



Cambridge Assessment
International Education

Example Candidate Responses Paper 2 Drama

Cambridge O Level Literature in English 2010



The main aim of this booklet is to exemplify standards for those teaching Cambridge O Level Literature in English 2010, and to show how high level candidates performance relates to the subject's assessment objectives.

In this booklet candidate responses are derived from the real scripts of candidates from the June 2017 series of Cambridge IGCSE Literature (English) 0486, which runs in parallel with Cambridge O Level Literature in English 2010.

For each question, the response is annotated with numbers, which correspond to the examiner comments.

This document provides illustrative examples of candidate work. These help teachers to assess the standard required to achieve marks, beyond the guidance of the mark scheme. Click on the 'Mark Scheme' button to view the appropriate mark scheme for the question paper.

The full question papers and mark schemes used in this resource are Paper 22 from the June 2017 exam series for Cambridge IGCSE Literature (English) 0486 and can be downloaded in full from the School Support Hub: www.cambridgeinternational.org/support

The relevant files are: June 2017 Question Paper 22
 June 2017 Paper 22 Mark Scheme

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Question 3

3. Read this passage carefully, and then answer the question that follows it:

Passage from *A View from the Bridge* by Arthur Miller

In what ways does Miller make this such an emotionally intense moment in the play?

Miller makes this extract emotionally intense due to the use of dialogue. Building up to a climactic point Miller uses the lawyer as his mouth piece, **1** Alfieri to put across the truth of Eddie's insesant love for Catherine (his neice by marriage). Miller uses tension to build to a climax as well as stage directions to emphasise the intensity of the extract. **2**

Eddie seeks Alfieri's help as he believes that Rodolfo (Catherine's love interest) is only seeing her in order to become an American citizen.

3 This centres on one of *A View From the Bridge's* main themes of justice and law. However the audience believes its driven by Eddie's jealousy of Rodolfo because of his hopeless love for Catherine.

At the beginning of the extract Miller creates an emotionally intense moment by using Alfieri to suggest to Eddie the truth **4** behind Eddie seeing him that day and by subtly moving to a more climactic emotional point using stage directions. By using a "pause" and a "...", builds suspense **5** which makes the extract more intense and the emotion that is revealed more sudden. Alfieri who is moral, obeys the law and speaks the truth says to Eddie "too much love for the niece" which is the first open suggestion **6** of the extract that portrays Eddie's love for Catherine as "too much" and of a different more

EXAMINER COMMENTS

- 1 The candidate shows understanding of Miller's methods/Alfieri's role.
- 2 Introduction gives a focused overview.
- 3 The candidate shows relevant contextual knowledge and understanding.
- 4 The candidate shows understanding of deeper implications and relates this to the 'emotional intensity' of the moment.
- 5 The candidate recognises that suspense is created but could have linked the stage directions to how the lines would be delivered – its effect on the stage rather than on the page.
- 6 The candidate shows knowledge of the text and understanding of its significance.

insane **7** nature. Miller, in Alfieri's dialogue uses short sentences such as "let her go. That's my advice" In order to highlight the truth of the matter. **8** This also provokes sympathy for the protagonist tragic hero, Eddie as although he insults Rodolfo by calling him a 'punk' he can not control his lover over Catherine. Eddie also insults Rodolfo as Eddie does not believe he is manly enough for Catherine due to him having platinum hair and the fact he likes to sing. **9** "There's nothing you can do." is another example that provokes sympathy **10** for Eddie even though he is morally in the wrong. This is an emotional **11** line of the play due to its finality from the morally superior character, Alfieri. The fact that (Eddie stands) shows the building up of tension and is suspenseful and intense as it shows Eddie can not react emotionally **12** so he reacts physically **13** by showing up which emphasises how uneasy he is about his emotion.

As the extract progresses Miller creates a emotionally intense moment in the play by displaying Eddie's true emotion and how helpless **14** he is via dialogue. The use of stage directions show the intensity of the extract as well. The stage direction "[With a helpless but ironic gesture]" shows the audience **15** the helplessness of Eddie which conveys how emotional he is getting, and what is building up inside him. The repetition of 'punk' emphasises how frustrated **16** Eddie is and also the contrast of using a singular 'punk' at the beginning of his speech to using 'son-of-a-bitch punk' by the end show the intense build up of emotion. The line Eddie says "I took out of my own mouth to give to her" shows how deeply he cares for her and perhaps how much he has done for her, despite being over-protective he has always had her needs in his heart which provokes more sympathy **17** for Eddie and displays his real and intense emotion for Catherine. Alfieri 'rises' showing the climax and

EXAMINER COMMENTS

- 7 'insane' is taken as 'incestuous'. Language errors are not marked.
- 8 Shows some appreciation of the impact of the structure and how it shapes the effect.
- 9 The candidate shows relevant knowledge of earlier in the play.
- 10 The candidate makes an informed personal response to Eddie.
- 11 This addresses the emotional intensity of the moment.
- 12 Perhaps the candidate means 'verbally' rather than 'emotionally'?
- 13 A very good section that shows clear appreciation of Miller's stagecraft; it also integrates the supporting reference [Eddie stands] very effectively.
- 14 Sustained focus on question and developing a sensitive response to how Eddie is portrayed.
- 15 Sustained awareness/appreciation of genre but could have developed a more detailed response to why Eddie's gesture is 'ironic'. The focus here is more on explaining than exploring the text.
- 16 The candidate shows critical understanding and detailed evaluation of Miller's writing.
- 17 A sensitive personal response that is supported by well-selected reference.

intensity of the scene as they are both rising and showing thier **18** masculinity. Which is another key theme of the play. Alfieri states while Eddie is on a chaotic build up of emotion that “She can’t marry you, can she?” Which is the climactic line **19** as it is plane and simple in confirming Eddie’s true emotion. The fact that Eddie replies ‘furiously’ shows that Alfieri had burst the bubble of emotion through crying, he shows it physically through getting angry, **20** this is shown here perfectly through his furiousness.

