

To Kill a Mockingbird
Higher 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)

8 Answer all parts of the following question.

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

You **must** include examples of language features in your answer.

(16)

Script 1 response to part (a)

Band 3 – 7 marks

1 Scout and Jem started to find gifts for themselves in a knot hole outside the Radley house. It seemed like ~~the~~ Scout ~~expected~~ had frequently found gifts in the tree as she referred to it as 'our knot hole'. Furthermore it shows Scout ~~some what~~ ~~enjoyed~~ and Jem share the gifts that they find and that they weren't shocked to ~~scout~~ something in the tree as ~~the~~ ~~the~~ 'the honours' ~~to~~ were given to Scout to pull out the gift. The word 'honour' makes it seem that they enjoy getting the gifts and its a special for them to receive them.

Scout 'shrieked and threw them down' which shows that she was scared for some reason. ~~the~~ Harper Lee

^{uses} ~~does~~ this well as it gets ^{us} the reader thinking about what's happened. But then Jem 'snatched them up,' which shows how now prestigious the items are to Jem. It influences us by making us understand how ~~curious~~ ^{curious} Jem is.

When the children were examining the doll, they found out that the boy-doll had been Jem. When Harper Lee used the short sentence 'I looked up at Jem,' it shows how ~~entirely~~ ^{entirely} and the children are. In addition to this, there is no speech, just short sentences like 'The girl doll wore bangs. So did I,' which reveals the shock the ~~children~~ and scare the children are going through.

Lastly, we ~~know~~ ^{now} know that the person who is leaving the gifts is old. The following week a 'tarnished medal' was found ~~and~~ so they asked Atticus what it was for. Atticus then tells them that it 'was a spelling medal' and before the children 'were born the Maycomb county schools had spelling contests and awarded medals to the winner,' the fact that it was before the

children were born, gives us, and the children,
the understanding that the person who gives the
gifts is another person.

Examiner summary:

This response just meets the criteria for Band 3 as the candidate shows thorough understanding of some aspects of the writer's ideas and use of language in the extract.

Band this response achieves in the mark scheme:

3	7-9	<ul style="list-style-type: none">• Thorough understanding of the text• Thorough understanding of the writer's ideas• Thorough understanding of how the writer uses language• Sustained reference to the extract to support response.
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To move up to the next band: This response needs to show a more thorough understanding of writer's ideas and use of language and support the points by more sustained and selective references to the extract.

To Kill a Mockingbird – Higher Tier – part (a)

Script 2 response to part (a)

Band 5– 15 marks

8a. Scout as the narrator of the novel refers to the knot-hole with a sense of possession. She refers to it using 'our' which highlights how Jem and Scout like to think of it as their own. This personal pronoun highlights the children's connection with the knot-hole and Arthur Radley. The sense of possession is further highlighted when Jem 'snatched' the carvings. 'snatched' suggests that Jem thinks they are too precious to be left on the floor and that they hold value to him. ~~However it is clear that Scout is still quite young and immature~~ He uses the word 'perfect' to describe the soap carvings which underlines his value for them. He, being slightly older, is able to appreciate the beauty and kind gesture of the dolls. However, it is clear that Scout

is still quite young and slightly less mature because she 'threw them down'. She ~~can't~~ is unable to recognise the generosity behind the gesture and with her playful nature, throws them on the floor. The word 'shrieked' also suggests a slight immaturity and possibly a moment of fear and worry for Scout as she realizes that the sender of these gifts is unknown to her.

The use of short sentences as the two children realize that the dolls are made to look like them ~~and~~ is effective because it builds a tension and sense of realization. The sentence 'so did I.' highlights a stark realization for Scout as he comes to terms with the nature of the gift. The varied sentence lengths underline suspense and enables the reader to realize along with the children.

It is clear that the children enjoy and appreciate the gifts from the knothole as Scout says that they 'enjoyed' the chewing gum that was left for them. This underline

the children's joy when they find new gifts. This is further highlighted through 'biggest prize'. The word 'prize' suggests that the gift is very precious and valuable to them- almost as if they had earned it.

The children have many ~~questions~~^{gifts} regarding the ~~books~~ and their sender. For example 'who did 'em, you reckon?' this highlights the inquisitive nature of the children and their desire to find out more. The children seem to forget the myth surrounding the dangers of the Radley house. Scout says that Jem had forgotten about everything being 'poison'. 'Poison' underlines the fear created by the Radley story and now the children are so involved with the gift mystery that it becomes irrelevant.

Examiner summary:

The candidate shows perceptive understanding of the text and uses a number of discriminating references to the extract to support the response.

Band this response achieves in the mark scheme:

5	14-16	<ul style="list-style-type: none">• Perceptive understanding of the text• Perceptive understanding of the writer's ideas• Perceptive understanding of how the writer uses language• Discriminating reference to the extract to support response.
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To go up the band: This response is almost maximum marks; the response would benefit from closer examination of the writer's use of language and more discriminating references to the extract.

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

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

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

You **must** use examples of the language the writer uses to support your ideas.

