

Examiners' Report
June 2015

GCSE English Literature 5ET1H 01

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Introduction

The English Literature Higher Tier (5ET1H) examination consists of two sections and lasts for one hour and forty-five minutes, approximately fifty minutes for each section. The questions on this paper have been designed to enable candidates to show what they can achieve in relation to the detailed study of two texts.

The total number of marks available is 86.

Study of Prose Texts

Section A

- One text from the Literary Heritage (the three-part question). There is only one question per text and candidates must answer all three parts of the question. The maximum marks for each section of the question are: part (a) 8 marks; part (b) 12 marks and part (c) 16 marks. In addition, a mark of up to 3 is awarded for spelling, punctuation and grammar. Total 39 marks.

Section B

- One text from Different Cultures (essay). Candidates provide a response to one of two questions. Assessment Objective 1 carries a maximum of 24 marks and Assessment Objective 4 carries a maximum of 16 marks. In addition, a mark of up to 7 is awarded for spelling, punctuation and grammar. Total 47 marks.

Comment:

- A full range of marks was awarded and most candidates were able to demonstrate their knowledge, understanding and appreciation of the texts they had studied. In many cases, candidates demonstrated enthusiasm and engagement in their responses. Marks are awarded in relation to key areas of the mark bands and whether a candidate demonstrates a generally sound, sound, sustained and thorough, pertinent and assured, or convincing and perceptive understanding.

For Section A

Animal Farm remains the most popular option for Section A, with almost 22 000 responses (a little up on last year). The second most popular choice was *Dr Jekyll and Mr Hyde*, closely followed by *The Hound of the Baskervilles*. Very few centres studied *Felicia's Journey*, *Pride and Prejudice* or *Great Expectations*.

On the whole, there was evidence of improved time management and a sharper focus on each part of the question. Candidates did particularly well with the new-style Section A, three-part questions (particularly evident in *Animal Farm* responses) with a number receiving full marks. The majority of candidates are now keeping their answer focused on the extract for parts (a) and (b) and not discussing other parts of the text. Some candidates are still including some social and historical context (such as the Russian Revolution, Stalin and Trotsky for Question 1) in their responses, which is not assessed in Section A of the paper. Most candidates did as was asked and chose a specific extract to discuss for part (c) rather than referring to the whole text (which has been a problem in the past), which has ultimately encouraged them to discuss one area in more detail. In some responses, rather than selecting another part of the text in order to answer part (c), candidates referred to the given extract.

Some candidates are still not labelling their answers correctly – which often makes it difficult to distinguish which part of the question they are responding too. In some cases, candidates seemed to merge the parts of the question and provided one long essay.

Some candidates forgot to indicate which question they were answering and others indicated the wrong question number (by putting the cross in the wrong box). Centres are urged to remind candidates to check this and ensure they put a cross in the correct box for the question they have chosen to answer.

For Section B

Of Mice and Men remains the most popular option for Section B. There was a good balance of responses, with approximately 11776 answering Question 13 (Crooks) and just over 13000 answering Question 14 (Loneliness).

The second most popular choice was *To Kill a Mockingbird*, with approximately 750 responses to Question 19 (Mrs Dubose) and about 2100 responses to Question 20 (Growing up). Answers for *Riding the Black Cockatoo* have continued to decline. Indeed, most were actually responses to *Of Mice and Men* and the wrong box had been ticked. The other least popular text is *Anita and Me* with just a few responses to Question 7 (Meena's upbringing) and some responses to Question 8 (Friendship).

A number of candidates had omitted to cross the chosen question number, resulting in just over 500 items not being correctly labelled, slightly more than last year.

Successful responses were those that had developed the ideas fully, showing some insight and analysis, and had kept a sharp focus on the question.

In Section B responses, candidates are now integrating the social, cultural and historical context of the novel with specific examples from the text, rather than adding them as an after-thought or stand-alone points. AO4 is best approached through providing specific examples of characters, events and themes within the novel rather than being treated separately by providing background information that is unrelated or often irrelevant to the question.

Fewer candidates are writing their Section B response in the Section A answer space. Centres are thanked for reminding candidates to respond in the correct area of the answer booklet and are asked to continue doing so. Candidates' understanding of the rubrics of the examination continues to improve.

Centres should be congratulated on their excellent subject knowledge and the delivery of the specification.

SECTION A: LITERARY HERITAGE

Question 1

Animal Farm

Part (a) Snowball

Responses to the character of Snowball were mostly sound, but there were some candidates providing very brief or very long answers and thus leaving less time for (b) and (c). Many candidates considered how literate Snowball is and referred to his reading of Julius Caesar's campaigns. Often, responses included three or four PEE chains and some focused on language features here too, which is not necessary.

Part (b) The battle

More able candidates picked up on the military diction and the lexical field of battle. Common and popular examples included 'muted' like bombs and that 'the geese pecked viciously'. There was a sound understanding of adverbs, metaphors and alliteration, e.g. 'dropped dead', which was nearly always mentioned. The point of Snowball's considerable weight to conclude with was also a common feature in responses.

Part (c) Leadership

Popular choices included Chapter 1, Old Major; Chapter 2 and the pigs' Collective Leadership and Chapter 5 Napoleon and the dogs. Sometimes, when Old Major was selected, they found that they did not have enough detail to comment on and then selected another leadership example. Boxer as a leader was also evident as a choice, with the ability of 'leading by example' explored in detail. There were a few candidates who referred to the given extract rather than selecting their own area of text to explore.

The following example gained full marks for all parts of the question.

1a) From the extract we discover that snowball is a authoritative figure amongst the other animals. "He gave his orders quickly" the fact that snowball is giving orders suggests to the reader how all the animals listen to him as they believe what snowball is doing is correct.

Also from the extract we see snowball as an intelligent animal on the farm. "Studied an old book of Julius Caesar's campaigns" this shows how snowball is intellectually bright and is able to read

human resources which many other animals can't do. This gives the idea to the animals that if Snowball can read then what he wants them to do must be right.

Furthermore, within the extract we see Snowball as cunning. This is seen when "This was just what Snowball had intended" the fact that Snowball

(Section A continued)

had tricked the humans shows how he knows what to do in tricky situations. The word 'intended' shows how Snowball could predict what was going to happen and he co-ordinated his plans round it.

Finally we see Snowball as a caring character, this is seen at the end of the extract when it says "Snowball flung his fifteen stone against Jones's legs" This shows how Snowball didn't just want to win this for glory but also to make sure all the animals are happy. If one of them dies then Snowball hasn't done his job properly.

1b) Within the extract Orwell uses numerous language techniques to portray the battle. We first see Orwell use the phrase "defensive operations" the word "operations" suggests to the reader that the animals and Snowball had planned the battle and had carefully thought out how they were going to

do the battle.

Furthermore, we see Orwell use the phrase "rushed out and pecked viciously at the calves". The verb 'pecked' shows how the animals were using every self weapon they had to hurt the men or distract them. The fact they were doing it 'viciously' suggests to

(Section A continued)

the reader how Orwell wanted to show how much the animals wanted to keep the farm and didn't want to lose it.

In addition Orwell shows how much the animals want to save the farm by using the phrase, "rushed forward and prodded and butted". The verbs 'rushed' and 'butted' suggest to the reader how the battle was getting very violent as the animals were doing anything they could to save their farm.

Also, we see Orwell use the semantic field of violence within the extract. This shows to the reader how the animals aren't willing to give up easily. The adjective 'bloody', the noun 'gun' and the verb 'lashed' all show how the battle has become violent as the animals have so much care and pride over the farm.