At the end of the extract Miller makes it emotionally intense through the foreshadowing **21** of Eddie’s fate by the narrator (Alfieri) and one final showing of Eddie’s emotional side. Miller highlights Eddie’s emotions at the end of the extract which build up the intense nature of it. For example Eddie says “Its breakin’ my heart” This shows Eddie in a different, sensitive and subtle light. The fact “he feels the threat of sobs” show how affected **22** he is by Catherine and shock the audience as this is very unlike Eddie’s character. The emphasis of Eddie’s helpless character is large here especially with the stage direction, “With a helpless wave” it shows how emotional Eddie is unknowingly portrayed as. Alfieri’s final speech of the extract **23** foreshadow Eddie’s helpless and tragic fate **24** which leaves the extract on a extremely emotional ending. “I knew where he was heading for” and “I knew where he was going to end” hint the audience of his tragic fate. This is due to the fact that because Eddie could no longer follow the code of honour of his community, he would suffer consequences. It also shows that no one could have stoppped Eddie false calling the immigration bureau. So even Alfieri was “powerless to stop it”. **25**

In conclusion, Miller made this extract intently emotional through having the two commanding characters face emotional truth about

EXAMINER COMMENTS

- 18 Responding to the effect created by the stage directions; understands the implications of his 'rising'.
- 19 The candidate appreciates the significance of this line but could have commented on Eddie's reluctance/inability to accept it.
- 20 A clear understanding of Eddie's character and how it is portrayed.
- 21 The candidate shows knowledge of later events and uses this to develop a relevant line of argument.
- 22 The candidate shows understanding of the text.
- 23 This is slightly clumsy/unclear, as well as repeating the earlier point on foreshadowing.
- 24 This shows clear understanding but it could have made a more sensitive and developed personal response to the ideas of powerlessness and inevitability.
- 25 Slightly too explanatory rather than exploratory here.

Eddie. Its an intense extract because of the stage directions mostly which emphasise to the audience mostly how tense the extract is getting. Through highlighting Eddie's emotions honestly and showing how he reacts to the truth and also foreshadowing Eddie's tragic fate in the play make this extract intently emotional. 26

EXAMINER COMMENTS

26 A convincing personal and critical response that sustains focus on the question and makes a wide range of well-supported points; critical understanding of the text is also demonstrated.

It is a strong response but it is inconsistent.

Throughout the response both knowledge and understanding are consistently demonstrated. The best sections are those that engage fully with Miller's writing and demonstrate clear critical understanding. For example the third paragraph begins well, showing an understanding of the significance of the moment and there is recognition of how the delivery of the lines would impact on their meaning. However, it could have made much more of Eddie's lack of self-knowledge, his 'furious' reaction and how this increases the emotional intensity of the moment. In a couple of places, the response tended to explain the meaning of the text or loosely paraphrase it rather than explore the impact of the writing. For example the candidate commented on the stage direction 'with a helpless but ironic gesture' stating that it showed Eddie's helplessness, rather than exploring why it was 'helpless' and 'ironic' and why that is so emotional, effective at creating pity for Eddie.

In the penultimate paragraph, there is clear understanding of Eddie's tragic fate and there is some appropriate support from the passage. Again, however, the response could have gone slightly further and commented on why Alfieri's words that he was 'powerless to stop it' create such an emotional impact, linking this to the powerful sense of inevitability.

Question 4

4. How does Miller powerfully convey to you the rules Eddie's community lives by?

In his play 'A View from the Bridge', Miller conveys the reality of Brooklyn, when both the American and Italian communities co-exist. Miller uses the contrast between both ethnic groups, the characters and Alfieri to emphasise the code of honour which is a recurring motif in his play. 1

At the beginning Alfieri introduces the play with a long soliloqui, where he stresses the importance of justice in Red Hook. 'quite civilized, quite American' uses parrallel syntax to show how Eddie's community has adopted 2 the American law system and how Alfieri finds the American law more rational. Alfieri uses humour in 'it has not been a very friendly idea since the Greeks were beaten' to emphasise how the Italians take justice into their own hands 3 and this will be more clear to the audience as the play advances. Furthermore, the use of similar words which give a sense of repetition in 'justly shot by unjust men' highlights the lawless 4 behaviour that many immigrant Italians have but also how the only way to solve a dispute is force and death. 5 Again, Miller uses irony to convey how the Italians have a stronger sense of morality, as later in the play, the audience realises how the 'law' is not always 'interested'. 6 Personification at the 'law' helps an audience realise how the Italians at that time were frustrated with the law system and this foreshadows the tragedy that will unfold. Therefore, Miller

EXAMINER COMMENTS

- 1 A focused and succinct introduction.
- 2 This shows clear critical understanding of the play's structure and Miller's use of language. There is effectively incorporated textual support.
- 3 This conveys both textual knowledge and understanding as well as understanding of how the humour emphasises Alfieri's attitude.
- 4 Skilful use of well-selected/integrated text.
- 5 Sustains critical engagement with the text and focus on the Question.
- 6 Sustained personal and critical engagement exploring the deeper meaning of the text.

uses the introducing speech to present his audience the lawless setting where the story is set and also to be a 'bridge' (hence the title) so that the American audience is able to sympathise with the characters and their actions. **7**