(24)

Script 1 response to part (b)

Band 2– 9 marks

b) The extract I have chosen is the fight between Scout and Francis, Chapter 9, Page 92-93.

One Christmas, the Finch family spent their Christmas day with Aunt Alexandra, Uncle Jack and ~~the~~ Francis. By this time people had found out about Atticus defending a black man.

Francis is quite a rude boy, and very mischievous, but when Francis calls Atticus a 'nigger lover,' Scout surprisingly remains calm. She then pretends her and Francis were animals and said 'when stalking one's prey, it is best to take one's time.' Scout now seems very mature, but the use of 'prey' makes Scout seem like she is about to pounce upon Francis, as prey is a term for an animal who is going to be killed for food.

However when Francis repeats what he says had said before, calling Atticus a 'nigger lover,' Scout decides to react in an ~~more~~ aggressive way. When he says it, he is 'looked at me carefully,' which shows that Francis is trying to provoke Scout for a reaction. However by then she had had enough, ~~she~~ and she 'spit my knuckle to the bone on his front teeth.' It shows the short temper Scout has and she is easily aggravated. Also, ~~this~~ Harper Lee here, has made Scout react in such a way which shows the love for Atticus, ~~or it could show~~ ~~he~~ ~~as~~ she is trying to defend him. Or it could show the shame which is upon Scout because of the colour of the person Atticus is defending.

When Uncle Jack questions her, ~~asking~~ Scout tries to speak when she answers the questions by saying 'yes sir, but -' she was cut off by Uncle Jack, who was still shouting at her. She now knew she was getting treated unfairly ~~by~~ as she doesn't have a chance to explain.

her side of the story. Therefore she goes home and goes to her room, as she is upset as the situation was unfairly solved.

When Uncle Jack comes to see Scout she shouts 'Go away!' which shows she is still angry as she was not in the wrong. This shows the immature side to her though.

But later on Jack comes in and Scout tells him that he 'ain't fair' and that he doesn't 'understand children much.' Scout is brave enough to stand her ground, and she is mature enough to talk to Uncle Jack, ~~even after her tantrum.~~

After she explains to Jack what actually happened, Jack was angry, and said 'Francis was right.' Scout reacted in a very understanding fashion as she told Jack to 'just let it go.' The grown up side of Scout comes out, as she is trying to please Atticus, as she doesn't want Atticus to think they were fighting because of him, which shows how caring she is to others.

Apart from the fight with

Francis, Scout was very mature about the situation, and reacted to most things in a grown up mature way.

Examiner summary:

The choice of the fight between Scout and Francis is an appropriate 'other part of the novel'. The response shows some sound analysis of the chosen extract, but it occasionally drifts away from analysis into narrative. Most points are clearly made and show sound understanding of the writer's ideas but they sometimes lack depth of analysis.

Band this response achieves in the mark scheme:

2	6-9	<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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To move up the band: This response needs more detailed analysis of how the writer uses language with sustained examples from the extract to support the analysis.

Script 2 response to part (b)

Band 5– 24 marks

b. In chapter 15 Scout encounters Maycomb's men outside the jailhouse as they attempt to attack Tom Robinson. Here, Scout's youth and maturity are highlighted but are used to her advantage. Scout is unaware of the danger of the situation that she 'leaped triumphantly' into. The word 'triumphantly' underlines how Scout is pleased with her entrance and suggests that she didn't go unnoticed. However she felt a sense of 'hot embarrassment' which suggests that she didn't quite know what she was getting herself in for. The words 'hot embarrassment' appeal to the senses and describe the rush of heat through your body when you feel embarrassment.

Scout's maturity is ^{suggested} ~~highlighted~~ when she 'kicked' a member of the mob. The word 'swiftly' suggests that she did it without thinking and that it was her instincts to defend her brother. However this bravery shows how unaware she is of the situation around her. Her innocent nature is further underlined through her casual greetings. For example

Scout's persistence with Mr Cunningham and her desperation for her friendly gesture to be received is what cracks the mob. She appeals to Mr Cunningham as a father rather than a member of the 'mob'. This can be seen when she says 'He's a good boy'. Here she ~~talks to~~^{addresses} him as a father and reminds him of his family. The men are shocked and slightly impressed by Scout as they stand with their 'mouths half-open'. This underlines their utter shock at the young girl making casual conversation in this dangerous situation. Scout's impressive ability to diffuse the situation also leaves her father, Atticus, in shock. Atticus is also described as having his ~~mouth~~^{mouth} 'half-open' which denotes his shock and disbelief.

Scout begins to feel under pressure as all the mob stare blankly at her making conversation. She felt 'sweat gathering' which underlines her nerves and uncertainty. This image of sweat contrasts with her previous statement 'drying up'. This highlights how Scout is unsure and unaware and

that she feels under great pressure but
doesn't know why.

Examiner summary:

This response is perceptive and shows a discriminating understanding of how Scout is presented to the reader. The chosen extract is explored in great depth and the writing shows a perceptive understanding of the writer's use of language.

Band this response achieves in the mark scheme:

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