

# LITERATURE (ENGLISH) (US)

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**Paper 0427/01**  
**Paper 1: Set Texts**

## Key messages

The following are necessary for success on this component:

- showing evidence of a detailed knowledge of the whole text
- ensuring that the answer is relevant to the question
- maintaining a focus on the extract in the passage-based questions, and considering particularly the language of the passage
- using a well-structured and developed argument
- supporting in detail, by means of well-chosen quotation or close echoes of the text.

## General comments

The entry for the paper this November series was very small, with the candidates re-taking from the June series.

Most of the work was on *A Raisin in the Sun*, *Macbeth*, and *To Kill a Mockingbird* with a few answers on each of the poetry anthologies, but the numbers answering each question were in single figures. There were no answers on the majority of the remaining texts.

There was evidence that candidates had studied the texts and had a general idea of how to approach the questions. As in the June series, the chief reason why scripts did not gain marks in the higher bands was because of lack of development and little attention to the detail.

Some candidates tried to write more expansively but this was generally through narrative overview, at the expense of a focus on the key terms of the question. This meant that there were many responses which achieved band 6 (*Attempts to communicate a basic personal response to the task*) but did not go any further. For example, in **Question 2** on *A Raisin in the Sun*, candidates needed to do more than simply describe their chosen characters' dreams; they needed to explore how Hansberry presents them.

Poetry answers were generally the weakest in the scripts; there was little attempt to engage with language and imagery or to look at stylistic and formal aspects of a poem in any detail. Most offered more in the way of a paraphrase which was not related to the terms of the question.

Candidates can develop their answers by citing evidence by way of quotations, but they then need to comment on the quotations and to explore the way the language is used. A good proportion of the candidates included quotations, but they did not take the next step.

The empathic tasks were approached with more enthusiasm, and those who chose them usually made a serious attempt to write 'in character'. They also seemed to have absorbed advice to focus on the moment specified. Where their answers fell short was that they did not give sufficient detail of the chosen moment. On **Question 18** on *To Kill a Mockingbird*, for example, answers tended to comment on his pride in his children and what they have achieved through this incident and also to give an indication of Atticus's moral and ethical position, but they did not furnish give much detail of events.