Later in act 1, during a family talk, the audience is given an insight into Italian justice with Vinny Velsano's story. **8** Eddie explains how, 'they spit into him on the streets; his own father and brothers'. The verb 'spit' is very powerful as it is often **9** used to reflect an attitude of hatred and disrespect towards someone. Therefore, the audience realises how the community has rejected Vinny and how they will exile him, never allowing him to come back. This use of dramatic irony is clear to the audience when they see the story repeat itself with Eddie, our tragic hero, when he calls the Immigration Bureau. **10** Miller stresses how betrayal in Eddie's community is unforgiveable and that the Italians will punish (physically) those who betrayed it. There is a contrast with American rules and law, as they are seen by the Italians as immoral, because immigrants are forced to return to Italy, losing their job and with no money to support their families. Therefore, the play is a nexus between the audience and Priestley's ideas, that allows him to convey his message that the law is not always good. **11** In addition, Eddie states how 'you can quicker get back a million dollars that was stole than a word that you gave away' representing the complexity in making the Italian community forget the betrayal and perhaps, conveying that the community will 'steal' back from you. **12**

Marco is the masculine representation of a true Italian and his sense of honour and community show us, the audience: a subjective representation of Eddie's community's rules. **13** When Eddie mimics a fight with Rodolpho, Marco's brother, when Rodolpho

EXAMINER COMMENTS

- 7** An effective personal and critical comment on the play's structure.
- 8** The candidate uses relevant textual reference.
- 9** An evaluative critical engagement with the text.
- 10** A sustained critical understanding and response to Miller's use of dramatic irony.
- 11** Although this misnames the author (accepted as a slip of the pen), the point is a sensitive and detailed personal evaluation of Miller's intent.
- 12** This is a sustained exploration of the deeper meaning of the ideas of the play.
- 13** An effective development of argument; the writing shows personal flair.

gets punched the stage direction explain how 'Marco rises', which demonstrate Italian sense of protection **14** for those in the family and the community. This also makes an audience sympathize with Marco, as an audience would also protect their beloved family, so Miller uses Marco as a way of connecting both American and Italian communities. **15** At the arrival of the cousins we get an insight into the communities' formal code when the stage directions describe Marco addressing Eddie 'with a formal stiffness', the noun 'stiffness' make Marco's appearance look like a soldier as if he was talking to a general. **16** This image helps an audience understand Italian code for addressing older Italians and also how Italians are to behave in a soldier-strict manner when being taken in shelter by another community member. Moreover, an audience can see how Italians are ruled by strict etiquette so this way Miller achieves to break the racist stereotype that Italians are savages, as many Americans saw them. **17**

At the end of the play, the audience is given the darker perspective of the Italian community and how honour can only be regained through death. **18** When Marco realises that Eddie has called the Immigration Bureau he accuses Eddie: 'That one! I accuse that one! That one! He killed my children!'; Whose use of repetition and exclamatory sentences show the hatred **19** Marco has for Eddie. The use of short sentences give Marco a more determined tone and the accusation ultimately dooms Eddie's reputation in the community. The audience is filled with tension as they have already been foreshadowed what is to come: a duel until death. **20** Also, Marco, while in jail explains to Alfieri how 'All the law is not in a book'. Synecdoche of 'law' meaning the whole moral and legal perception of what is right or wrong shows an American audience how Italians can have different interpretations of what the law is and how they have their own rules for these crimes 'not in a book' is a metaphor

EXAMINER COMMENTS

- 14 A clear understanding of impact of how Marco's actions are used to convey the rules of the community. (Many candidates fail to comment on the dramatic impact of such actions on the stage, and comment instead on the written stage directions and what they mean.)
- 15 The candidate shows understanding of Miller's methods.
- 16 An effective personal and critical comment that evaluates use of language.
- 17 Shows sensitive engagement with the writing and the ideas within the text.
- 18 A clear understanding and focus.
- 19 An effective evaluation of Miller's use of language supported by well-selected reference.
- 20 A sustained awareness of genre, and personal engagement.

Miller uses perhaps to convey how the law is something abstract and not written so perhaps, Miller is defending Marco's actions to regain his lost honour. **21**

In conclusion, Eddie's death is the climax of the whole play and it demonstrates the ultimate rule in the Italian community: how honour can only be restored by death and suffering. Miller presents the paradoxical interpretations of the law, through different characters, Alfieri being the nexus between American law and the communities' rules. Miller wants its audience to reflect upon the law and to think to what extent the law is just. With his play, Miller makes his audience think and to reflect the different outcomes that the different rules have. Ultimately, Alfieri presents a powerful message conveyed by Miller that applies to both American and Italian rules which is: 'Only God makes justice.' This is the idea that ultimately we will all be judged by God, a theme very present in both Christian societies. **22 23**

EXAMINER COMMENTS

21 An extremely effective evaluative summary of the text. This is skilful and shows flair.

22 An excellent summary that demonstrates both personal and critical engagement.

23 An insightful personal and critical response that is sustained, detailed and demonstrates individuality and insight.

The response shows a very high level of detailed knowledge of the text and makes a wide range of relevant points supported with effectively integrated quotation. The candidate demonstrates sustained critical understanding of both the ideas and Miller's stagecraft. There is always a focus on the power of Miller's writing and critical insight is consistently demonstrated. Personal and evaluative engagement is consistent throughout the response.

It is a very high level critical skill to be able to integrate suitable short quotation within the argument. The candidate does this very well and on many occasions. For example, in the second paragraph the candidate writes " ... the use of similar words that give a sense of repetition in 'justly shot by unjust men' highlights the lawless behaviour that many immigrant Italians have ...". The candidate also shows critical understanding of the use of language in a consistently skilful manner; whereas many candidates would have pointed out the use of personification first, perhaps explaining what it is, this response shows more individual flair, simultaneously showing knowledge and appreciation stating "Personification of the 'law' helps the audience realise how the Italians at the time were frustrated with the law system and this foreshadows the tragedy that will unfold."

