enough, and needed to analyse some of the details of the passage.
- Many candidates did not look widely enough at other dramatic methods beyond the language and the stage directions, such as tone and action. Many candidates did not consider the context of the passage when constructing their answers.

Often candidates were not awarded marks because they misread or misinterpreted the questions.

Lists the common mistakes candidates made in answering each question. This will help your learners to avoid these mistakes and give them the best chance of achieving the available marks.

Question 1(b)

Example Candidate Response – high

Examiner comments

1 b Another Miller was a famous American playwright, who wrote several well recognised and critically acclaimed plays. Miller is considered by many as a 'social dramatist', as many of his plays expose and criticise American society at the time of his writing. He talks about the effects of the capitalist economy and condemns profits which have been criminally obtained. Miller quickly rose to fame after the release of his breakout play, 'All my Sons', which follows the lives of the Kellers post-World War II. Miller effectively creates a tone of hostility and judgement between Anne and Kate within this extract. Anne's return poses a threat to the facade which Kate has worked so hard to uphold. In some ways, Anne's return to the Keller household seals Larry's fate and this is a reality which Kate cannot allow herself to accept. Kate is a masterful manipulator who typically knows how to get exactly what she wants, but Anne challenges this greatly. Kate is well aware of why Anne has returned, yet still chooses to question if Anne "goes out much?". Some critics have described Kate as an "armchair psychologist" as she is well aware that Chris is in love with her and wishes for her to compliment and accept her, however, Kate intentionally insults her and brings up Larry to make her feel uncomfortable and unwelcomed. Miller effectively uses stage directions to convey the conviction behind the words of these women. Anne speaks her mind "resolutely" despite all Kate's pleas for her to hold onto the memory of Larry; as control

Each level in the marking criteria is divided into strands corresponding to the assessment objectives

AO1: Knowledge and understanding (K/U)

AO2: Analysis (AN)

AO3: Personal response (P)

AO4: Communication (C)

These areas are highlighted in the comments below.

1 The candidate opens with a general introduction (C) that has contextual relevance (K), but they need to shape it to the task (C).

2 The candidate offers their own opinion (P) and shows some awareness of the methods used (AN).

3 The candidate demonstrates very good expression which is precise and pertinent (C).

4 The candidate shows an excellent understanding of the situation (U) and some analysis of the plot (AN).

5 The candidate offers an interpretation of the roles (P and AN).

6 The candidate supports their answer with evidence from the wider text (K) and develops their interpretation (P).

7 The candidate considers the methods the writer uses and shows they are aware of the construct (AN). They also show an understanding of the dramatic situation in the text (P and U).

Example Candidate Response – high, continued

Examiner comments

	<p>slips from Kate's grasp, she "increases in demand". While all their interactions remain cordial there is always an underlying sense of tension which is exposed within the stage the directions rather than their words.</p> <p>Kate willing allows her family to wear a mask of delusion, however, Anne's return causes this mask to be slowly ripped apart. For Kate, "certain things have to be, and certain things can never be" as she knows the truth of her husband's actions and protects protects her family from the reality that come from this truth. Marriage is a social convention which traps Kate and makes her a feature of her husband's dream; despite having no desire to be apart of it. "Certain things can never happen" as Kate knows the emergence of this truth, of Joe's criminally obtained profits, will tear her family apart. Anne's reemergence is a reminder of the ways with in which Joe has wronged her family. Anne's conviction in saying "no" to Kate places even further strain on this relationship, as Kate holds no power over her.</p> <p>Anne is the means by which moral order is restored, as she holds the ultimate truth. This moment is laced with dramatic irony as despite Kate's certainty over her son's fate, Anne holds onto the knowledge and proof of what has actually taken place. Kate "knows she is right" yet as Anne "stands there in silence", "trembling", she holds onto the letter which reveals Larry's actions and Joe's complicity in his own son's death. This is a reality which Kate can never accept as her views of the unbreakable bond between parent and child can never be</p>
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8 The candidate neatly summarises the dramatic situation and focuses on the task (C).

9 The candidate integrates the wider text into their answer very well (K and C) and uses evidence from the text to support their argument (P and C).

10 The candidate offers a perceptive analysis of the situation (AN) with a very well developed interpretation (P) which is fully relevant to the question (C).

11 The candidate makes a well constructed argument (C) with a perceptive analysis and understanding (AN and U) and they seamlessly integrate the wider text (K).

Example Candidate Response – high, continued

Examiner comments

shaken. Anne's ease in 'not caring' about her father threatens this idea which Kate holds onto dearly; it is what drives her delusion and causes her to continually uphold the facade of a 'perfect family'. Both women hold ~~both~~ truths which trap them and cause them to come into conflict in more ways than one. 12

Miller uses ~~the~~ stage directions, tone and dramatic irony to expose and amplify the unspoken air of hostility between Anne and Kate. Both women are at different stages of maturity which cause their actions and reactions to be ~~completely~~ completely contrast from one another. 13

Kate's role in her ~~marry~~ marriage forces her to uphold a particular moral responsibility for her family, which Anne cannot understand. They both withhold ~~to~~ knowledge which can set them free ~~from~~ from guilt, but also destroy their relationships and all that they know. 14

12 The candidate links the plot strands very well and keeps their focus on the task and passage (C). Their argument is powerfully developed (P) and demonstrates very good understanding and support (K and U).

13 The candidate offers a summative conclusion which focuses on the question and has a strong sense of bringing the argument to a conclusion (C).

14 The candidate focuses on the task, integrates the wider text and offers a sophisticated and informed interpretation of the text which is supported by a detailed and perceptive analysis.

**Total mark awarded =
23 out of 25**

How the candidate could have improved their answer

To improve their answer, the candidate needed to show a more focused and specific contextual awareness and offer more analysis of some of the details of the passage, including other dramatic methods, tone and action.