Furthermore we see Orwell use the phrase "lying in ambush" this shows to the reader that Orwell wanted to show how the animals had planned the battle out and knew how they were going to win it. The verb 'ambush' suggests to the reader how the animals were being tactical in knowing how to win the battle and catching the

(Section A continued)

humans when they least expect it.

Finally, near the end of the extract Orwell uses the phrase "The pellets scored bloody streaks" this shows to the reader how the animals were willing to risk their lives for the sake of the farm. The ~~the~~ adjective 'bloody' shows to the reader how the battle was now getting serious, and a high amount of danger and violence was involved. Showing the animals passion to keep 'Animal Farm'.

1c) On pages 84-85 in the novel *Animal Farm* Leadership is seen as the pigs especially Napoleon demand orders from the other animals even though they aren't doing any work themselves.

On page 84 Orwell ~~we see~~ has used the phrase "Napoleon himself, majestically upright, casting haughty glances

from side to side" This shows to the reader how Napoleon is seen as the leader of the animals as he was looking 'from side to side' showing how he was making sure everyone was working properly. The ~~adjective~~ adverb 'majestically' shows to the reader that Napoleon struts around knowing he is the boss and he likes to make it clear to the reader

(Section A continued)

and other animals that he is the leader.

Further more we see Orwell use the simple sentence "He carried a whip in his trotter" This shows to the reader how Napoleon shows even more leadership to the other animals as he scares them by using weapons. The noun 'whip' shows to the reader that Orwell wants to portray Napoleon as a dictator and as a leader he has no care for any animal other than himself.

In addition, within this extract we see Orwell use the semantic field of fear from the animals except Napoleon. The words 'Amazed, terrified, huddling together' show this. This gives the reader the impression that the leader at this time Napoleon has no sympathy or care towards the other animals, and he is not bothered by scaring them. The adjective 'terrified' shows to the reader how the leadership

on the farm is not run in a way to benefit everyone.

We also see how Orwell shows the leadership of Napoleon when we see how scared the animals are of Napoleon's dogs. "in spite of their terror of the dogs" this phrase was used by

(Section A continued)

Orwell to show how the animals don't feel secure and happy on the farm due to the fact Napoleon uses threats to get his way. The word 'terror' suggests to the reader how the animals are scared of their leader but are too afraid to do anything to change it as they know that Napoleon uses violence to get his way and to intimidate the animals and get them to do what he wants them to.

Finally within the extract on page 84-85 we see the animals trying to carry on their work as normal now the pigs were supervising. "After that it did not seem strange when next day the pigs who were supervising the work of the farm all carried whips" The fact now the pigs were all carrying 'whips' shows how they are the leaders and the animals now have to deal with it. The verb 'supervising' shows to the reader how the pigs leadership now means they don't have

to work as they are to superior to do jobs like the
other animals



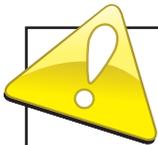
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Examiner Comments

Part (a) There are four well-developed points given, which is good considering the amount of time allotted to this part of the question. The candidate makes the rare point about Snowball being 'cunning'. The candidate writes analytically with the perceptive use of embedded quotations. The candidate makes concise points but the response still reads as a mature response.

Part (b) The candidate focuses on the question immediately. There are discourse markers used and points are maturely expressed. The candidate embeds quotations into six developed points. There is frequent reference to the writer's craft, acknowledging the intentions of Orwell and the impact on the reader throughout. The candidate demonstrates some perceptive knowledge of linguistic features, for example semantic fields. This is a detailed, lengthy response for the time allowed.

Part (c) The candidate makes reference to the writer's craft and a good focus is maintained throughout the response. There are some perceptive explanations. What more could we ask of the candidate in the time allowed? There may be one or two little flaws in the response; however, this is a sophisticated evaluation of selected examples. Several linguistic features are identified, followed up with assured and insightful analysis. The candidate writes fluently and accurately throughout. There is clear engagement and understanding of the text.



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Examiner Tip

Candidates should select specific words and phrases from the extract and formulate point, evidence, explain answers for each example provided.

This example is a Band 1 response.

1.a) From the extract I see that Snowball is trying to be a leader, I know this because in the extract it says 'Snowball launched his first attack', this suggests that Snowball is showing leadership.

I can also see that Snowball is smart, I know this because in the extract ~~I can see that~~ it says 'Snowball, who had studied an old book of Julius Caesar's ^{campaigns} ~~campaigns~~ which he had found in the farm house...', ~~tho~~ I think that this suggests that ~~so~~ Snowball is trying to learn Julius Caesar's campaigns and it also tells us that ~~he~~ he has a better education than some of the other animals.

(Section A continued)

However, Snowball can be manipulative I know this because in the text it says 'The pellets scored ~~bloody~~ bloody streaks along Snowball's ~~fling~~ his back...' ~~this~~ I think that Snowball is ~~try~~ trying to be manipulative.

Therefore I think that Snowball can be willing to help the other animals because

in the text it says 'Muriel, Benjamin, and all the sheep with Snowball at the head of them...' I think that this tells us that Snowball is trying to take ~~responsibilities~~ responsibility of the animals.

1b) George Orwell uses the ~~phrase~~ ^{words} 'light, ~~sk~~ skirmishing' to add emphasis on what he is talking about. He also uses this ~~to~~ to describe the battle of cowshed.

He uses the word 'triumph' to describe the battle by adding more tension.

(Section A continued)

1c) George Orwell ~~repres~~ presents leadership in Chapter 2 when the ~~AAA~~ animals say 'Comrade Snowball and Comrade ~~sk~~ Napoleon' to show that they are the main ~~led~~ leaders in ~~Animal~~ Animal Farm. I think that they are the main leaders in Animal Farm because they are most trusted animals in my opinion even if Snowball is sometimes manipulative. They are the ~~most~~ main leaders since Mr Jones and Old Major ~~did~~ died. Snowball seems to have

a better education ~~even~~ than some of
the other animals even if he gets involved
~~in proper propaganda~~ involved in
propaganda.



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Examiner Comments

Part (a) There is a reasonable range of points: Snowball shows leadership; he is smart; he is educated, and he is also willing to help. Although some evidence is provided, the ideas are not fully developed; for example the point relating to Snowball being 'manipulative' is not expanded upon. There is enough to put the response into the 'sound' band, but it is not sustained.

Band 1 - 3 marks

Part (b) This is a very limited response, and although it does cite some specific examples, what is there in terms of commentary is very generalised. It contains two very brief quotations and a partially developed point, so there is enough to award a mark in Band 1, as it just manages to meet the criteria sufficiently to be described as 'generally sound'.

Band 1 - 1 mark

Part (c) The candidate demonstrates some confusion in this section. The response is slightly more developed than the response to part (b), but is still lacking in focus and substance. Although the candidate does mention Chapter 2, there is insufficient close engagement or exploration of the chosen theme. The approach is rather vague, containing a single brief quotation and no real analysis of the concept of leadership; it explains which pigs are leaders but doesn't do much more than that. The response secures a mark in the middle of Band 1.

Band 1 - 2 marks

SPG for part (c) is accurate enough to be awarded a mark of 2.

Total: 8 marks



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Examiner Tip

For part (c) of the question, candidates should choose an extract similar in length to the one provided and select specific words and phrases in order to explore the theme.

This third example starts well, but part (c) is not as strong.