Question 4

4. How does Miller powerfully convey to you the rules Eddie's community lives by?

Miller powerfully conveys the rules Eddie's community lives by, by exploring the themes of justice, law and honour. Miller also uses dramatic irony using the story of Vinny Bolzano to show how individual thoughts and feelings of a man, Eddie, can alter his perception of justice, causing his downfall and his community to stop respecting him. Furthermore, Miller uses Alfieri, a narrator, playing the role of the Greek chorus in this tragedy, to show the contrast between the law and the rules the community of Red Hook live by. **1**

Firstly, Miller powerfully conveys the rules Paddy's community lives by, by through the exploration of the themes of justice, honour and the law. **2** He does this by using different cultures, Italian and American, to show the contrast to perception of what is right. The community of Red Hook consider justice to be very different from the law. **3** When Eddie betrays Beatrice's cousins, Marco and Rodolpho, the community loses all respect for Eddie – even Louis, Eddie's close friend, shuns him: '(Louis barely turns, then walks downstage and exits right with Mike)'. **4** Although what Eddie did was lawful, calling the Immigration Bureau, his community is disgusted with his actions, showing that they side more with Marco's (more Italian) perception of justice. Marco says, 'I don't understand this country', and 'all the law is not in a book'.

EXAMINER COMMENTS

- 1 This is a focused introduction that clearly addresses the question. It shows understanding and knowledge of the play.
- 2 A good, clear reference to Miller's use of Alfieri - showing understanding of Miller's methods.
- 3 Shows sound understanding of the different views towards justice/law.
- 4 A good and relevant choice of textual support although it could have been explored in more detail, such as how Louis' body language, when he 'barely looks at him' shows his complete disapproval of his actions: it's as if he can't bring himself to look at Eddie.

Marco says 'In my country he would be dead by now.' **5** This quote shows the contrast between the two different cultures and reflects the rules Eddie's community live by, as they are all ashamed by Eddie's actions and all turn away from him, especially Lipari and his wife, whose relatives were also turned into the Immigration unintended by Eddie's actions. This shows that Eddie's **6** community values justice more than the law, more like the Italians and consider Eddie's actions to be very dishonourable, which is why Eddie loses his respect.

Miller also powerfully conveys the rules Eddie's community lives by through the story of Vinny Bolzano, creating dramatic irony. Catherine is shocked when Beatrice tells the story of Vinny Bolzano, exclaiming 'what was he crazy?' **7** This shows that Eddie's community considers it imperative to respect family and each other more than the law. For them it is unthinkable to take the course of action Eddie took. Eddie remarks 'a guy do a think like that, how's he gonna show his face again?' In this way, the audience understands that Eddie's community will turn against those who betray their own family – no matter for what reason. **8** Alfieri warns Eddie, 'you won't have a friend in the world!' showing the audience how Eddie's actions will cause his downfall and make Eddie lose his respect. Eddie's community believes that it is disgraceful to turn in illegal immigrants because they have never acted unjustly, and are only breaking the law because they are desperate, like Marco. Rodolpho says about his brother, 'Marco is desperate,' and Miller portrays this desperation by often making him think about his family very emotionally, '(his eyes showing tears) My wife ... My wife. I want to send right away maybe twenty dollars.' **9** This causes the audience to feel sympathy for Marco, and understand the isolation that Eddie's community brings to Eddie. The fact that Eddie

EXAMINER COMMENTS

- 5 Although there is sound understanding, the essay is becoming slightly too explanatory in approach here. More emphasis on 'how' rather than 'what' needed.
- 6 This shows good knowledge and understanding of the text.
- 7 This section on Vinny Bolzano shows relevant knowledge but is quite generalised in its use of textual reference. For a higher mark it needs more specific textual support, e.g. 'his head bouncing like a coconut' with a critical comment on the way this conveys the community's reaction, the violence of the language to describe what happened.
- 8 Maintaining focus on task and using a relevant quotation.
- 9 Although this is still relevant, this section and the beginning of the paragraph is tending to explain rather than explore the text. The comments needed to be more critical, picking up on Miller's use of language. Sustains critical engagement with the text and focus on the Question.

went back on his own word and called the Immigration Bureau, shows dramatic irony as previously, he had the same values as his community, and looked down with disgust on Vinny, **10** but then, because he became so obsessed with the notion of respect, and with Catherine, he desperately went against his own true values because he felt so driven by jealousy of Rodolpho 'laying his hands on her like a goddamn thief'. In this way, Miller, through dramatic irony, conveys the rules Eddie's community lives by, by showing what happens to a man when he goes against the 'code of honour' and betrays his relatives to the Immigration. **11**

Lastly, Eddie uses Alfieri playing the role of the greek chorus to powerfully convey the rules Eddie's community lives by. **12** He begins the play by explaining the contrast between the law, and Red Hook's perception of what is right, stating that, 'In Sicily from where their fathers came, the law has not been a friendly idea since the greeks were beaten'. This, from the beginning shows the audience that the community of Red Hook think uneasily about the law, as they believe that respect and honour are more important. **13** Alfieri, representing the bridge between justice and the law explains that most of the time now we settle for half now and I like it better. This shows that the community of Red Hook feel that it is difficult to abide by the law, and so sometimes it is necessary for a compromise to be reached, although not everyone is satisfied by the conclusion. **14** Eddie's community look down on Eddie and it is clear to see that they side with Marco, who exclaims, 'that one! he killed my children! he stole the food from my children'. Even Catherine, who loved him so much is shaken with anger for him, calling him a 'rat' and shouting 'he bites people when they sleep'. **15** In this way through Alfieri and the reactions of Eddie's loved ones, Miller powerfully conveys the rules that Eddie's community lives by, which

EXAMINER COMMENTS

- 10 A clear understanding of how Eddie's behaviour impacts on the audience.
- 11 This brings the comments together and relates to the Question.
- 12 The candidate shows understanding of Miller's methods (his use of Alfieri).
- 13 Staying on focus, showing understanding of the text
- 14 Showing sound understanding of how the rules the community live by impact on their lives.
- 15 Both of these quotations could have been explored in more depth. They are relevant but a critical response to the language in both, such as the impact of Catherine's comment 'he bites people ...' or the dramatic/emotional impact of Marco's outburst 'He killed ... he stole ...' is needed for higher reward.