Example Candidate Response – middle

Examiner comments

1	<p>(b) In the play "All My Sons" by Arthur Miller, Miller presents the relationship that Ann and Kate have through the stage direction and language used. 1</p>
	<p>Miller presents Ann to be kind and caring to Kate. This can be seen through the use of stage direction such as "delicately" and "kindly". Ann is aware of the grief 2 grief that Kate is in and does not want to put her in a worse state. She does this by speaking speaking in a calm and controlled manner as to prevent Kate from becoming 3 hysterical. This effect is heightened by the fact that Ann knows that Larry is dead after receiving a suicide letter from him, yet she does not tell Kate about it. She knows she cannot convince ^{convince} Kate that Larry is dead so she asks questions such as such as, "You don't really imagine he's -?" Ann is feeding these 4 types of questions to Kate in hope that she will see see ^{the truth for herself} and confront the fact that Larry is is dead, as opposed to believing the lie that Larry is alive because because there is a God God and, "certain things things can never happen." Miller shows the audience that Ann 5 wants to end Kate's grief grief in a peaceful manner.</p>
	<p>Up until this this point of the play, Kate had been using Ann's actions so far to justify her belief that Larry is still alive. Leading up to the extract, Kate has been proud 6</p>

1 The candidate addresses the task (C) in a general introduction, but they do not contextualise the passage (K).

2 The candidate offers an opinion (P), supports this with a reference to the passage (K) and begins to analyse the effects (AN).

3 The candidate develops the interpretation of Ann in relation to the question (P and C).

4 The candidate demonstrates a secure knowledge of the text (K) and a sound understanding of the dramatic situation (U).

5 The candidate is aware of the construct (AN) and develops their interpretation with the question in focus (C).

6 The candidate shows a secure understanding of the dramatic concerns and situation here (K and U).

Example Candidate Response – middle, continued

Examiner comments

of Ann for not ^{not} jumping into bed with another man." This is because she ^(Kate) is alone in believing the idea that Larry is still alive. Chris even points this out by saying, "you're the only woman in the country who after three years is still-." Kate has been using the fact that Ann is not with another man to deceive herself ⁷ that Ann is also ~~not~~ waiting for Larry's return. Miller shows the audience how certain actions from characters can be interpreted ^{differently} to justify one's belief. ⁸

The relationship that Kate and Ann ~~just~~ ^{just} had quickly breaks down in the following extract. In the beginning of the extract Ann ~~tries~~ attempts to make conversation and "gossip" with Kate which quickly falls to pieces as it ⁹ becomes an argument about Larry and whether or not he is alive. At ~~the~~ first Ann is very polite and speaks "kindly" to Kate however once ~~she~~ Kate starts ranting her ^(Ann's) line length ~~decreases~~ ^{decreases} ~~into~~ ^{into} sentences that are blunt such as "But why, Kate" and "No, Kate". At this point of the play Ann is ~~fed~~ ^{fed} up with Kate and wants her to get over Larry so ¹⁰ that she can marry Chris and everyone ~~else~~ else can be happy again. Miller shows the audience how a character who is never present in the play can still cause friction in ¹¹ relationships of those who are present, ⁽⁺⁾

In the extract Miller presents the relationship between Ann and Kate by showing tone

⁷ The candidate develops their interpretation (P) and keeps the question in focus (C) in their answer.

⁸ The candidate keeps the construct in mind (AN) and suggests some possible alternative views (P).

⁹ The candidate demonstrates a secure understanding of language and its effects (U and AN).

¹⁰ The candidate makes a competent analysis of Ann's language and its effects (AN).

¹¹ The candidate keeps Miller in mind and is aware of the construct (AN).

Example Candidate Response – middle, continued

Examiner comments

	through stage direction and how their relationship
	relationship weakens when a topic topic that is
	a source of grief for ^{for} Kate is brought up. 12
	(+) add how fragile relationships can be.
	13

12 The candidate provides a summative rather than conclusive final paragraph, but they do refer to the terms of the question (C).

13 The candidate shows a secure understanding of this passage and at times shows an understanding of its significance, with an integrated reference to the wider text (K and U). They show some independence in their interpretation (P) which is generally well supported (K and C) and offer an analysis of some aspects of the language (AN) and partly an analysis of their effects.

**Total mark awarded =
15 out of 25**

How the candidate could have improved their answer

- To improve their answer, the candidate needed to focus more on the details of the passage given, with a clearer and more developed interpretation of how the relationship developed and why it was significant to the play.
- The candidate could have provided more detailed development of ideas and considered other dramatic methods, such as tone and action and their effects.

Example Candidate Response – low

Examiner comments

1	B	Discuss the relationship between Ann & Kate in the excerpt
		<p>All My Sons by Arthur Miller is a dramatic story post World War Two. In the story, two characters develop a very peculiar relationship. Miller uses this relationship to slowly release information to the audience as the story and plot unfolds. ①</p> <p>Throughout the entirety of the play, the two's character developments are very symbolic. Ann represents the reality, whereas Mother represents a false hope. This is shown through dialogues with Ann saying "well, in net" when asked if she is still "waiting for him." This representation is further unfolded as more information is given through the play (the letter). ②</p> <p>There also seems to be some type of separation, or perhaps lack of acceptance with the two. While respectful, there just seems to be little bond between the two, as if there is no bond. This is emphasized primarily through stage directions and emotional cues. There are many pauses in conversation between them, showing lack of true bond. The few emotional cues are all negative, with her shaking her head "negatively" as to give disapproval, or her speaking "faintly" as to lack confidence between the two and their relationships. ③</p> <p>Many language choices further depict their relationship with a rift in personal realities. It is difficult to establish a character connection when Miller has made this intentionally difficult. Mother lives in her own reality, not understanding the fact that Larry is dead (or so we think at the time of this excerpt). While Chris, Ann, Joe, etc. in the play understand the reality of the situation, she (Mother) does not. This creates a rift throughout the play, where Mother ④</p> <p>⑤</p> <p>⑥</p> <p>⑦</p> <p>⑧</p>

① The candidate begins their answer with a general introduction (C), though their opinion is related to the task (P).

② The candidate begins to analyse the methods used (AN) and the view of the roles of Ann and Kate (P).

③ The candidate makes an allusive reference to the letter which suggests they have some textual knowledge (K).

④ The candidate offers their opinion (P) but does not support this with evidence from the text.

⑤ The candidate is aware of the dramatic methods used (AN).

⑥ The candidate shows they are aware of the methods used (AN), but their comment about the 'bond' is unconvincing (P).

