

To Kill a Mockingbird
Foundation Tier

The purpose of this pack is to provide centres with the question paper, mark scheme and a set of exemplar materials with commentaries.

The individual documents can be found on our website at www.edexcel.com

Included in this pack:

- Question and extract from Summer 2012 Paper
- Marked scripts with the mark and band
- Examiner commentary and mark scheme

To Kill a Mockingbird

Extract taken from Chapter VII.

That fall was a long one, hardly cool enough for a light jacket. Jem and I were trotting in our orbit one mild October afternoon when our knot-hole stopped us again. Something white was inside this time.

Jem let me do the honours; I pulled out two small images carved in soap. One was the figure of a boy, the other wore a crude dress.

Before I remembered that there was no such thing as hoo-dooing, I shrieked and threw them down.

Jem snatched them up. 'What's the matter with you?' he yelled. He rubbed the figures free of red dust. 'These are good,' he said. 'I've never seen any these good.'

He held them down to me. They were almost perfect miniatures of two children. The boy had on shorts, and a shock of soapy hair fell to his eyebrows. I looked up at Jem. A point of straight brown hair kicked downwards from his parting. I had never noticed it before.

Jem looked from the girl-doll to me. The girl-doll wore bangs. So did I.

'These are us,' he said.

'Who did 'em, you reckon?'

'Who do we know around here who whittles?' he asked.

'Mr Avery.'

'Mr Avery just does like this. I mean carves.'

Mr Avery averaged a stick of stovewood per week; he honed it down to a toothpick and chewed it.

'There's old Miss Stephanie Crawford's sweetheart,' I said.

'He carves all right, but he lives down the country. When would he ever pay any attention to us?'

'Maybe he sits on the porch and looks at us instead of Miss Stephanie. If I was him, I would.'

Jem stared at me so long I asked what was the matter, but got Nothing, Scout for an answer. When we went home, Jem put the dolls in his trunk.

Less than two weeks later we found a whole package of chewing-gum, which we enjoyed, the fact that everything on the Radley Place was poison having slipped Jem's memory.

The following week the knot-hole yielded a tarnished medal. Jem showed it to Atticus, who said it was a spelling medal, that before we were born the Maycomb County schools had spelling contests and awarded medals to the winners. Atticus said someone must have lost it, and had we asked around? Jem camel-kicked me when I tried to say where we had found it. Jem asked Atticus if he remembered anybody who ever won one, and Atticus said no.

Our biggest prize appeared four days later. It was a pocket-watch that wouldn't run, on a chain with an aluminium knife.

'You reckon it's white gold, Jem?'

'Don't know. I'll show it to Atticus.'

Atticus said it would probably be worth ten dollars, knife, chain and all, if it were new.

To Kill a Mockingbird – Foundation Tier – part (a) (i)

8 Answer all parts of the following question.

(a) (i) Give **three** examples of the writer's use of language in the extract.

Identify the language feature for each example chosen.

An example has been given to help you.

Example: *So did I.*

Feature: *This is a short sentence.*

(3)

Script 1 response to part a)

3 marks

Example 1: Jem and I were "brothing"

Feature: verb

Example 2: I "shrieked"

Feature: onomatopoeia

Example 3: "straight brown hair"

Feature: adjectives

Examiner summary:

The candidate successfully identifies three language features and uses examples from the extract.

To Kill a Mockingbird – Foundation Tier – part (a) (i)

Example 1:	'whittles'
Feature:	This is a verb
Example 2:	'Tarnished'
Feature:	adjective
Example 3:	'shrieked'
Feature:	verb

Examiner summary:

The candidate successfully identifies three language features and uses examples from the extract.

To Kill a Mockingbird – Foundation Tier – part (a) (ii)

- (ii) Explain how the language in the extract influences your view of the incident of the gifts in the knot-hole.

In your answer, you **must** give examples of the language the writer uses.

You may include the examples you have used in your answer to 8(a)(i).

(13)

Script 1 response to part (a) (ii)

Band 4 – 11 marks

Harper Lee uses different language techniques to influence our view of the incident of the gifts in the knot-hole. For example, there are many uses of short sentences such as, "These are us" and "so did I". Short sentences can be an effective way of contributing to the dramatic effect, in this case, it would ~~sway someone's~~ ~~opinion~~ indicate something bad is about to happen. It can also sway one's opinion in both a positive and a negative way.