Eddie has broken, causing the Red Hook community to look upon him in disgust.

In conclusion, Miller powerfully conveys the rules Eddie's community lives by, by showing how drastically Eddie loses his respect, and through the exploration of the theme justice and the law, dramatic irony, and through Alfieri the bridge between the law, and the voices of the community. **16**

EXAMINER COMMENTS

16 Overall, this is a sustained and focused personal response to the question; there is some attempt to comment on Miller's methods/use of language.

The response was sustained and thorough, and made a good range of generally convincing personal and critical comments. It was consistently well-focused on the question and showed clear knowledge and understanding of the text as well as some critical understanding of Miller's methods (AO3). The focus tended to be on the recognition and illustration of Miller's methods rather than always managing to show a personal/critical appreciation of how these created their individual effects, enhancing the audience's understanding of what was being said/ happening on stage.

For a higher mark, the use of the text and the critical response to it needed to be more consistent. Slightly shorter or more effectively integrated quotations would have helped. For example, the candidate gave three similar quotations showing knowledge of the text where perhaps one, more effectively integrated, quotation would have sufficed; the contrast between the cultures was asserted but a more explicit exploration of individual words, focusing on Marco's comment 'In my country he would be dead by now' and what it actually tells us about Marco's beliefs, a deeper awareness of his ideas/attitudes and just how the simplicity of his response shows this, would have resulted in a higher mark.

Question 5

5. Read this passage carefully, and then answer the question that follows it:

Passage from *An Inspector Calls* by J B Priestley

How does Priestley make this such a striking introduction to the Birling family and Gerald Croft?

In this extract from the play 'An Inspector Calls', Priestley presents a striking introduction, hinting that there is something perverse ¹ going on in this ideally luxurious celebration. Priestley employs, the characters interactions, stage direction and a tence atmosphere to hint to his audience that everything is not good. ²

Sheila creates the most intrigue on the audience, as she is irked ³ that Gerald had neglected her last summer. This is clear when Priestley wrote, 'Yes - except for all last summer, when you never came near me', whose use of a reproachful tone is clear. The adverb 'never' suggests total abandonment which might foreshadow how Gerald's affair later will be uncovered. ⁴ The stage directions (half serious, half playful) stress the warning tone Sheila employs and the fact that she is described as 'playful', might reflect her naivety, which will contrast with Sheila's maturity in the end of the play. ⁵ An post-war audience would find it correct for Gerald to neglect and reject Sheila, as he is a working man and he is busy. However, Priestley might have wanted to show Sheila as an example for the women in the new post-war generation to follow so the fact that Sheila criticises her fiance is a clear sign of the new emerging role of women. ⁶ Priestley strikes the young women in his audience so that they too fight against the dogmatic position of subjugation women suffered. Also, Gerald's response 'I was awfully busy' uses

EXAMINER COMMENTS

- 1 The use of 'perverse' suggests clear focus on the key word 'striking' that is in the question.
- 2 A focused introduction.
- 3 The candidate hows clear understanding of how Sheila feels.
- 4 Possibly relying a little bit too much on hindsight here, but still showing good knowledge of what happens later.
- 5 The candidate demonstrates good knowledge and supports this with suitable reference.
- 6 Personal engagement with Priestley's ideas.

dramatic irony, as the adverb 'awfully' foreshadows his affair with Daisy Renton. **7** Perhaps, Priestley is stressing how men at that time had affairs so he is appealing for the support of the women in the audience to end this situation.

Eric's attitude in this passage is striking, as his lack of manners does not reflect his social position and is not appropriate for the party. **8** The fact that he does not speak until the second page is a contrast with Eric's future attitude, when he challenges his father's statements **9** and continually questions his ideas. Furthermore, the audience can realise some sort of distancement that Eric has towards his family or perhaps, it might suggest that he has something to hide. Eric's first intervention is given by the stage directions [Eric suddenly guffaws]. 'Guffaws' is a verb that clearly conveys a unpleasant laugh and it might be reflecting Eric is drunk **10** and this will be a link to later in the play, where the audience is told Eric is a hard drinker and how he raped Eva while drunk. Also it could highlight Eric's immaturity and it could highlight tensions between the older and new generation. In addition, the laugh could be to Gerald's comment about neglecting Sheila last summer, so it might suggest that Eric knows something about Gerald (the affair) that no one, including the audience knows. **11** This is striking for the audience who is intrigued to know what is really going on in this family. Maybe Priestley is trying to portray and criticise the post-war society, where upper-classes appeared loving families but were just bind together by lies and underground secrets, adding the recurring theme of secrecy.