⑦ The candidate offers their independent opinion (P) but this is not supported with evidence from the text and could be more convincing (K).

⑧ The candidate demonstrates that they have a straightforward knowledge of the mother's role (K) but they need to link this more clearly to the question (C).

Example Candidate Response – low, continued

Examiner comments

	is seemingly delusional, which draws sympathy from the reader or audience members. 9
	Mother is in a very difficult position to be in. While she should be a grieving mother, she denies the possibility of his death. There seems to be some type of doubt, though, with Mother constantly having to reassure herself things in her own bits of dialogue. Miller shows this through repetition, and similar themes. For example, in her tangent with Ann, she says "I knew, I knew!" as though she is talking not only to Ann, but also reassuring herself of the idea that perhaps Larry is not dead. This is also done through vague lines, with Mother saying "certain things" rather than facing reality, further building drama and leaving the difficult part for later in the story. 10
	All in all, Arthur Miller uses many linguistic choices to present the relationship of Ann and Kate. By using such contrasting dialogues, he makes quite the unique predicament. Overall, this play has taught me as a reader a lot on drama and further, higher level, techniques to employ in my writings. 11
13	

9 The candidate shows an awareness of the effects and provides broad evidence for this (AN).

10 The candidate gives a personal response to the mother (P) and shows some awareness of the construct (AN).

11 The candidate asserts their view of the role of Kate (P) but does not link this directly to the task (C). They touch on the effects the writer uses in the text, for example 'building drama', but they don't demonstrate this.

12 The candidate offers a general conclusion and includes some of their own personal response (P).

13 The candidate shows their general knowledge of the text (K) and some understanding of the characters' roles (U). They place some focus on the task indirectly by discussing the characters (C) and offer some relevant personal response (P).

**Total mark awarded =
10 out of 25**

How the candidate could have improved their answer

- To improve their answer, the candidate needed to offer a clearer and more specific focus on the question, 'the relationship' and provide more evidence to support their opinions.
- The candidate needed to closely analyse some of the details of the passage and explore the effects of the dramatic methods used in the text.
- The candidate could have made their points more explicit rather than allusive, for example when referring to 'the letter.'

Common mistakes candidates made in this question

- Some candidates lost sight of the question. They needed to keep it firmly in focus and explore some of the details of the passage in an analytical way.
- Some candidates did not construct their arguments or develop their interpretations fully enough, and needed to analyse some of the details of the passage.
- Many candidates did not look widely enough at other dramatic methods beyond the language and the stage directions, such as tone and action. Many candidates did not consider the context of the passage when constructing their answers.

Question 7(b)

Example Candidate Response – high

Examiner comments

7	7	
	b	<p>When You are Old by William Butler Yeats is a romantic yet somber, and regretful poem. Elegizing An elegy to a person beloved to the persona who unfortunately ¹ does not reciprocate the deep emotions. The poem is directed to a poet love interest of Yeats who was not interested or swayed by him and fell for another man, Yeats doesn't make this a warning or threat, but an oracle like prediction of addressed future in old age and the consequences of not accepting the persona's love. ²</p> <p>The poem presents the speaker's feelings of melancholy and future anguish, this is presented in the language used ³ in the context in the elegy as the persona uses ^{phrases} words like grey such as, "grey old and grey", "slow" and words like, "soft" = "slowly", "deep" and "shadows". The persona creates a saddening image of an old, seemingly withering person with the use of "grey" and "shadows deep", who reminisces about the past in regret as they "dream of the soft look your eyes had once". This gives the first stanza a sombre mood and ⁴ atmosphere which is further emphasized by the repetitive "s" sound in "slowly", "soft", "deep". Creating delicate effect of sadness which is not only felt by ⁵ the speaker as they make this future</p>

¹ The candidate begins their answer with a personal response (P).

² The candidate gives a good introductory summary of the poetic situation and shows good knowledge (K and U), analysis of tone (AN) and other possible interpretations with secure expression which are clear and precise, for example 'oracle like prediction'.

³ The candidate makes a very good link to the wording of the question (C).

⁴ The candidate looks closely at the language used (AN) and makes a relevant interpretation (P), for example 'sombre mood'.

⁵ The candidate looks at other poetic methods (AN) and shows their understanding of the meaning of the poem (U).

Example Candidate Response – high, continued

Examiner comments

but by the addressee, and listeners of the poem. ~~Which~~ Therefore, Yeats presents the speaker's disheartened, ~~negat~~ and negative feelings in the poem. **6**

The persona's feelings **7** of love which is a dominant theme ~~is~~ in the poem, particularly unrequited love. This is not only presented through the structure of the poem as it is a sonnet **8** written during the romantic era of poetry, which immediately radiates the energy of love as one of the speaker's feelings, as most sonnets during that time period fantasized and dwelled upon love. But, through the poet's repetition of the word, "loved" specifically in the second stanza. In this stanza the speaker emphasizes to the addressee that despite many loving their moments of "glad grace" and "beauty" the persona was the "one man" who loved the pilgrim soul in you. This gives religious connotations of the speaker's love being similar to the **9** love of God, that looks within the exterior and cares for the suffering being hidden beneath the best beauty. It's also emphasized that even during recipient's sad old age, the speaker was the only man willing to overlook aesthetic beauty and love the "sorrows of your changing **10** face". Therefore presenting the speaker's

6 The candidate needs to make clear links to this interpretation (C), but their personal response to the answer is sound (P). They could develop their analysis of the effects of the language more (AN).

7 The candidate's answer links to the question here (C).

8 The candidate makes an unfortunate error as they show a lack of contextual knowledge (K) and this poem is not of the 'romantic' era. However, it is good that the candidate mentions the poetic structure and historical context.

9 The candidate makes a good analysis (AN) and interpretation (P) of the text with specific references to details of the text.

10 The candidate develops their argument well (P) with good support (K and U) and uses coherent expression (C).

Example Candidate Response – high, continued

Examiner comments

feelings of "true" love which multitudes were unable to provide.