In this extract we learn a lot about Snowball and the type of character he is. Firstly I chose a quote from the extract which reads 'was in charge of the defensive operations.' This is implying that Snowball is a leader and he will take control in situations like this. This is shown throughout the book as well and when it says 'but Snowball proved to them that this was not so' we can see from this quotation that everyone listens to Snowball and everyone looks up to him as a leader ~~and~~.

Another thing we learn about Snowball is that he is a very clever character and knows what he is doing. "This is just what Snowball had intended" this is showing Snowball always has a second plan and knows what's best, not just for himself but for the other animals too. We can also prove this when in the book he had an idea to build a windmill for the better of the other animals. So we learn that he is also a very caring animal too and uses his intelligence for the ~~is~~ best for others.

From this extract we can also say he has an element of bravery too and will risk himself for others and the farm. This is shown when it says 'without halting for an ~~second~~ instant snowball flung his fifteen stone against Jones's legs'. Although just before this Jones pulled his gun up and pointed it straight at him it didn't stop him from still charging at him and fighting for the farm.

B)

The writer of this extract uses language in a way in this extract which makes it more readable and imaginable to the reader and I will now prove that with some key quotes and phrases I have picked out.

Firstly the phrase 'launched' - the writer could have used a simple word like ran but by using the word launched you get a better image and when you think of this word you can relate it to something like a rocket being launched to destroy something.

Another key phrase is 'pecked viciously' this gives you an image that the geese didn't

Just peck and bite at them in anyway they did it angrily and ~~ferocely~~ ferocely too. The word ~~is~~ viciously can be associated with other animals to like when a bull charges at you you can describe it as viciously therefore the writer uses good language again.

Thirdly another language aspect to pick out is the two words 'rushed' and 'lashed' these two can be linked closely because when you lash at someone you won't do it slowly you will do it fast and rushed in a way. When you rush something you do it in a fast manor and in this context it is describing the animal rushed towards the men. Then when you add lashed to it you can see how the animals have quickly ran towards the men and show their anger at them by lashing out at them. normally when someone lashes out at someone it's to do with anger that's why it links in well with the extract and describing the battle.

(c)

In the extract Snowball does show and demonstrates leadership and throughout the book it also demonstrates his leadership over the animals. For example when the animals had rebelled after Mr Jones had left the farm it was Snowball's idea to build a windmill for the farm and he would demonstrate his leadership whilst putting forward his proposal for the windmill. The first point we see of his leadership is on page 29 just before his proposal of the windmill it says 'Snowball often won over the majority of by his brilliant speeches' This can prove that every animal believed in what he said, every animal wanted to listen to him and be on his side, every animal looked up to Snowball as their leader of the rebellion and the one who was going to look after them. And this quotation proves that when it says 'won over the majority' meaning they was on his side and he was their leader.

Another demonstration of leadership is when he is making plans for the windmill and it is all his idea and he was the one putting all the things in place in order to make it

work, not anyone else. 'within a few weeks Snowball plans for the windmill were fully worked out' and 'until now the animals had about equally divided in their sympathies, but in a moment, Snowball's eloquence had carried them away.' This is the moment when all of the animals looked at Snowball as if to say we believe in you and you are leading and they would now choose sides with him over Napoleon and his brilliant speeches again had won over the majority and demonstrates his leadership. Therefore the plans to build the windmill is a key point that demonstrates and shows Snowball's leadership and role above the other animals.



Part (a)

The response demonstrates a perceptive understanding of the character of Snowball and how he is a 'leader'; able to 'take control in situations' and plays a pivotal role within the novel by risking 'himself for others and the farm'. The candidate has selected a range of examples from the extract, which fully support the points being made, although there is a section which is out of extract, discussing the building of the windmill. As a result of this the response is not entirely focused. Nevertheless, the three paragraphs produced which are focused on the extract are perceptive and therefore the response falls just into Band 3.

Band 3 - 6 marks

Part (b)

The candidate has produced a sustained response analysing the language used by the writer to describe the battle. Close focus is made to specific language features 'launched', 'pecked viciously' and 'rushed and lashed' and the candidate explores their significance within the novel 'the word launched... can relate it to something like a rocket being launched to destroy something'. However the discussion lacks sophistication to move it into a Band 4, and as a result is more a sustained, original and personal response.

Band 3 - 7 marks

Part (c)

An appropriate selection is made by the candidate to 'one other part' of the novel to explore how the writer presents leadership through 'Snowball's idea to build a windmill'. It is repetitive in places: 'won over the majority' is repeated several times and there is a very long quotation in the final paragraph, which does not provide the sophistication required for a mark within the higher bands. The response also lacks close focus on language used by the writer to place it higher than a Band 2 response. As a result the response is not sustained but more 'sound'.

Band 2 - 6 marks

SPG for part (c) 2 marks

Total: 21 marks



Candidates should avoid using very long quotations.

In this final *Animal Farm* example, marks are awarded in Bands 2 and 3.

1a) In this extract it shows that snowball has good intellectual skills, snowball did this to benefit the welfare of the animals. It states "Snowball, who had studied an old book of Cæsars ~~campaigns~~ campaigns" this also shows leadership, as whatever he does is for the animals. In the extract we also see more of snowball's leadership, which is unusual as it is normally ~~the~~ Napoleon who is in charge. The extract says: "Muriel, Benjamin and all the sheep, with snowball at the head of them" because snowball is at the front, it gives the reader an image of snowball being in charge. Snowball also shows cleverness in this extract, it says: "This is just what snowball had intended"

this shows that snowball knew what was going to happen and had a plan, this backs up the readers thoughts of snowball being the brainy one. Finally the extract shows snowball as being brave and having courage, it states:

"He dashed straight for Jones"
not only does this show bravery, because Jones is the strongest and more likely to harm the animals, but it also brings out his leadership side. The extract also states:

"Without hesitating for an instant snowball flung his fifteen stone against Jones's leg"
So just after being shot, snowball stepped up the courage to hurt Jones, so the animals are not in danger, this shows bravery.

B) In this extract, the writer uses adverbs such as:

"pecked viciously"

this is so that the reader can get an image in their head of

What was happening, adverbs are also used to make the novel more exciting. ~~the~~

Discourse markers like,

"However" and "Suddenly"

are used in the extract, this is used for dramatic effect, so that the reader would want to carry on reading. Without discourse markers, the novel would be very boring and there would be no contrast.