The fact that Gerald's parent are not present is also perplexing **12** because an engagement party is very important so perhaps the audience realises there might be a reason behind this. **13** Mr Birkin

EXAMINER COMMENTS

- 7** This comment on 'awfully' isn't totally convincing but it is showing a deeper awareness of attitudes.
- 8** Well-focused on question and 'striking'.
- 9** This could have been supported by more detailed reference to suitable moments.
- 10** This section on Eric is slightly less effective; it still shows clear understanding and makes some response to the writing but lacks the flair of the previous answer.
- 11** Again, this is slightly unconvincing as there is not textual evidence later in the play to support this thesis.
- 12** This stays focused, developing the 'striking' aspect of the question.
- 13** A valid, supported point.

states, 'It's a pity Sir George and-er-Lady Croft can't be with us.' The use of the noble titles 'Sir' and 'Lady' show an audience the wealth of the Crofts' family and how the marriage might not be accepted by both parents, who despise the idea of their son marrying a lower-class woman. In addition, Priestley might be suggesting that the marriage between Sheila and Gerald might be forced and perhaps, Birling is forcing Sheila to marry. **14** This is more clear later when we see Sheila's and Gerald's reaction crippling and it might be a warning for women in the audience to marry whom they really love, since an arranged marriage will end tragically - represented by Eva's Smith death. Also the fact that Mr Birling fails to remember Mrs Croft title, represented by the dashes and the interjection 'er' **15** links to the theme of the post-war sexist society where women and their achievements were neglected and how the women were seen as a possession of their husbands. It is also ironical and striking that Mr Birling cannot remember **16** the parents of the family his daughter will marry and makes his audience distrust Mr Birling, who seems as an ignorant and hard-headed. At the beginning, it is also striking to see how Birling is trying to impress **17** Gerald when he says, 'exactly the same port your father gets from him'. The theme of social status is very present throughout the play and the downfall of the Birlings family is a symbol to represent Priestley's message that the class system is corrupt and inefficient and that only equality will make a prospering society. We can also see how Birling and Croft support each other while Sheila and Eric continually challenge his father's authority, representing tension between generations in post war Britain.

In conclusion, Priestley creates an unnatural atmosphere for an engagement party which strikes an audience, who expects the cliché rich and loving family. **18** The atmosphere is filled with tension, resentment and a sense of secrecy which will build up as the play

EXAMINER COMMENTS

- 14 There is no real evidence for this in the given passage.
- 15 A valid critical comment that shows understanding of Priestley's use of language.
- 16 Or that he is struggling with the correct way to address them?
- 17 Shows relevant understanding of Mr Birling and supports point with appropriate text.
- 18 The candidate sums up argument well, linking points to 'striking'.

progresses. Priestley wants to have a perplexing introduction to divide his audience since the beginning between the old and new generations. He wanted us, his audience, to sympathise with a character in particular and question our role in our society (nowadays or post-war). This way, he will find it easier to convey his messages and themes through the complex characters he develops. The shocking beginning is key to grabbing the audience's attention and Priestley will drive his play and characters to a crescendo of tension as the Inspector will arrive. Not only does he end with a striking introduction, but also structurally the play ends cyclically in a shocking end. **19**

EXAMINER COMMENTS

19 This is a sustained and convincing personal and critical response that makes a range of well-supported and detailed points.

This response lacks the flair and original comment evident in the previous response but it is still a sustained, convincing and very well-focused answer. Its strengths lie in its sense of personal engagement with Priestley's ideas along with the level of knowledge and depth of understanding demonstrated.

This needed more detailed focus on the writing within the given passage rather than so much reference to later events. For example, the comments on Eric are fair points but it could have made more of his implicit criticism of Mr Birling's speech making shown in his comment 'Well don't do any'. There wasn't much comment on Mrs Birling or on Gerald, other than his relationship with Sheila. It also could have looked at Mrs Birling and the tension demonstrated between her and her husband because of his lack of social etiquette; for example, the fact that she speaks to him 'reproachfully' when she corrects his behaviour which is quite striking. Similarly, it could have commented on Gerald's desire to fit in and be 'polite'. He doesn't comment on the Mr Birling's 'gaffe' choosing instead to agree with Mr Birling's appraisal of the food.

The personal response to the characters is clearly informed by good knowledge of the play as a whole but at times this took precedence over focusing on the passage itself. Nevertheless, this makes a wide range of both personal and critically evaluative comments and has sustained focus.

Question 6

6. In what ways does Priestley make the relationship between Eric Birling and Eva Smith such a powerfully dramatic part of the play?

Priestley makes the relationship between Eric Birling and Eva Smith a powerful and dramatic part of the play by using a build up of the chain of events to prolong the revealing of it, through Eric's character and the fact he is so misunderstood by his parents so it came as a shock to his parents and the audience. **1** As well as the Inspector's character and how his powerful presence compared with Eric's, making it a dramatic part of the play.

The Inspector's character adds to how powerful and dramatic this part of the play is. **2** Due to the fact the inspector is a man of "massiveness, solidity and purposefulness" he gradually takes charge of the household. Because of his mysterious superiority he allows Eric to have a drink, contradicting what Mr Birling had previously said. **3** This makes the part of the unveiling of Eric's responsibility in Eva's death more powerful. **4** As the younger generation is more 'impressionable' the Inspector's influence affects Eric massively throughout the play but more so towards the end. Priestley makes it a powerfully dramatic scene through contrasting the Inspector's superiority with the Birlings who are of a higher social class. **5** It's the Inspector's 'duty to ask questions' so the Inspector's serious manner contrasted with Eric's drunk state emphasises the dramatic element of this scene. **6**

EXAMINER COMMENTS

- 1 This starts off quite well-focused although the reference to the Inspector hints at possible drifting from the task.
- 2 Opening sentence is straying from the focus of the question. Paragraph then looks at the Inspector and his actions rather than the relationship between Eva and Eric.
- 3 Not strictly relevant to the task.
- 4 How? Needs to develop this.
- 5 True, but the question asks about the relationship between Eva and Eric, not the Inspector and Eric.
- 6 Makes a personal response on the impact of the moment but needs further, more detailed and critical exploration of the text.