The speaker's feelings of love and sadness are brought together in the third quatrain of the poem ¹¹ in which the speaker tells the addressed that they will, "Murmur, a little sadly, how love fled and paced upon the mountains overhead and hid his face amid a crowd of stars." In this stanza the speaker believes that their love will regret ~~you~~ not being able to give back their feelings, and reflect on how love, personified will flee from them. In reference to the person's love being an individual who leaves the person in stride to hide, "amid the ~~at~~ a crowd of stars" which are representatives of other people never to be seen again. ~~Therefore~~ Thus, the person the poem ~~the poem's~~ directed to will never have the opportunity to experience true love. Therefore, the speaker's feelings of affection genu ¹² affection which may or ma ¹³ not be alive will never be experienced by the addressed.

~~the~~ The poem by William Butler Yeats, presents the person's affectionate feelings through a sad reality in which the addressed is left in anguish as they

age, as a consequence of not reciprocating the person's love. With the use of saddening imagery, tone and atmosphere. ¹⁴

¹⁵

¹¹ The candidate links their answer very well to the question (C).

¹² The candidate explains the meaning here (K), but their answer lacks the contextual knowledge to make this more telling. The candidate needs to analyse the effects of the language, for example 'stars' in more detail.

¹³ The candidate gives a valid interpretation of the meaning and the tone (K and AN).

¹⁴ The candidate needed to plan their work more thoroughly and consider 'atmosphere' much earlier in their answer (C).

¹⁵ The candidate gives a very good response to the poem (P) with a supported interpretation which is well focused on the task (C). At times they give a perceptive analysis of the methods and some of their effects (AN). The candidate's expression is clear and their answer is well organised (C).

Total mark awarded =
22 out of 25

How the candidate could have improved their answer

- To improve their answer, the candidate needed to clearly explain the context of the poem and its meaning (Knowledge and Understanding) and this would have supported their interpretation of the text.
- The candidate needed to develop their analysis of the effects used in the text more fully.
- To improve their answer, the candidate needed to refer to other poetic methods such as rhythm and rhyme.
- The candidate could have demonstrated a better knowledge of the text, particularly the third stanza which they did not seem to understand as clearly or discuss in the same level of detail.

Example Candidate Response – middle

Examiner comments

7 (b) Yeats presents the speaker's feelings in the poem 'When you are old' through his particular use of language. **1** literary devices

~~7 (b)~~ ~~Yeats presents the speaker's feelings in the poem 'When you are old' through his particular use of language, literary devices, as well as highlighting key themes of the poem as well.~~

Yeats presents the speaker's feelings in the poem through his particular use of language. This is seen in the poem as the speaker says "When you are old". The use of the word "when" already gives signs of the speaker about to start a command, **2** as Yeats also uses the word "you are old" which ~~also~~ creates the effect of familiarity to reader as well as engages them **3** Yeats further uses words like "take down" which show that the speaker is ~~of~~ having a commanding tone and giving instructions. This is further evident as the speaker says "And slowly read, and dream." This shows that the speaker has a commanding tone, and it can be said that the speaker feels ~~firm~~ firm and confident in the instructions they are giving. The use of the words "old" and the phrase "your eyes had once" both refer to the past tense **4** and it can be said that Yeats uses ~~these~~ this word and phrase to create a feeling of nostalgia for ~~the~~ the speaker as well as the reader. Hence Yeats particular use of language ~~creates~~ portrays the speaker's feelings of firm and confident as well as nostalgic **5**

1 The candidate begins their answer with a general introduction which suggests a possible structure for their response (C). However, their introduction lacks an overview of the poem (K) and (U).

2 The candidate needs to give a more convincing interpretation of the effect of 'when' (P), but they do look at the language used (AN).

3 The candidate gives a sound interpretation (P) and begins to analyse the effects used in the text (AN).

4 The candidate offers a further interpretation (P) and an analysis of the effects the writer has used, which they support with specific evidence from the text (AN).

5 The candidate makes a good start and explores relevant details in the text (P and AN), but these are not linked to an interpretative context (what is the poem about) so do not give substance to the comments they make.

Example Candidate Response – middle, continued

Examiner comments

Furthermore, Yeats presents the speaker's feelings through the use of the theme of time. This is seen in the ~~poem~~ ^{poem} as the speaker says "How many loved your moments of glad grace" as well as "And loved the sorrows of your ~~changing~~ ^{changing} face". This shows the aspect and theme of time as "your changing face" could be in reference to aging ⁶ and the aspect of the past is created through the use of words such as "loved" and "moments" ⁷ which are both in the past tense. The effect of using the theme of time in creating an aspect of the past is that it creates a nostalgic atmosphere and it also creates a feeling of longing and the feeling of wanting to relive the past is also created for the speaker. The feeling of longing for the past is further justified as the speaker uses strong ⁸ words to describe his emotions ⁹ such as "love" and "loved". The use of the phrase "and loved the sorrows of your changing face" also creates a feeling of appreciation for the speaker. This is seen as the speaker says that they "loved the sorrows" which shows that the speaker loved the aging process whereas others may have not as ~~the~~ the speaker says "And loved your ~~beauty~~ ^{your} beauty with false love of true". ~~This~~ Hence the speaker feels an appreciation for time as well as feelings of longing and wanting to relive

⁶ The candidate demonstrates better communication (C) here, as the theme of 'time' here links to the idea of 'aging' in the previous paragraph.

⁷ This is not evidence of the past tense.

⁸ The candidate needs to develop the argument (P) in a more convincing way here (C).

⁹ The candidate discusses 'emotions' which links to 'feelings' stated in the question, but they need to make this link more clearly and precisely. The analysis is in its early stages when the candidate considers 'love'.