Short sentences are used in the extract such as:

"The men gave a shout of triumph"

or "He himself dashed straight for Jones"

Short sentences are used to put a dramatic effect on the novel, it's used to make the reader stop and think, they are mainly used to show the importance of something that has happened, without short sentences, the novel would not be as exciting and important things that may have happened ~~too~~ may be un-noticed. In the extract, the rule of three is used:

"The three horses, the three cows and the rest of the pigs"

the rule of three is used to draw the readers attention to the ~~the~~ three words that have been used, because they maybe very significant. The rule of three, puts more of an emphasis ~~of~~ on the extract and its better than just listing lots of different ~~situations~~ situations. There's not that much of a variety of punctuation, however the punctuation that is used ~~is~~ such as semi colons, puts a more interesting affect on the novel. Semi colons break down a list and maybe used, if too many commas have already been used. Finally, alliteration is used such as:

"Dropped dead"

Alliteration stands out in the novel, it draws the readers attention to that specific part, and makes them think about the words that may have been used. Alliteration is sometimes used to signal significance of a ~~character~~ ^{theme} in the novel.

c) Leadership is also demonstrated on page 31-32, where Snowball and ^{Napoleon} ~~Pigstein~~ try to persuade ~~all~~ all of the animals to side with them and their plans for animal farm. Snowball spoke about building the windmill, leadership also includes acceptance that things won't always be easy, and snowball did that, ~~he~~ ^{it} said:

"Snowball did not deny that to build a windmill it would be difficult business". With leadership, snowball had to think about the welfare of the animals and ensure them that everything would be ok, so he did not plan to tell them ~~and~~ ~~precise~~ how it would be carried out, but reassured them that it would be done within a year. Another way how snowball shows ~~care~~ caring ways for the benefit of the animals is explaining to them that they would only have to work 3 days a week, this made the animals lean towards snowball's plan. ~~This was not~~ However, this

was ~~kept~~ until Napoleon came up to speak. He showed his leadership by standing up to Snowball and stating which was wrong with his plan and how his own plan would be far better for the welfare of the animals, (which it wouldn't). Napoleon stated:

"That the great need at the moment was to increase food production, and that if they wasted time on the windmill they would starve to death"

Both pigs stepped up to become leader and created two factions under the names of:

"Vote for Snowball and the three-day week" and

"Vote for Napoleon and the full manager"

To become a leader the pigs had to be persuasive and step up their game. By putting conflict in the novel, it makes the reader get involved and makes them want to choose who would be the better leader out of Snowball and

Napoleon. With leadership, also comes disagreement and that happened an awful lot between Napoleon and Snowball. Napoleon tried his best attempts in persuading the animals and had even given a talk on how the windmill was nonsense.

"He said very quietly that the windmill was nonsense and he advised nobody to vote for it."

However ~~still~~ Napoleon failed to persuade the animals and Snowball gained full control over the windmill, proving that he is the better leader.

Part (a)

The candidate maintains some focus on the requirements of the question and picks out specific details about Snowball and interprets them,

e.g. 'Snowball being the brainy one'.

Supporting quotes are used well and there is development of ideas: 'this shows bravery'. This response has several developed points with a good range of quotations and analysis. The candidate's response is not particularly well-expressed; however, there are thoughtful points. When compared with the first example, there is a difference in quality and sophistication. The candidate provides a detailed response and they explain their points well.

Band 3 - 8 marks

Part (b)

The candidate immediately comments on the language used to focus on task.

They refer to adverbs with a good example. They are also aware of the effect of language but there is a sense of 'feature spotting' here. The examples used are a little muddled. The analysis of the use of discourse markers is a little tenuous 'Without discourse markers the novel would be very boring.' The candidate almost follows the ideas that they have been told to look for; structure, form and language.

One has to search for the references to 'battle' as asked for in the question, therefore it is not sharply focused. There are, however, a couple of relevant quotations and points. This response demonstrates a 'sound' understanding but it is not 'sustained'.

There is appropriate reference to the use of punctuation, but this is simply conveyed.

The focus is not sharp enough for the higher band.

Band 2 - 5 marks

Part (c)

The candidate chooses an appropriate passage to show another view of leadership - building the windmill. This is a personal response at times with some slips into casual language, 'set up there (sic) game'. It defines some of the ideas they perceive to define leadership - persuasion and acceptance and an interesting point towards the end about 'With leadership comes disagreement'. Appropriate quotes to support points are used.

The candidate appears to understand what Snowball needed to do; comment such as: 'welfare of the animals' and 'reassured them' are quite effective.

The candidate understands that it is Snowball's persuasive ways that encourage 'the animals to lean towards Snowball's plan'. There is an overlong quote in the middle of the response and, unfortunately, an incorrect point at the end. There are some explained and some sustained points here, but language analysis is not developed enough to qualify for a mark in a higher band.

This is a sustained response although there are inaccuracies towards the end. It does drift into narrative at times, with a long quotation. It does not always analyse or develop points fully and more selective use of quotations would have benefited this response. This does, however, nudge into 'sustained'.

Band 3 - 8 marks

SPG for part (c) - 3 marks

Total: 24 marks



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Examiner Tip

It is always helpful to guide the examiner to the extract selected for part (c), but this should only be brief.

Question 2

Dr Jekyll and Mr Hyde

Part (a) Poole

Sound evidence was provided on Poole as a character. Some insightful examples included: 'Poole hurries as he wants to return to the house to check on the safety of the servants'. Comments on his voice being 'harsh and broken' to illustrate his fear were common. There was some perceptive exploration of Poole's character when he implores God to reassure that there isn't anything wrong and also some references to the untouched glass of wine. Another good example was that Poole was an independent thinker who chooses to go to Utterson, which showed his initiative and loyalty to Jekyll.

Part (b) Setting

The majority of candidates answered this part of the question well. Pathetic Fallacy was often evidenced. Good language points included: 'blood connotes danger and violence' foreshadowing the death of Mr Hyde; 'Dust' symbolises Poole's and Utterson's lack of clarity of the situation; 'Wind and dust' resemble the confusion of the characters when trying to work out what's going on with Henry Jekyll; 'Lashing' as a verb is 'whip-like' resembling the torture Henry Jekyll has been put through trying to rid the evil within him. Some candidates missed the opportunity of exploring the setting inside the house.

Part (c) Fear

Popular selections were: The Story Of The Door and The Carew Murder Case. Most candidates provided a focused response to this part of the question.

This first example is a 'borderline' Band 1 and 2 response.

C. The theme fear is presented through the extract and Chapter 2 begins beginning "Six O'clock struck" sinister sibilance "six O'clock struck" suggests the ~~secretly~~ secret and the gothic setting at night. Fear is conveyed through the tension of the sibilance as the opening of the paragraph. The powerful ^{metaphorical} verb "digging" implies Utterson finding something. ~~the metaphor~~ fear is presented. It presents fear through the unknown "figure" in Utterson's dream. "Human Juggernaut" is fearful as it personifies Hyde's character and has no identity.

A. Poole is discovered as curious and intrigued in the extract. "A pace or two ahead" suggests Poole is eager and ~~want~~ demands to find out more about his Selyu acting strange. He is brave to walk at night ~~knowing people are~~ ^{in the} sinister atmosphere. His "face was white and his voice, when he spoke, harsh and broken" implies he is nervous and demanding.

B. ~~Stevenson used~~ triplets "wind, cold, seasonable" night" suggests the sinister gothic atmosphere. of

"Pale moon" is used to suggest how misty the atmosphere is.

The wind is conveyed as " ^{talking} ~~booming~~ is ~~difficult~~ difficult" and "Fieched the blood into the face" ~~show~~ portraying how the wind is strong and fearful.

"London so deserted" suggests how night is ~~a~~ dangerous and gothic.



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Examiner Comments

Note: The candidate has completed the response in a different order.

Part (a) The candidate refers to several qualities of the character Poole, however, points are not developed.

Band 1 - 2 marks

Part (b) This response is more a list of points and adopts a different style to other responses seen. There are some relevant points.

Band 1 - 2 marks

Part (c) A relevant selection of 'one other part of the novel' has been chosen. Points are not always clearly conveyed, although the candidate has tried to include relevant examples.

Band 2 - 4 marks

SPG for part (c)

2 marks

Total: 10 marks.



ResultsPlus

Examiner Tip

If a candidate chooses to respond to the question in a different order, please remind them to label clearly, as seen in this example. If a candidate decides to respond to Section B first, please remind candidates to write the response in the Section B answer space.

The following is an unusual response and has been credited for the ideas within it.