Priestly makes the relationship between Eric Birling and Eva Smith powerfully dramatic because of the position Eric's story is in the play. **7** Mrs Birling who is a 'cold woman' and thinks of herself as socially above everyone in the room and cares clearly about image and manners. Had just previously blamed the father of Eva's child as the cause of her tragic death. Priestley uses dramatic irony here as Eric is the father. **8** This leaves the audience but more so Mrs Birling in shock due to her being the 'more dominant member of the community'. Eric is the last character in the Inspector's 'chain of events' emphasising how powerful the story is as the suspense has been building up through out the play. **9** The position of his revealing of the relationship also makes it very dramatic due to the build up of suspense and tension. **10** As well as the fact that Gerald had previously revealed, through the inspectors questioning that he had been in an affair with her aswell. This adds to the dramatic feel to the relationship between Eric and Eva as it was more unexpected that Eric had a relationship with her aswell. **11** Although it was not unexpected that Eric had some responsibility for her death due to the inspector portraying everyone had responsibility for the murder.

As well as this, Eric's character made this a powerfully dramatic part of the play due to how Priestley portrays Eric gradually through out the play. Eric is quite a misunderstood character by his parents. He drinks far too much showing how unstable he is and works at his fathers business which shows not much independence. **12** Mrs Birling understands him the least, for example she says "You aren't the type – you don't get drunk" This is very inaccurate as Eric was very drunk when he met Eva. Eva at the time of thier meeting was a prostitute however in **13** the play they use the euphemism "woman of the town" and even this was classed as a innapropriate phrase due to the time period it was set in. This is surprising of Eric to his parents that he would sleep with a prostitute

EXAMINER COMMENTS

- 7 Seems to be coming back to question and shows some understanding of the impact of the play's structure.
- 8 Recognises the dramatic irony but describes the moment in quite a generalised way. Needs more specific textual support.
- 9 Shows overall understanding of Priestley's method but again needs a more critical approach and more specific textual support.
- 10 Specific textual support would help here.
- 11 Not totally convincing about being 'unexpected'.
- 12 Shows general knowledge and understanding of Eric's portrayal though more specific textual support would help. Also needs more focus on the actual question.
- 13 Shows some relevant knowledge of when their 'relationship' began.

however it is more surprising to the audience **14** and the characters (other than the aware inspector) that Eric was aggressive towards Eva at their first meeting. **15** Eric's character reveals more through out the play and at this point is when he is revealed most for his true identity. However he is not condemned by the Inspector due to his apologetic and helpless life. **16** Eric is also dramatically revealed to have stolen fifty pounds from his father's business which was regarded as a lot of money and theft. This is shocking to the audience due to the shocked nature of Mrs and Mr Birling. **17** The fact that he offered to marry Eva Smith due to Eric being a helpless and immature boy provokes sympathy from the audience for the situation which makes it more powerful. **18** The fact that Eric's attraction to Eva Smith was purely based on physical attraction as opposed to emotional attraction creates a dramatic effect as this was less common in the days of the set of the play and shows Priestley's modern take on society. **19**

In conclusion, Priestley makes the relationship between Eric Birling and Eva Smith powerfully dramatic due to the positioning of the revealing of the relationship being very near the end of the play adding to the intense response of it as well as the previous occurrences of Mrs Birling unknowingly blaming Eric for the death of Eva. **20** As well as the mysterious, extraordinary, dominating presence of the inspector adding to how dramatic the relationship was made. Eric's reveal of the character and also his progression is a shocking and therefore dramatic element to the purposefully dramatic relationship in *An Inspector Calls*.

EXAMINER COMMENTS

- 14 Aware of impact on audience though more detailed support needed.
- 15 Needs textual support.
- 16 Not very clear what this means.
- 17 Again, aware of general impact on the audience but much more detailed support needed.
- 18 Trying to address the dramatic impact but very generalised.
- 19 Possibly, although not a totally convincing line of argument.
- 20 Summarises earlier points.

EXAMINER COMMENTS

The essay begins more strongly than it ends. Overall the response is quite well-developed; the opening paragraphs are quite well-focused and demonstrate sound knowledge and understanding of the play as a whole (AO1/2). However, although the dramatic impact of the delayed revelation of their relationship is recognised and understood (AO3) this could have been explored in much more detail, especially exploring the dramatic impact of the break between Acts Two and Three. At times, there is too much focus on the other characters involved with Eva, or on the Inspector's involvement with Eric as an individual, instead of focusing on how Priestley makes the relationship between Eric and Eva so 'powerfully dramatic' (AO3).

The last half of the response is quite explanatory / descriptive in places; it demonstrates good general knowledge and understanding of the play and some of its deeper implications (AO1/2) but supporting text is used less effectively. The candidate relies rather too much on generalised comments and reference instead of making a developed response to Priestley's use of language.

How the candidate could have improved the response.

For a higher mark, the candidate needed a more consistent focus on the precise wording in the question, better focus on the dramatic impact of Eva and Eric's relationship, along with a more critical approach to the text. More textual support combined with a more critical exploration of the that support is needed, for example at Examiner Comment 4. For example, there is much to be said on the tension at the end of Act Two, on the impact it has on Sheila and Mrs Birling. Equally, it could have explored the powerful language used by both Mr Birling and the Inspector in their condemnation of Eric's behaviour and the impact it created on him (AO3). Wider themes such as guilt, responsibility and power are presented through the relationship and contribute to its dramatic power and these could have been explored in much more depth / detail. (AO2/3).

Question 9

9. Read this passage carefully, and then answer the question that follows it:

Passage from *The Merchant of Venice* by William Shakespeare
How does Shakespeare vividly convey Shylock's thoughts and feelings at this moment in the play?