Example Candidate Response – middle, continued

Examiner comments

the past. ¹⁰

~~Yeats presents the~~
 Moreover, Yeats presents the speaker's feelings through the use of literary devices. ¹¹ This is seen in the poem as Yeats uses imagery to portray the feelings of the speaker as calm and relaxed. This is seen as the speaker uses phrases such as "nodding by the fire" and words like "slowly", "dream" and "soft". Yeats uses these words and phrase to create an image ¹² of a person looking back at their past life. The words and phrases also create a calm and relaxed atmosphere. Yeats also uses ~~the~~ repetition ~~of~~ create a feeling of the words "love" and "loved" which emphasises the feeling of longing to be in the past as ¹³ well as the love and appreciation of time. Furthermore, Yeats uses caesura in all three stanzas. The effect created by this is that the pauses slow down the rhythm of the poem as well as give the speaker time to compose themselves before speaking again. ¹⁴ It is also important to note the structure of the poem as the poem is three quatrains, with end-rhyme which is seen between the words "sleep" and "deep" in the first stanza, "grace" and "face" in the second and "bars" and "stars" in the last stanza. The structure and rhyme scheme create a regular pattern in which the teacher can follow easily. The pauses ¹⁵

¹⁰ The candidate attempts to interpret the text in a relevant way, but is hampered by their lack of knowledge of the text and its context (K).

¹¹ The candidate neatly links back to their introduction (C).

¹² The candidate identifies literary features (though 'imagery' becomes 'image') and they support this with evidence from the text.

¹³ The candidate identifies another poetic method and supports this with an example from the text (AN). Their use of the word 'presents' shows they have an awareness of the question (C).

¹⁴ The candidate analyses another poetic method and its effect and supports this with evidence from the text (AN), but their interpretation could be developed further (P).

¹⁵ The candidate identifies more poetic features and supports these with examples from the text (AN) but they show a limited understanding of the effects used in the text and need to link it to the overall interpretation (C).

Example Candidate Response – middle, continued	Examiner comments
<p>caused by the caesura not only slow down the rhythm but it can be said that the continuous use of caesura creates a rhythm which is slow and similar to that of a person who is old as they generally people progressively get slower as they age. 16</p>	<p>16 The candidate offers an interesting personal response which shows independence (P). They link it broadly to the topic 'the speaker's feelings'.</p>
<p>Overall, Yeats presents the speaker's feelings through Yeats particular use of language and diction which created a feeling of nostalgia. The uses of the theme of time, created an aspect of the past which caused feelings of longing in the speaker and Yeats used literary devices in order to emphasise the speaker's feelings as well as create an image of time passing and the aging process in the reader's mind. 17</p>	<p>17 The candidate broadly repeats some points that they have already made. This refers back to the task but it is limited by their lack of textual and contextual knowledge (K).</p>
<p>18</p>	<p>18 This response is organised, and the candidate links their paragraphs appropriately, with coherent and clear expression and some appropriate critical vocabulary (C). The candidate considers poetic methods and their effects (AN) and offers an interpretation which is supported and partly developed (P).</p> <p>Total mark awarded = 16 out of 25</p>

How the candidate could have improved their answer

- To improve their answer, the candidate needed to demonstrate their understanding of the meaning of the poem and their knowledge of its context. This would enable them to give a fully developed and appropriate interpretation of them poem.
- The candidate appeared unaware of the 'poetic situation', this reads as though candidate is responding to an 'unseen' poem. To improve their answer, they needed to be familiar with the poetry that was to be covered in the question.

Example Candidate Response – low

Examiner comments

7	b	<p>Comment closely on the following poem, analysing ways in which Yeats presents the speaker's feelings.</p> <p>In the poem 'When You are Old' by William Butler Yeats it's simply about or focuses about difficulties of ageing. The poet writer represents this through the speaker's point of view and uses techniques such as language, in tone and tone to express the speaker's feelings.</p> <p>The writer begins by using language ^{tone} in terms of a literary device ^{negative tone} to express the feelings of the speaker. In the beginning there is the existence of nostalgia or reminiscence. Weary, the speaker is weary about the future than the past. precisely about being old. The speaker raised concerns when he says "When you are old and grey and full of sleep". The speaker emphasizes on ageing and compl. 1</p> <p>In the poem 'When You are Old' by William Butler Yeats it's simply about or focuses about eg the effects of ageing. The writer 2 represents this through the speaker's point of view and uses techniques such as language and tone to express the speaker's feelings.</p> <p>The writer begins by using tone in terms of negative tone to express the feelings of the weariness of the speaker. In the beginning there is a tone of weary/worry given by the poet speaker. The speaker seems to be worried about the future rather than the past and 3 having to age or being old but he says "When you are old and grey and full of</p>
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- 1** The false start will have lost the candidate valuable time. The candidate needs to plan their answer to avoid this.
- 2** The candidate gives a general overview of the poem (K) which lacks contextual points and does not demonstrate an understanding of what the poem is about (K).
- 3** The candidate shows an awareness of poetic methods, for example 'tone' (AN). They make a partly relevant reference to the question, for example 'speaker's feelings' (P).

Example Candidate Response – low, continued

Examiner comments

	<p>sleep" He as well as complains about the difficulties of being old where there is not much strength to do activities and your youthfulness has depleted. with this it is explicitly shown that the writer does not want to be old its weary and complaining tone shows that he does not want to experience the life of being old when you are old to the extent of "nodding by the fire". He does not want to be old and begin to reminisce or think about the past when he had the "sixt look his eyes had once" He fears that once he becomes old, the qualities he once called beauty and features of being young will further away and become old at he will then acknowledge when he was beautiful "And loved your beauty". The speaker may also be melancholic as he begins to think about his life "How many loved your moments or glad grace, and loved your beauty with love false or true" He wonders if someone actually loved him for his qualities or for him himself or whether they loved him for the moments they spent.</p> <p>The writer used ^{structure} language to highlight the speakers negative feelings towards ageing. In the poem "When You are Old" there is an existence of capitalisation in the title this conveys the significance of being old the impact of growing old towards the speaker. The B three stanza poem with 12 twelve lines, mostly end with end point (small amount of power) which shows the speakers unwillingness unwillingness to grow although he is fully aware that he</p>
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4 The candidate offers an interpretation of the poem (P) which is partly relevant, but they need to show more contextual understanding.

5 The candidate shows a lack of knowledge and understanding of the poem (K and U) and they conflate the speaker and the person addressed in the poem (P).

6 The candidate considers the poetic methods used in the text, for example structure and capitalisation (AN) but they need to demonstrate more knowledge and understanding to make their opinion more convincing (P).

7 The candidate's answer is more relevant and supported here, although they only give a partial interpretation of the poetic methods (AN and P).