(a) In this extract we learn that Poole has been greatly impacted by Hyde and his whereabouts. We understand that Poole is uncertain and feels scared for ~~the~~ what will happen to him. This creates tension in the reader. Stevenson has described Poole as frightened. London is described as 'deserted', this could represent Poole's feelings for he has no reassurance for his fearful thoughts, he is alone and even the city has nobody and no atmosphere. Poole is starting to realise that Jekyll his master is hiding something from him. This shows the theme of secrecy because although Jekyll is known as a civilised Victorian gentleman his other dark side is labyrinthine, animalistic and represents the evil in us all.

The phrase 'moisture of some strangling anguish' shows us that Poole is uncomfortable talking with Jekyll after what he has witnessed. He is confused and is searching for answers. 'His face was white' shows that Poole feels physically ill at the thought of Jekyll becoming Hyde who is deformed and sickening.

Stevenson describes Poole's voice as 'harsh and broken' this shows that his thoughts are affecting his ability to speak. He is not used to the feeling of uncertainty because in Victorian times & everything was as expected and civilised, this sudden change becomes all too much for Poole so he is trying to forget.

When Poole says 'God grant there be nothing wrong' this shows his loyalty and concern for ~~the~~ Jekyll, he is friendly and wants to make sure that Jekyll is well, he is concerned for his wellbeing which shows friendship in the novella. The novel explains that 'the servant knocked in a very guarded manner', this shows

that he is getting impatient because the weather is frightening him and he is wanting to speak with Jekyll. In this extract 'the door was opened on the chain' this shows privacy and secrecy that Jekyll's house has. It is strikingly unusual for Jekyll to be private and quite careful about who he lets enter his house due to his dark secret. Poole reassures Jekyll and acts as if nothing is wrong, this shows Poole wants to regard Jekyll's reputation and stay loyal to him.

(b) 'It was a wild, cold, seasonable night of March', this describes the change in weather as the two gentlemen are walking. The word 'wild' could ~~also~~ represent Hyde that he has an unexplainable force that drives him, this could show he is uncontrollable and cannot be stopped without power. Stevenson uses a metaphor which is 'a pale

moon, lying on her back as though the wind had ~~tilted~~^{tilted} her'. This shows the power of Hyde is so strong it is disrupting nature and because the moon cannot be tilted, it has been described as tilted to show the wind's effect. ~~the phrase~~ 'the wind ~~made~~ ~~talking~~ &

'The phrase' the wind made talking difficult' shows that Hyde is stopping the men from speaking due to the wind being strong and powerful. It also 'flecked the blood into the face'; the wind could be a threat to the men to say anything to Jekyll, there is always an underlying theme of loyalty and hypocrisy.

The setting is described as 'Streets unusually bare of passengers'; this shows that Hyde is making sure they feel ~~alone~~ alone and frightened of the unusual creepy silence that they are not usually exposed to because

London is known to be loud and vibrant.

London is described as 'deserted', this word scares the reader because they imagine being in London when nobody else is around which shows the fear and suspense it creates for anything to suddenly happen.

'The thin trees in the garden were lashing themselves along the railing; this represents the anger of Hyde that he cannot suppress, he is making objects rage and to create a scary atmosphere. The word "lashing" is violent and also has connotations of ~~more~~ anger and frustration. This could represent when Hyde was clubbing Lanyon and hurting him.

(c) on page 41 when Jekyll is going through the antagonistic pain and revelry of transformation. The words 'reeled, staggered, clutched at the table.' This creates an impact on the reader because it scares the reader and creates terror and suspension. It shows that Jekyll cannot control his other side which shows duality. The phrase 'staring with injected eyes.' This shows the poison is physically hurting him and he is in great pain. This shows fear because Lanyon is so affected that he cannot take his eyes off Jekyll.

'The next moment I sprung to my feet and leaped back'. This shows the terror that he is so frightened that he has to get away and he cannot bare to stare at him. His face looks deformed and ugly and Hyde has a huge effect of repulsion on anyone he encounters. His arm raised

to shield me from that prodigy,
my mind submerged in terror.' This
shows he has to hide himself
in fear of his lying throughout the
novel. He realises what he has
done and he feels guilt and terror
that it is being shown to him. His
mind is submerged in terror because
he cannot think of anything else but
Jekyll being changed into a hideous
creature. Lanyon is scared of
Hyde because it represents everyone's
emotions and everyone has a dark
side which cannot be controlled.
He is being shown to it and he
cannot get away mentally because
it will always be there.

Lanyon screams 'Oh God' which
shows he is asking for guidance
from a higher power because he
cannot deal with it by himself
anymore. It is like he is asking
for forgiveness, he is mentally
being affected he cannot adhere to his

mind he is losing the connection. He realises who this man is and he has spent so long in the company of Jekyll that he cannot believe that he is Hyde. Hyde is deformed, animalistic, and hellish to see. He finds pleasure in killing things, he has an unsuppressed desire for murder. Stevenson's message is that duality of man is found everywhere, we all can't control our emotions but somehow we all return to an original sane state. The body feels fear to make us realise certain feelings of redemption and to show that we are weak. This is proven by his punishment seeing Hyde and realising that he was right and it's too late.



ResultsPlus

Examiner Comments

Part (a) There is some misinterpretation in this response, there is not much about the character of Poole on the first page. The candidate loses focus a little at the start. The response does then improve and becomes more sharply focused on Poole as confidence is gained. There are inaccuracies and so we have to put it into 'best-fit'. It is not assured, but is sustained.

Band 2 - 5 marks

Part (b) The candidate makes an unusual point and gives a personal interpretation where they discuss Hyde's power. The candidate continues with a focus on the weather being linked to Hyde and supernatural forces. There are inaccuracies and Hyde does not actually appear in the extract. However, the candidate does deal with setting and supports their points. It is sustained and there is thoughtful and original engagement with the extract. As examiners, we have read the response from a metaphorical perspective and find it to be an assured explanation with assured interpretations. This is a quirky, personal response presenting the candidate's own hypothesis.

Band 4 - 10 marks

Part (c) There are several points on the transformation of Jekyll. It is an assured exploration with supporting quotations and it does focus on a specific part of the novel in the first part of the response. The candidate does lose a little focus on the specific part of the novel; however, there is perceptive engagement and understanding demonstrated in the answer.

Band 4 - 14 marks

SPG for part (c) 3 marks

Total: 32 marks



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Examiner Tip

For each point made, support ideas with evidence from the extract(s).

a) In the extract from "The Last Night" the character of Poole is presented as worried, impatient but at the same time confident in what to do and has trust in Utterson. Firstly, once Utterson gets up to help him, Poole has ~~as look~~ of "the greatness of relief" on his face suggesting that he was hoping Utterson could help and that he was in a hurry, so when Utterson agreed, he was overcome with "relief". However, once the two men left the "wine was still untasted" showing that Poole is indeed worried; so much so that he cannot drink wine, but it could also demonstrate his impatience; he hasn't got time to drink wine. His impatience is then again recognised when he is "a pace or two ahead"; displaying

his speed by his rushed footsteps and his confidence in Utterson to follow. Nevertheless, he is afraid and wary to show Utterson due to him having "moisture of some strangling anguish" demonstrating his nervousness. His wariness is shown physically by his face being "white" showing how nervous he is in order for his blood to leave his face but also could show his exhaustion. His voice also shows how much this event is affecting him because it is "harsh and broken"; suggesting his impatience and his anxiousness.

b) The setting in this extract sets a spooky, eerie setting of 1800s London. Firstly, it is set at night time creating a foreboding atmosphere due to it being "wild, cold, seasonable", the word "seasonable" shows to the reader that this night is just like any other night in March and that the weather is ordinary. However, the reader knows something isn't alright due to the adjective "wild". The

weather could represent the situation of Hyde being uncontrollable but it could reflect on the unexpected events occurring, as well.