Shakespeare vividly conveys Shylock's thoughts and feelings at this moment in the play, to portray his indignance and frustration towards his daughters abandonment of him, and the fact that he is often scorned, mocked, and looked down upon by Christians, resulting is Shylock's bitter hatred for them. 1

Shakespeare vividly conveys Shylock's thoughts and feelings at this moment in the play by using asyndetic listing. 2 Shakespeare writes 'laugh'd at my losses, mck'd at my gains, scorned my nation, thwarted my bargains...'; portraying Shylocks anger at Antonio as he is ranting and listing without pauses 3 all the things he feels Antonio has done to wrong him. This vividly conveys Shylock's thoughts and feelings to the audience as his anger is very deep and bitter. 4 The audience know the feelings that Shylock and Antonio had for eachother, for example, Shylock stated, 'I hate him for he is a Christian', 5 and this long rant further reinforces his hatred and anger as he is shown to be so affected by the way Antonio treats him, because he is passionately exclaiming all the ways in which he has been mistreated. In this way Shakespeare's use of asyndetic listing emphasises Shylock's bitter feelings towards Antonio. 6

EXAMINER COMMENTS

- 1 A relevant introduction that suggests what the essay will be focusing on.
- 2 Identifies, names and illustrates the technique in a slightly 'mechanical' way.
- 3 Shows critical understanding of the impact of the listing.
- 4 Staying focused: makes a relevant comment.
- 5 Shows relevant contextual knowledge.
- 6 More specific detail from the given passage would help here.

Secondly, Shakespeare vividly conveys Shylock's feelings at this **7** moment in the play by using repetition and rhetorical questioning. For example, Shakespeare wrote, 'If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die?' The rhetorical questioning reflects Shylock's incredulity **8** that he, being a Jew is not treated the same way as a Christian is, and vividly shows his belief that this racism is very unfair. Furthermore, the repetition of 'do we not' emphasises how angry **9** Shylock is about the way his race is treated, and makes the modern audience feel pity for Shylock and understand why he is so desperate – to have his bond – he feels so wounded that he is compelled to 'feel for the ancient grudge' he bears Antonio. In addition to this, the repetition of 'you' reflects **10** how Shylock feels it is always the Christians doing the actions, enhancing his belief that it is the Jews who are the victims, as the actions are always done to them, rather than by them. This further emphasises the fact that Shylock is indignant **11** at the way Jews are always regarded and treated differently to Christians. In this way Shakespeare, through the use of repetition and rhetorical questioning emphasises Shylock's feelings of anger at being treated unfairly by Antonio and other Christians.

Lastly, Shakespeare uses monosyllabic sentences to reinforce Shylock's feelings and thoughts to the audience at this moment in the play. For example, Shakespeare writes, 'She is damned for it' and 'I am a Jew' to portray and really drive home his anger. **12** The short phrasing mixed with the monosyllabic texts emphasises his frustration as his points are very blunt, and each syllable is stressed, showing the audience how Shylock is very upset at his 'daughters flight' with Lorenzo, especially as he is a Christian and his irritation at Salerio asking what the flesh is 'good for'. **13** Shylock is very upset by the double standards of the way Christians beat Jews and expect to be treated by Jews, and this is further enhanced by his daughters

EXAMINER COMMENTS

- 7 Again, a slightly mechanical approach to the task – it would be better to focus first on Shylock's thoughts and feelings.
- 8 This makes a relevant comment but the response to Shakespeare's writing could be developed in more detail, focusing on individual words ... as well as relating it to Shylock's appeal to a common humanity.
- 9 Showing sound understanding of the effect created by the repetition while maintaining good focus on the question.
- 10 Sustaining focus and critical approach.
- 11 Makes a further relevant comment showing clear understanding of both text and task.
- 12 Selects a good quotation and shows clear understanding of how it creates its impact – though it could have explored its harsh sounds and how they are created.
- 13 Continues to develop a wide range of relevant points showing clear understanding.

betrayal of him and his faith. In this way, Shakespeare through his use of monosyllabic texts and short phrasing, emphasise Shylocks feelings of frustration.

In conclusion, Shakespeare uses a wide variety of language and structures such as asyndetic listing, repetition, rhetorical questioning, monosyllabic words and short phrasing to emphasise Shylock's feelings of hatred towards Antonio's bitterness, anger and frustration, at this moment in the play.

EXAMINER COMMENTS

14 A clear and effective summary.

Overall, this shows secure understanding of both the question and most, if not all, of the passage. It is well-focused throughout and there is some well-developed, occasionally perceptive, response to the way Shakespeare's writing achieves its effects. Supporting quotation from the given passage is relevant and thorough but it needs to be more consistently integrated for a higher mark. The response is thorough in its approach, working through the points in methodical manner; however, by concentrating on the methods (every paragraph beginning in a rather similar slightly 'mechanical' fashion) the response showed recognition of the methods used but didn't quite manage to focus sufficiently on how they 'vividly' created their effects on the stage (AO4/3). It also lacked the individual flair and sense of personal engagement needed for a higher mark.

How the candidate could have improved the response.

In terms of demonstrating key knowledge and understanding (AO1/2) the response doesn't cover some of the quite important sections / ideas of the given passage and, although it isn't penalised for this, it needs to explore more of the passage for a higher mark. Areas which could have been looked at in greater detail include: Shylock's blaming of the Christians for Jessica's flight; the impact of Solanio and Solario's goading on him; and the truly impassioned, and therefore 'vividly portrayed', nature of Shylock's final speech – the mixture of his grief and fury at years of mistreatment by the Christians (AO3). More could have been made of the dramatic impact of his language, such as the use of imagery of death, disease and violence in his final speech (AO3).

The response to language use, such as the comments on Shylock's repeated use of rhetorical questions needed to be developed more specifically, with more focus on individual words (AO3) showing just how he makes his impassioned plea for a common humanity.

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