Example Candidate Response – low, continued

Examiner comments

	has no choice but to grow.
	lastly, the used of language in the poem
	Showcases or emphasises on the speakers feelings
	language in terms of imagery sound imagery which
	appeals to the sense of hearing he says in the
	third stanza, line 2 "Murmur, a little sadly"
	which simply implies to talk in a low voice
	but sad. The speaker is sad and talks about 8
	how the speaker will sadly talk about how love
	is There is also personification where love has
	been given animalistic traits "Love fled" This 9
	it emphasises the fact that love will not last
	when they become old love will also become
	old and leave as well. There is also rhyming
	words with the rhymes of a bac ^d ac ^d which
	highlights the importance of being old 10
	In conclusion, the writer feels sad 11
12	

8 The candidate considers the effects of language albeit in a straightforward, unanalytical way (AN).

9 The candidate gives a clear example of the poetic methods with examples from the text and shows a broad awareness of its effects (AN).

10 The candidate observes the poetic details in the text but does not explore or analyse them (AN and P).

11 This is an abrupt ending which indicates a lack of planning and time management (C).

12 The candidate focuses on the task (C) and gives some personal responses to the attitudes to aging (P). The candidate mentions relevant poetic methods (AN) and shows a broad awareness of their effects. Their expression is usually clear and they use some relevant critical vocabulary with a generally organised approach.

**Total mark awarded =
12 out of 25**

How the candidate could have improved their answer

- The candidate's knowledge and understanding of the poem was limited. To improve their answer, the candidate needed to better demonstrate their understanding of the poetic situation (K and U).
- The lack of context (K) in the candidate's answer meant that their interpretation was only broadly on task (P). To improve their answer, the candidate needed to demonstrate their knowledge of the context of the poem.
- To improve their answer, the candidate needed to analyse in full the effects of the writer's choices (AN).

Common mistakes candidates made in this question

- Many candidates did not know the text well enough to be able to offer a fully valid interpretation. Many candidates struggled to explain some of the references, but with a thorough knowledge of the poem and its context they would have been able to. The lower level answers appeared to read as though they were responding to an 'unseen' poem and this held candidates back in terms of the depths of insight and understanding they were able to demonstrate.
- Many candidates commented on the language used, but candidates needed to remember that there is much more to the experience of reading a poem than just the words used. Many candidates could have improved their answers with a clearer focus on the poetic experience so that such important elements as structure, rhythm, imagery and rhyme could have been addressed. They needed to explore how these elements affect the poem's impact on the reader and help to shape its meaning.

Question 9(a)

Example Candidate Response – high

Examiner comments

9	<p>(a) In E. M. Forster's novel "Howards End" the character, Helen Schlegel, is described and depicted in a certain light. One could say that this quote, "rather apt to entice people, and, in enticing them, to be herself enticed", sums up much of her quality qualities and attitudes. ¹</p> <p>Forster portrays Helen as spontaneous and inconsistent when looking at her at her visit to the Wilcox household in the beginning of the novel. ² Simply, Helen falls in love with Paul Wilcox and they kiss. This represents Helen's spontaneous and romantic nature, guided by her emotions. This can be supported</p>
	<p>when Forster writes that Paul "gave for love", when she wanted was desiring love. She enticed Paul with her beauty, and in return was "enticed" by her own emotions. Her inconsistency can be seen in the way she gives in to all the Wilcox men's misogynistic perspectives, and also the way she falls out of love with Paul the next morning, telling Margaret in a letter that it is over. This shows one that Helen has no firm and rooted foundations in what she believes in, and, therefore, can be enticed or swayed very easily. This adds to the way to how she is portrayed in a romantic and spontaneous nature. ³</p>
	<p>Forster shows these attributes of Helen in her confrontation with Mr Wilcox. Helen & Mr Bast find herself in a much more difficult predicament as a result of Mr Wilcox's advice. Helen confronts Mr Henry in an attempt to help Mr Bast. Mr Wilcox scolded Helen in saying, "Don't take that sentimental attitude over the poor". Henry believes that rich and poor will always exist, it's inevitable, and this is why he does not advise the Schlegels to to even meet with or grow an emotional attachment to the poor. Helen does, however, disagree and she becomes so emotionally attached that she attempts to give the Bast half of her entire own small net estate wealth. This shows one that Helen is controlled by her emotions and can be enticed into doing magical things. ⁴</p> <p>This is emphasized in the way Helen the manifests a hatred towards the Wilcoxes for years after her interactions with Paul, and her even when ⁵</p>

¹ The candidate acknowledges the question and quotation and suggests alternative views (C).

² The candidate recognises the construct here 'Forster...' (AN).

³ The candidate links a relevant textual example to the task (K and C) and has awareness of the author's role (AN).

⁴ The candidate develops their interpretation well (P) and shows an understanding of the concerns (U). They fluently integrate their chosen examples (C).

⁵ The candidate demonstrates good textual knowledge (K) to develop their argument (P) with some awareness of the concerns (U).

⁶ The candidate keeps the focus on the task (C). They offer some supported opinions (P) with an analysis of the methods in the implicit contrasting of Helen and Henry's attitudes (AN and K).

⁷ The candidate neatly keeps the question and quotation in focus (C).

Example Candidate Response – high, continued

Examiner comments

hearing of Margaret's engagement to Henry.

Forster portrays Helen as the extreme of female
~~feminism~~ ~~spring~~ ~~romance~~, ~~feminism~~ and ~~literature~~.
 During the era of Edwardian England ⁸ this
 can be seen in that she permits Leonard for spending
 a night walking under the stars. She looks for
 the adventure and spontaneous events of life in
 the "dull gray". This is emphasized by in the
 way she falls pregnant and leaves her home
 for Munich. It is clear that Helen is ⁹
 much less practical and rigid than the capitalistic
 Wilcocks, and she can also ~~use~~ be used in the
 novel to convey the idea or theme of inequality.
 Both Helen and Mr Wilcock fall into the same
 way, yet ~~as a result of the text~~ yet Mr Wilcock,
 being a man, is able to stay in society, whereas
 Helen has to leave society ~~so~~ that she is not
¹⁰ persecuted. Helen's modern perspectives and ideas of art
 and literature, combined with her own extreme of
 inequality, that she resembles, depicts her as feminist
 and romantic. This ~~thing~~ is directly linked to her
¹¹ spontaneous and unstable character which is easily enticed,
 or changed as a result of her emotions.