The imagery of "pale moon" creates spookiness, ~~again~~ it's strange because the word "pale" ~~connects~~ links to sickness or fear so for the moon to be pale, something must have happened or will happen. Stevenson also uses personification to describe the moon as "lying on her back", this is because "the wind had tilted her" ~~and~~ demonstrating how strong the wind is during this scene in order to move nature. The personification creates eeriness because the reader knows something is not right.

This strangeness is again shown when Utterson thinks "he had never seen that part of London so deserted" because you never know who's out there and what could happen.

Stevenson uses personification again to describe the trees as they "were lashing themselves along the railing"

which creates freakiness and adds to the foreboding atmosphere. The Strab verb of "lashing" reflects on Hyde's violence and the havoc he can cause.

There is also ~~juxta~~ juxtapositioning; the darkness and spookiness of the streets in contrast to the "brightly lighted up" hall. This is strange but could also represent duality of human nature because in the spooky, scary, "disented" streets it's where Hyde sneaks around and is expected to be, whereas Jekyll is linked to light and is expected to be in a grand house where "fire was built high". This shows how different the two characters are.

c) The theme of fear is shown in Chapter 9: "Dr Lanyon's Narrative" where Hyde shows himself turning into Jekyll to Lanyon. Lanyon is overcome by fear at what he is watching and how surreal it is. Once the transformation has taken place said he had his "arm

raised to shield me", by taking a defensive stance almost instinctively and by reflex~~ed~~ shows how horrified he is and that he wants to hide from this event but he could also be trying to hide from the truth as that ~~terrifying~~ terrifies him too.

Lanyon's overcome with horror to the extent ~~where~~ where he feels suffocated; this is shown through the verb

"submerged" when he says that his "mind is submerged in terror", it also shows that he cannot escape and that his mind will never be the same again.

His change and how much he is affected is also shown when he says his "soul sickened", this sibilance is vicious and unforgiving ~~and~~ like Hyde. To have yourself so terrified that your soul feels sick must be terrible and irreversible.

Stevenson uses the repetition of "O God!" to display Lanyon's fear; it highlights his desperation and shock while also being a call for God's help perhaps. It's said that God triumphs over

Satan, and in this case Hyde is represented as the devil so Lanyon feels he needs the help of God.

However, he doesn't get any help and is stuck with his fear forever. This is shown when he says that the "deadliest terror sits by me", this personification creates fear because he cannot escape his fear.

Also the superlative verb "deadliest" hints at Lanyon's ultimate death while ~~also~~ showing his overwhelming fear, the only escape is through dying. He knows this when he uses the imperative verb during his statement: "I must die".

Part (a)

The candidate has produced a perceptive and closely focused response analysing the character of Poole within the novel and how he is presented as a 'worried, impatient' and wary man. The selection of relevant examples, which are smoothly embedded within the response, is perceptive and help to develop the candidate's discussion. A range of effective discourse markers are used to help link between points made and the candidate also considers more than one interpretation of the examples given: 'but also could show his exhaustion'. The response fulfils all the requirements for full marks within Band 3.

Band 3 - 8 marks

Part (b)

The response is again a detailed and effectively composed piece of analysis. The candidate makes some highly perceptive points when analysing how language is used to describe the setting within the extract. Interpretations are unique as the student considers the use of pathetic fallacy and how the 'weather could represent the situation of Hyde being uncontrollable'. The candidate frequently proposes other interpretations 'but it could reflect on the unexpected events occurring as well'. Examples selected are perceptive and confidently embedded within the discussion. Similarly the candidate's expression is sophisticated and mature, which makes this response meet all the requirements for full marks.

Band 5 - 12 marks

Part (c)

The final part of this question is again a great response which is both a sophisticated and perceptive analysis of the presentation of fear in another section of the novel. The choice of fear in Chapter 9 allows the candidate to explore the emotions experienced by 'Dr Lanyon', and how he 'is overcome... by what he is watching and how surreal it is'. The candidate shows a perceptive understanding of linguistic techniques used by the writer and close discussion of the use of 'sibilance', 'repetition' and the 'superlative verb' used to present a man 'suffocated' and 'sickened' by the transformation of Jekyll, enables the candidate to achieve full marks for this response. Evaluation of points made is insightful and perceptive and overall, the response is impressive.

Band 5 - 16 marks

SPG for part (c) 3 marks

Total: 39 marks

Remind candidates to refer to aspects of language in parts (b) and (c).

Question 3

The Hound of the Baskervilles

There were a good full range of responses to the question on this text.

Part (a) Sir Henry

Several candidates commented on Sir Henry's appearance, indicating that the 'ruddy-tinted tweed suit' was a symbol of him being a gentleman. The 'weather beaten appearance' was also seen as an unusual trait of someone in his social 'class'. Candidates identified Sir Henry's knowledge of Holmes, his sense of humour and also his diplomacy.

Part (b) Mysterious letter

Candidates often focused on the imperative 'keep away' and questioned why someone would wish to warn Sir Henry not to go to Baskerville Hall. The details about the sender of the letter were often missed. Holmes' intrigue throughout the extract was identified. Most often, candidates considered the word 'Moor' printed in ink as indicating a mystery.

Part (c) Mystery

Popular examples included: Chapter 2 'The Curse of the Baskervilles'; Chapter 13 'Fixing the Nets' and the 'mystery of the man on the tor' or why Barrymore was signalling out of the window.

This first example is a Band 1 and 2 borderline response.

a) In the extract, taken from chapter 4, you discover Sir Henry likes being outdoors. "one who has spent most of his time in the open air." This phrase tells us Sir Henry would rather be outdoors than indoors the majority of the time. The phrase "had the weather beaten appearance" suggests he likes to be outside, no matter what the weather and enjoys the fresh air in any weather condition. You also discover Sir Henry is quite impatient and independent. The phrase "I should have come on my own" tells readers he is independent and doesn't want to have to rely on the help of his friends. "Nothing of much importance Mr Holmes, only a joke" this also tells us he is portraying the threatening letter he received as not important because he wants to be independent.

b) The writer of *The Hound of the Baskinville*, uses certain powerful words and phrases to create a mysterious atmosphere in the story to make the readers want to keep reading. "He laid an envelope upon the table." This phrase tells us instead of just casually passing the letter, he cautiously put it on the table. This creates a feeling of intregment but worryness at the same time. "Hum! someone seems to be very deeply interested in your movements." This makes readers want to know who the suspect is and pulls readers into the story. Throughout the extract the opening of the letter is postponed on many occasions and made a long process. This makes readers more and more intrigued and creates a feeling of mystery.

c) In chapter 6 Mr Holmes is presented with the mystery of a woman crying in the night. "There are only two women in the house... One is the scullery-maid and the other is my wife and I can answer for it that the sound could not have come from her." Barrymore is very defensive and quickly replies to the questions Mr Holmer presents him with. "the pallid features of the butler turned a shade paler still as he listened to his masters question." This phrase suggests the butler was wary and nervous which presents the feeling he is hiding something.