In this extract, there are also many, "violent" verbs as well, "threw" is an example of one and, "snatched" is another. This could show that Jem and Scout are perhaps anxious by the collective incidents that are happening and are frightened by the situation altogether. This impacts feelings on the reader in a negative prospect as well.

other examples of how Harper Lee uses language in this extract that influences the reader is when Scout pulls out the two figures. Scout examines them and describes them to us, "They were almost perfect miniatures of two children. The boy had on shorts, and a shock of soapy hair fell to his eyebrows. I looked up at jem. A point of straight brown hair kicked downwards from his parting. I had never noticed it before."

Notice how this little description of these figures consist of alot more positive and complex language with use of similes, it's almost as if scout has forgotten about her scared moment and is now... happy. This sets a much more positive tone towards the readers view.

Another language feature used to influence the readers view is speech made between jem and scout. After scout is shocked to find figures of themselves, her and jem talk about who made them. They are talking very casually to one another and it diffuses the situation as a whole. The readers improvises from this in the sense that he/she isn't worrying about what is going to happen.

Examiner summary:

The candidate shows generally sound understanding of the text, the writer's ideas and use of language. Some of the quotation given in support is occasionally too long.

Band this response achieves in the mark scheme:

4	9-11	<ul style="list-style-type: none">• Generally sound understanding of the text• Generally sound understanding of the writer's ideas• Generally sound understanding of how the writer uses language• Mostly clear reference to the extract to support response.
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To move up to the next band: This response needs to show more analysis of the writer's use of language with more focussed references to the extract in support.

To Kill a Mockingbird – Foundation Tier – part (a) (ii)

Script 2 response to part (a) (ii)

Band 5– 13 marks

(ii) Lee makes this a mystery scene with the language she uses. She ~~hints~~ hints through the extract that the dolls are figures of Scout and Jem. We see this where she writes "one was a figure of a boy, the other wore a crude dress" she uses crude which is a ~~adjective~~ ^{we know} ~~verb~~ ^{adverb}. Scout isn't your typical lady, she's more a boy so this shows how she hints it's them.

The language used makes ~~me~~ Scout seem surprised. She uses the word "shrieked" which shows she's shocked to find these

two figures in their knot-hole. ~~Scout~~ ~~then~~ shrieked is a verb. Scout then throws them down. Lee uses the word ^{"threw"} ~~then~~ which is a verb. This shows how surprised she is that she ~~threw~~ throws them down to try and discard them.

Lee makes the gifts seem like an award. She uses the word "prize" which is a noun. ~~She's~~ ~~that~~ A prize is something you are awarded for doing well at something or doing a good deed. So this shows that someone is ~~rewarding~~ ^{rewarding} Jem and Scout. They are also given a ~~medal~~ ^{medal} for a spelling contest. A medal is something you are awarded so again it's like they're being rewarded. The two soap sculptures could be seen

as trophies so Lee presents these gifts as rewards.

when Scout and Jem spot something in the knot-hole Scout says "Jem let me do the honours" honours is a ~~an~~ adverb. It shows that it's an honour to Scout and Jem to receive these gifts. ~~Like~~ Like when you receive an award. Some people say it's an honour so again Lee presents it as an award.

~~Lee~~ Lee presents them as precious items to Jem. She uses the word "snatched" which is a verb and shows that Jem appreciates them ~~and~~ doesn't want Scout to break them because he is interested in them. Normally you snatch something of someone if the item is yours and they've taken it. ~~Jem~~ Jem is taking them from Scout as she did just throw them on the ground. Jem then put them in his chest. You put something in a chest if you want to feel it safe. This shows that Lee presents the items as precious items to Jem.

Examiner summary:

The candidate shows sound understanding of the text and the writer's ideas with clear reference to the extract and how the writer uses language.

Band this response achieves in the mark scheme:

5	12-13	<ul style="list-style-type: none">• Sound understanding of the text• Sound understanding of the writer's ideas• Sound understanding of how the writer uses language• Clear reference to the extract to support response.
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This response receives full marks.

To Kill a Mockingbird – Foundation Tier – part (b)

(b) This extract shows how Jem and Scout react to this important incident.

Describe how Scout reacts to an important incident in **one other** part of the novel.

In your answer, you **must** give examples of the language the writer uses.

You may wish to consider how the writer:

- describes the incident
- shows what Scout thinks and feels about the incident
- shows how the incident affects other characters.

(24)

Script 1 response to part (b)

Band 3– 12 marks

b) Scout is a very important character in the novel and very interesting as she is not afraid to share her opinion to everyone, (especially to the reader).
A another part of the novel where scout does exactly this is the court / trial scene.