Forster presents ~~the~~ Helen as, enticing through her
 or easily "enticed" when looking at ~~the~~ her reaction
~~of~~ when speculating ~~the~~ ^a ~~more~~ ~~humorous~~ piece of literature ¹²
 The rushes of driving ~~and~~ ~~quilt~~ ~~grab~~ before the
~~the~~ ~~music~~ ~~is~~ ~~finished~~ and grabs Mr Bant's
 umbrella. ¹³ This shows one for that her emotions
 can be triggered easily and ~~entice~~ as a result,
 she entices herself, bringing about illogical and

⁸ The candidate makes a brief contextual reference (K and U), but they need to develop it in a way relevant to the task (C).

⁹ The candidate makes some well selected textual references (K) and a developed interpretation which is relevant to the task (P and C).

¹⁰ The candidate makes a good development into Forster's concerns (U and P).

¹¹ The candidate gives a well argued interpretation and shows some independence of thought (P).

¹² The candidate keeps the question and quotation in focus (C).

¹³ The candidate could develop this 'symbol' and link it to the 'plot' more directly (C and AN).

Example Candidate Response – high, continued

Examiner comments

confusing behaviour such as taking Leonard's umbrella.
 In Forster's novel "Howards End", Helen is portrayed as inconsistent, spontaneous and controlled by her emotions due to various examples such as her interactions with the Wilcox family or the Basts. As a result of this, she can also experience the extremes of femininity and romance during the
 era of Edwardian England.

16

14

14 The candidate selects some relevant answers from the text (K) to support the argument (P). They demonstrate a good understanding of the concerns (U).

15 The final paragraph is summative rather than a conclusion to the argument. It needs to refer back to the question or quotation (C).

16 The candidate demonstrates a very good knowledge and understanding of the text, using well selected examples throughout essay. They give a well informed and supported interpretation of Helen and her role and show independence of thought and at times perception. The candidate's answer is well organised and stays mostly focused on the task, with well organised paragraphs and fluent, clear expression.

**Total mark awarded =
22 out of 25**

How the candidate could have improved their answer

The candidate's answer did not fully address how Forster portrayed Helen. To improve their answer, the candidate needed to be more familiar with the genre, have an awareness of the methods appropriate to a novel and more understanding of the effects of Forster's choices in the text.

Example Candidate Response – middle

Examiner comments

9	(a)	In the novel "Howards End", E M Forster portrays portrays Helen as a character who has many similarities and differences to her sister, which is shown by the actions she takes takes throughout the novel. 1
		Helen is portrayed to be impulsive and less worried worried about consequences. This can be seen when she wants to marry 2 the son of Henry Wilcox, Paul Wilcox only to realise that they do not really like each other all that much and the wedding is called off. Another example is when she impulsively sleeps with Leonard Bast after Henry refuses to give Leonard a job after his advice lead Leonard to leave the "Lorphyrion" for a 3 reason that was later incorrect. In light of the comment "rather apt to entice people, and, in enticing enticing them, to be herself enticed" it is clear that she is these things for her own enjoyment which could be seen as a sign of selfishness selfishness 4 Forster portrays portrays Helen to be extremely careless and shows the trouble she gets into as an result of it. 5

1 The candidate begins with a general introduction (C). They set their own agenda and ignore the question and given quotation.

2 The candidate gives a personal response in this relevant opinion (P).

3 The candidate's detailed specific reference to the text shows they have sound knowledge (K).

4 The candidate links their answer to the question (C) and offers a relevant interpretation (P).

5 The candidate uses a sound structure and the response is well organised (C).

Example Candidate Response – middle, continued

Examiner comments

	<p>Forster presents Helen to show signs of growth or rather a realisation and regret of her past actions. ⁶ This is can be seen when Helen returns to Howards End after sleeping with Leonard and fleeing to Germany. Upon Margaret seeing her pregnant, Helen states that she has done "something that no English may forgive." In contrast to the beginning of the play ⁷ she is ^{now} much more aware of possible consequences she will have to face as she is now a social outcast after having a night with Leonard. Helen can no longer be as impulsive and careless as she used to be as she is now ⁸ responsible for herself and Leonard's unborn child. Forster ⁹ portrays ^{as a character who has to} portrays Helen as a character who has to improve as a person due to her past actions.</p>
	<p>Helen is portrayed to have many similarities to to her sister, Margaret. Both enjoy art and literature and are well cultured. This is shown when they are both surprised ^{shocked} by the fact that the theater only charged "two shillings" for what could be described as ¹⁰ the greatest most sound they have ever heard. Both clearly understand that it is practically stealing to hear something so brilliant for such a lower price for them. Forster presents Helen to have both vast difference and ¹¹ similarities to Margaret.</p>
	<p>Forster's ^{portrayals} portrayals of Helen is that of an immature and impulsive person becoming a mature and more ^{more} controlled</p>
	<p>while still sharing similarities to her sibling Margaret. ¹² ¹³</p>

- ⁶ The candidate shows an awareness of the construct when they refer to 'Forster...' (AN).
- ⁷ Ignoring genre slip, the candidate shows some understanding and interpretation of Helen's development and this is supported by relevant knowledge (U and K).
- ⁸ The candidate shows an awareness of the novel's concerns (U and K).
- ⁹ The candidate makes another mention of Forster, demonstrating an awareness of the construct (AN).
- ¹⁰ The candidate links their answer back to the introduction (C) but this is not directly relevant to the question and the quotation (U and K).
- ¹¹ The candidate shows an understanding of the concerns (U) with some textual support (K).
- ¹² The candidate's final paragraph is summative rather than a conclusion (C).
- ¹³ The candidate's knowledge and understanding are clear and sound, with some supported opinions. The candidate's opinions are relevant in reference to Helen. They begin to analyse the reference to Forster and the comparison with Margaret.

**Total mark awarded =
15 out of 25**

How the candidate could have improved their answer

- To improve their answer, the candidate needed to focus more on the specifics of the question, even though the quotation was referenced in the essay. They also needed to give more consideration to Forster's methods and their effects on the text, and show more understanding of the genre and context within which the text sits.