Part (a)

The response makes a point about Sir Henry's appearance 'had the weather beaten appearance' as well as his character - that he is independent. These two points are supported by apt quotations but they are not developed. The same two points are repeated. Because of the lack of development and the fact that very few points were commented upon, the response was awarded a mark of 3 at the top of Band 1. The response was judged to be sound with sound use of relevant quotations from the extract to demonstrate understanding. The examples selected to support comment, though few, were sound.

Part (b)

The response is not sustained. There is some attempt to look at how the reader is engaged, but these comments are general 'to make the reader want to keep reading' without any development or deeper comment. The comments about the 'mysterious' element of this extract are repetitive and not developed. There is some use of quotation to support comment. The response was awarded a mark of 3 in Band 2 as it was considered sound with a sound explanation of ideas and techniques and relevant examples were used from the text.

Part (c)

The candidate has chosen an apt example from another part of the novel to illustrate the element of mystery. The behaviour of Barrymore and his refusal is an apt example of mysterious behaviour. However, there is not much substance in the response. The two quotations, although relevant, are very long and take up much of the response. Once the textual reference is taken out there is very little terms of a response or comment. The response was awarded a mark of 2 in Band 1 because of its lack of depth and substance. It was considered to be generally sound with a generally sound evaluation of the selected examples.

SPG – 3 marks.

The spelling was correct, as were punctuation and grammar. The vocabulary used was well-chosen and suitable for the purpose.

Total: 11 marks



Candidates should spend longer on part (c) of the question, as it carries more marks.

This second example is a response securely placed in Band 2.

a) ^{you can see}
3 In this extract 'Sir Henry is a very high up person. You can see this when it says 'He (Sir Henry) wore a muddly-tinted tweed suit, and had the weather-beaten appearance of one who has spent most of ... which indicated the gentleman'. ~~This~~ By saying 'gentlemen' to describe Sir Henry makes the reader think that to be a gentleman it has a high standard suggesting he is high up. Also the fact he has Sir before his name shows authority

You also discover that Sir Henry is a very smart man and is aware of everything around him. You can see this when it says 'there was something in his steady eye'. By saying 'steady eye' this shows that his eyes are ready to see whatever, which shows he is alert and thinking all the time.

b) In this extract, mystery is presented when Holmes says 'who knew that you were going to the Northumberland Hotel? Asked Holmes, glancing keenly across at our visitor'. ~~This~~
This presents mystery as even the all-knowing detective Holmes didn't know who it could be. Also by adding a question mark to it, this adds even more of a mysterious vibe to it.

Also in this extract mystery is presented when Holmes says to Sir Henry 'Someone seems to be very deeply interested in your movements'. This presents mystery because he didn't just say 'interested in your movements'. He said 'very deeply interested'. By saying 'deeply' this makes the reader feel more intense about the situation and also makes the reader want to know why.

Lastly in this extract, mystery is presented by the letter that Sir Henry had received. This presents mystery ~~because~~ ^{when} it says 'The word 'moor' only was printed in ink'. This shows mystery because the reader will want to know why only moor is in ink and nothing else.

c) The chapter 'Man on the moone' contains a lot of mystery, then figured out on the next chapter. Firstly, mystery is presented when Frankland says 'Dr Watson, do my eyes deceive me, or is there at the present moment something moving upon that hillside'. This shows mystery as they do not know who that person is and what they could be capable of.

~~Also~~ Frankland came on to say 'After this Dr Watson says that 'It was several miles off, but I could distinctly see a small dark dot against the dull green and grey'. What is mysterious about this is ~~that~~ the colours they used to set the scene.

Furthermore, the writer included 'There was a long pause, showing we had stopped'. This presents mystery as the sentence is set out very dramatically and with a short sentence creates tension. Also saying 'long pause' shows that they are still trying find out who the man is.



Part (a)

This response is more secure than the previous example. There are some apt comments on Sir Henry, although these tend to be a bit repetitive. There is an attempt to explain what is meant by Sir Henry being 'a gentleman' and that he is a figure of authority.

The comments on his having 'a steady' eye are also apt, but not developed. Overall, there is enough substance in this response to nudge it into the bottom of Band 2 with a mark of 4. The response was considered sustained with a sustained evaluation of selected examples chosen from the text which demonstrated the candidate's understanding of the extract.

Part (b)

The candidate focuses on the question and uses the key word 'mystery' to base most of the response on. There is some attempt to comment on how the writer achieves the effect of mystery by referring to punctuation as well as to some of the incidents within this extract – the mysterious letter for example. However, there is no sustained language analysis and so the response remains in Band 2 with a mark of 4. It fulfils most of the criteria for a sound response rather than a sustained one. There is sound explanation of the theme and ideas, and a sound use of relevant examples from the extract is clearly evident.

Part (c)

The response tends towards the narrative with little development. The response however, is focused on the question. There is little in the way of language analysis or comment on effect. Because of this the response is in Band 2 as being a 'sound' response rather than a sustained one.

The candidate has used textual references to try to support comment and there is a sound evaluation of these selected examples.

The response was awarded a mark of 5 firmly in Band 2.

SPG - a mark of 3 was awarded. The candidate's use of grammar, spelling and punctuation was considered to be secure enough to place in 'High Performance'.

Total: 16 marks



Candidates will qualify for marks in a higher band, if they penetrate the extract for as many one or two word examples as possible and avoid using longer quotations.

Question 4

Felicia's Journey

There were very few responses to this text, but one example is provided here.

Part (a) Johnny Lysaght

Most candidates commented on the character being relaxed and casual in his manner. Some considered how persuasive and persistent he is when trying to get Felicia to meet him.

Part (b) Felicia's thoughts and feelings

Several candidates commented on Felicia's feelings of unhappiness about her lack of employment and her nervousness when responding to Johnny. Few commented on her friendship with 'Carmel and Rose and Connie Jo' or how she is self-deprecating: 'She hadn't the looks; she wasn't much'.

Part (c) Family life

Various parts of the novel were considered, particularly Felicia's memories of her great-grandmother.

The following example is assured and, at times, perceptive.

In the extract I make several discoveries about the character Johnny Lysaght, firstly I get the impression he's a serious man or speaks from experience "It's no joke being unemployed", is the indication of this. I believe this quote also shows a sympathetic side to Johnny Lysaght as he's showing understanding towards Felicia's situation. I also feel Johnny has a keen interest in Felicia as he continuously tries to persuade the young lady to have "A drink?" knowing she hadn't much money. As well as this the quote "Later on?" further represents his persistence to spend time with her. Another quote that gives

myself as a reader ~~(as)~~ the conformation he's trying to be understanding is, "experiencing a surge of relief in her stomach", which allows me to believe he has the ability to calm her down and make her feel comfortable however this could represent the opposite to other readers because it indicates she isn't always comfortable in his presence.

~~(with)~~

William Trevor uses multiple language techniques in the extract to present Felicia's thoughts and feelings. The short sentences of spontaneous speech, "It's not, all right," and, "no joke," provides me with the evidence that she has made her mind up on the situation and that she simply is "not all right" with it - the lack of expansion on this topic shows that, to her, there's no more to it and she's certain ~~(she)~~ she's correct. The ^{repetition} ~~(repetition)~~ of "no joke" in the extract emphasises its meaning. The personification in "her freedom had been taken from her" creates emotion and allows readers to feel sympathetic towards her (as we have more of an insight to her true feelings). ~~(Another)~~

Another non-literal quote is "flow through her night thoughts" we can understand she may overthink things or imagine possibilities for her future, giving us insight to her dreamy personality and potentially her shy personality that restricts her from making her fantasies reality. In addition to this, ~~the~~ the extract ~~(a-f)~~ consists of multiple paragraphs of her thoughts or reasons for her actions but her speech is limited - this also influences my opinion of her shy personality. The paragraphs provided give us understanding of her actions but she doesn't give in to the temptation of meeting Johnny - therefore we see her as a mature woman who unfortunately doubts herself, "Why ~~is~~ was he bothering with her?"