In this scene Atticus's job is to prove Tom. Robinson's innocence while questioning mayella ewer. ~~as well~~ as well.
of ~~as~~ obviously, Atticus ~~is~~ knew nothing of scout and jem's whereabouts as they (and dill) sat at the top balcony where the other minority's were told to sit.

As a reader, you can gather that Scout is a very intelligent girl, although you can tell she was sometimes "lost," if you like in the trial as she keeps asking jem, "What's happening?" The further the trial went on for, the more she understood though, for example, she followed on from when Atticus tried to prove that Bob Ewell had beaten up his daughter, Mayella Ewell.

Scout reacts quite angrily to when Tom Robinson was found guilty, but sad, mainly sad. She can't understand why Tom Robinson was found guilty when there was so much evidence in favor of Tom Robinson and against Bob Ewell. Evidence like Bob Ewell being left handed and Tom not being able to even use his left hand!

The Scout was very anxious about this trial especially ^{for} Atticus, she doesn't like it when bad things happen to good people and good bad. You can tell this by the language the writer uses for Scout.

short sentences for scout for sad effect, and really long sentences for pity effect. long sentences show that she is so nervous that she is thinking about so many things all at once that she might blow up!

Scout is also affected by how Jem and Atticus feel as well, Jem appeared to be even angrier than Jem and scout felt extremely sorry for Atticus.

Examiner summary:

The candidate makes an appropriate choice of the courtroom trial of Tom Robinson. The response displays some understanding of the scene and shows some understanding of the writer's ideas. Some of the response is rather narrative and some of the points made are not supported by relevant reference to the chosen extract.

Band this response achieves in the mark scheme:

3	10-14	<ul style="list-style-type: none">• Some understanding of the text• Some understanding of the writer's ideas• Some understanding of how the writer uses language• Occasional relevant reference to the extract to support response.
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To move up the band: This response needs to show greater understanding of how the writer uses language, along with more references to the chosen extract to support the response.

Script 2 response to part (b)

Band 5– 24 marks

b) Page 62 "I began to feel sick" to page 63

"I did not hear him stir again"

This extract describes how Jem goes and gets his pants ~~from~~ after he lost them, running from

Boo Radley's house.

Lee ~~was~~ says Scout "began to feel sick"

Sick is a adjective and shows that Scout began to feel physically ill because Jem was about to go back to Boo Radley's place. This shows how Scout feels about Jem and how much she cares and doesn't want him to get his "head ~~shot~~ off".

Radley is there waiting with his shotgun to shoot ~~him~~. Scout knows this but she also knows that Jem (knows) this better. ~~The fact that both~~ This shows how it affects both of them.

Lee uses the word "dancing." This is a verb and usually related with fun and ~~joy~~ joy. This is ironic as we know that what Jem's going to do isn't fun and him and Scout are both ~~so~~ scared about what's going to happen. She also uses "Small ghost" ghost is a noun and this shows that Jem isn't only scared for Jem she's scared of

him and ~~show~~ how mature he's becoming. This shows how it affects Jem.

Lee presents Scout too be anxious. She uses the word "sweat" which is a noun. ~~Because she's nervous~~

The fact she's sweating shows how nervous she is and normally we sweat when it's hot but it's nighttime so it's cold ~~which~~ ^{which means} she's really nervous

to be sweating when it's cold. This shows how nervous Scout is. Lee uses the word "stirred" which is a verb. ~~as~~ you can only stir ~~to~~ when there is a big enough ~~quantity~~ of liquid. ~~so~~ So because her sweat can be stirred shows Scout is sweating a lot so is very nervous for Jem.

Scout repeats "Jem" which is a pronoun.

~~As~~ She is addressing Jem formally ~~as~~ like a mother and "pleads" ~~which~~ which shows she's desperate for him not to go. The ~~as~~ way she addresses him shows she's serious and really doesn't want him to go. She also repeats it which shows a lot of pleading is happening and shows how desperately Scout wants to stop him from going.

When Jem returns he holds his pants up

like he's ~~just~~ won something and he's celebr-
 ating but he's ~~so~~ in shock ~~so~~ he doesn't talk.
 He lets the safely retrieved pants talk for him. we
 get this where he ~~writes~~ "wordlessly, he held up
 his pants" held is a verb and shows that he's
 very pleased to be back safely with ~~his~~ his pants
 so he doesn't let ~~atticus~~ down. This shows how
 the incident affected Jem.

Examiner summary:

The candidate chooses a relevant other part of the novel when Jem returns to Boo Radley's house and displays sound understanding of the text with clear reference to how the writer uses language.

Band this response achieves in the mark scheme:

5	20-24	<ul style="list-style-type: none"> • Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.
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This response receives full marks.