Example Candidate Response – low

Examiner comments

9	a	<p>In the novel- "Howards End" ,written by E M Forster, the Helen Schlegel, who is 21 years old, is portrayed as a Flighty girl. who tries to have everyone's best interests at heart before her own. 1</p>
		<p>Helen Schlegel who is the younger sister of Margaret and the older sister of brother Theobald "Toby" Schlegel Schlegel is very flighty and idealistic. Forster uses plenty plenty of examples throughout the the novel of why Helen is seen as an 'idealistic' girl. Helen Helen attends one of Beethovens Fifth Symponys with her siblings and they are seated beside Leonard Bast. In the duration of the piece, Helen starts imagining imagining that Zombies and goblins are flying in the sky and she quickly stands up and leaves the building, take taking with her Leonard Basts umbrella. Forster presents Helen as a flighty 'girl' at this point in the novel because she quickly reacts to her imagination. 2</p>
		<p>Helen also asks many questions to those around her. She asks Henry Wilcox many questions surrounding the work he does and why he does it. Forster presents Helen as an idealistic a person based on decisions she makes in her mind. When Helen and Margaret attempt to help Mr Bast, they ask the advice of Mr Wilcox and based on his advice Helen believes that Mr Bast's life will change for the better. Mr Bast ends up losing his job and can barely support himself and Mrs Bast with food and medication. Helen has never worked a day in 3</p>
		<p>4</p>
		<p>5</p>

1 The candidate gives a general introduction which needs a direct reference to the question or the given quotation (C).

2 The candidate demonstrates relevant knowledge (K) and some personal opinion about the use of 'idealistic' (P). The candidate offers support from the text (K and C).

3 This is a partial response, but the candidate has the question in mind (C).

4 The candidate begins to analyse (AN) the methods and textual knowledge (K).

5 The candidate demonstrates a solid knowledge of the text and selects relevant examples, (K). They show an appreciation of some concerns, for example social and class issues (U).

Example Candidate Response – low, continued

Examiner comments

	her life because she she is living off inherited money. The Schlegels are part of the upper class class and the Baets are impoverished in the lower-working class, which is why Helen does not understand truly that Mr Baet's life will not improve.
	Forster portrays Helen as forceful yet very kind. Helen always tries to help and be kind as we see at this when she mistakenly takes ⁶ Leonard Baets umbrella. When retrieving the umbrella Helen gives Mr Baet a random umbrella which is not his and Leonard is insulted but Helen apologises and tries to explain that it was a genuine mistake but her apology falls on deaf ears as as Mr Baet collects his umbrella and abruptly leaves the Schlegel home. He sees it Further on, in the play Mr Baet leaves the Schlegel home again and searches for his hat. Annie brings him his hat but it ends up being Mr Wilcox's hat which further infuriates Leonard. When Leonard ⁷ hat is eventually found, Forster uses symbolism to show that Helen has insulted Mr Baet by giving ⁸ him Mr the Wilcox's hat because Leonard's hat is full of holes and the threading is loose. Helen is forceful because she insists on giving Leonard money and she tells him that to her it is nothing but to him it is a lot. Mr Baet does not want to accept the money from Helen but she forcefully makes her him take it.
	Due to Helen caring so much for Leonard and Jackie Baet, their lives seemingly start to fall apart

⁶ The candidate offers some relevant opinions, but they are not directly linked to the task (P and C).

⁷ The candidate makes specific text references which are straightforward (K) but are not shaped to the task (C), for example 'enticing and being enticed'.

⁸ The candidate uses relevant literary vocabulary and examples (AN and C) but needs to consider the effects used and developing their analysis beyond the straightforward (hats and umbrellas as protection, for example).

Example Candidate Response – low, continued	Examiner comments
<p>piece by piece. After Leonard leaves his first job due to the advise from Mr Wilcox and he is retrained by his new job, his fiancé, Jackie, falls ill. Forster Shows how much Helen pities the poor by the amount of effort she puts into trying to improve their lives for them, which eventually leads to Leonard Best being killed. Helens kindness, forceful way and flighty mind cause her to make a decision based on emotion and that is to have sex with Mr Best while his fiancé is ill in the next room. Forster shows that Helen acts upon current feelings, which was feeling sorry for Mr Best.</p>	<p>9 The candidate offers an interesting view of Helen (P) which they support with evidence (K), although they need to shape their answer to the task (C) and consider the effects of this (AN).</p> <p>10 The candidate needs to explain how this is relevant to the question (C and U).</p> <p>11 The candidate needed to make more this point, given the quotation. They make a useful reference but it is too late and they need to explore and analyse it further (U and AN).</p> <p>12 The candidate needs to give a clear conclusion and refer back to the question (C).</p> <p>13 This candidate shows a sound knowledge and some understanding of the concerns. They select relevant material to discuss, offer generally relevant opinions and show some awareness of the genre and methods.</p> <p>Total mark awarded = 12 out of 25</p>

How the candidate could have improved their answer

- To improve their answer, the candidate needed to focus more clearly on the terms of the question.
- The candidate offered a little detailed analysis of some of Forster’s methods (‘How does Forster portray Helen?’), but to improve their answer they needed to demonstrate more direction and organisation, for example they could have included an introduction and conclusion.
- Needed to show a sense of contextual awareness.

Common mistakes candidates made in this question

- Many candidates did not focus sufficiently on the question and in this case the given quotation. Many candidates demonstrated their knowledge of the text and were able to cite relevant parts of it to support their views, but their supporting evidence was not fully shaped to the task to answer the question.
- Many candidates did not demonstrate their understanding of the genre and which methods a novelist has at their disposal to create effects in the text for the reader. They made little reference to the language choices and did not mention key elements such as the use of dialogue, the narrative structure, use of the third person narrator and so on. Any of these elements, analysed to show how they create effects for the reader, would have provided good material with which to address the task in a more literary and analytical way.
- In some cases, candidates only implied a sense of the context within which the novel was written. Some candidates referred to the Edwardian period, but they did not develop this point into a supporting argument about Helen’s role and how the historical context might have informed Forster’s choices.

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