There are many significant extracts in the novel that present family life - my chosen extract to support this is in Chapter 16.

"The watch is her father's" This short and simple quote has significant meaning to the extract, I have chosen, because it

represents sentimentality. "His grandfather's the watch was," is another indication of this theme. For the ~~watch~~^{watch} to have sentiment and family history, William Trevor shows; the qualities that families can possess, the fact that family is almost like a treasurable but priceless object and it also provides us with a metaphor. The metaphor is "the watch" resembles a families reassurance - in the way a watch offers the time, our families offer theirs time.

Furthermore, "Try and relax now" is a quote generating care, concern and comfort. ~~This verbal~~ "Her father takes one hand" is another quote which resembles family guidance. Not only can a father's simple gesture or a family members verbal comfort ensure the feeling of safety but it shows a paternal's ~~true d~~ true parental dedication.

On the other hand, family life can be restricted by day to day commitments, "This is where he spends his day". I believe this quote gives the alternate perspective as not all family lives ~~are~~^{aren't always} simplistic. The words "spends his day" gives us the perspective that

just because he can spend a considerably long duration away from the people he cares about; - it doesn't mean he loves them any less. To conclude, I believe William Trevor writes a realistic presentation of family life in his novel.



ResultsPlus Examiner Comments

Part (a)

The candidate identifies that Johnny is serious when speaking with Felicia and that he speaks from 'experience'. He appears to be sympathetic towards Felicia's situation and shows a keen interest in her. The candidate recognises that he is both persistent and persuasive.

Band 3 - 6 marks

Part (b)

A range of assured points are made, such as Felicia's 'spontaneous speech' and her 'lack of expansion'. The candidate explores language, such as the repetition of 'no joke' and the personification of 'her freedom', both of which create a sense of sympathy for the character. Ideas are fully developed, but more examples could have benefited this response.

Band 4 - 10 marks

Part (c)

The candidate has chosen an extract from Chapter 16 and presents some pertinent ideas. The extract focuses on Felicia's great-grandfather's watch and how this could metaphorically represent family time. The candidate also comments on family guidance and restrictions. Further language points could have realised full marks.

Band 5 - 14 marks

SPG - 3 marks

Total: 33 marks



ResultsPlus Examiner Tip

Candidates are credited for the development of ideas relating to the examples provided.

Question 5

Pride and Prejudice

Part (a) Miss Bingley

There were some very successful answers to this question for the character of Miss Bingley, part (a), but some candidates seemed to spend too much time on it, so not answering as well as they could on part (c) of the question. Many picked up on the subtleties that she wanted Darcy for herself, and that she was also very 'snobbish'. As often happens with this text, there was some divergence to a discussion of context.

Part (b) Elizabeth's walk

For the most part this question allowed for a range of responses but again, there were a number that were descriptive.

Part (c) Prejudice

This was generally well answered with a focus on Mrs Bingley's character and on manners. Many candidates chose the same extract of the ball, where Darcy comments on Elizabeth not being acceptable to him.

Many responses for this question gained marks in the top bands. This following example is one that does not include enough examples to qualify for marks in the higher bands.

① From reading the extract I know that Miss Bingley is a very stereotypical, judgemental character. As soon as Elizabeth ~~leaves~~ leaves the room ~~the comments~~ ~~what~~ ~~the~~ Austen writes in 3rd ~~person~~ ~~or~~ person referring to what Miss Bingley says about Elizabeth. "Her manners were pronounced to be very bad indeed." ~~This shows~~ The fact that Miss Bingley waits for Elizabeth to leave the room until she makes a comment could show how she's scared to confront Elizabeth about her faults because she knows Elizabeth will give a suited reply.

Miss Miss Bingley also seems to be a selfish character. Later on in the conversation when her brother doesn't support her she turns to Mr Darcy and says "You observed it, Mr. Darcy, I am sure." ~~This shows~~ how ~~could~~ ~~imply~~ ~~that~~ Miss Bingley wants ~~be~~ Mr Darcy to confirm ~~her~~ that he ~~isn't~~ isn't

fool of Elizabeth, ~~and doesn't~~ She also mentions how Mr Darcy wouldnt like his ^{own} sister to do what Elizabeth did. ("you would not wish to see your sister make such an exhibition") The italics of the words 'your sister' could show that she's very sly, because she ~~is~~ refers to Georgina, Darcy's sister, knowing of his protective nature of her.

B) When Elizabeth walks to Netherfields for her sister, many comments are made insulting her. Mrs Hurst comments that "I shall never forget her appearance this morning. She really looked almost wild". The way Elizabeth Bennet looked that morning should be of no concern to Mrs Hurst and could imply that she's a very stereotypical woman.

On the other hand, her brother, who was brought up in the same upbringing differs in opinion. He says "It shows an affection for her sister that is very pleasing". Mr Bingley admires Elizabeth's walk for her sister and this ~~is~~ challenges the ~~stere~~ ~~stereotypical~~ view where people think all rich people undermine the middle and lower class.

Mrs Hurst also ^{says} ~~comments~~ that "I hope you saw her petticoat, six inches deep in mud." This could show Elizabeth's love for her elder sister because she didn't mind the dirt on her petticoat.

③

In chapter 18, prejudice is ~~is~~ presented against Mr Darcy by Mrs Bennet. She talks about ^{worldly matters} Darcy knowing that ^{Darcy} he can very well hear her but when ~~she~~ told by Elizabeth she says "What is Mr Darcy to me, pray, that I should be afraid of him?"

This ~~is~~ again shows the prejudiced view of what ~~the~~ ~~is~~ Mrs Bennet as well as other period of the era would've thought of rich upper class people who underestimate them.



Part (a)

The response to part (a) opens with a point that is clearly focused on the subject of the question; it clearly demonstrates understanding of the character. However this point is left unsupported and is not linked to any particular feature of the text.

The quotation that follows is actually connected to a new idea. This point, about Miss Bingley being afraid to confront Elizabeth directly, is an interesting and original one – and there is a brief reference to the passage. There follow other good ideas about Miss Bingley's characteristics and some connections between these and the passage. The ideas and the evidence from the text here are good ones and justify the mark given.

More development and explanation of these ideas and some more fully explained links to the passage would be needed to move the response into Band 3.

Band 2 - 5 marks

Part (b)

This is a sound response, but it is not sustained. There are some missed opportunities to develop ideas further or to explore the language in the extract. The last point of this response does not focus on the question. The candidate, therefore, only makes 2 points (the insults and Bingley admiring Elizabeth's walk). This is an answer containing much unrealised potential! It does engage with the question and it does use the extract. However it remains in Band 2 as it fails to develop ideas far enough and it doesn't look directly at the use of language. In the opening to the response the candidate demonstrates understanding of the direction to consider responses to the walk. There are two good points on this and these can be rewarded.

The end of the answer moves away from the question completely.

Band 2 - 4 marks

Part (c)

This is a very brief response but has qualities that can be rewarded. The selection of another part of the text was done successfully; the incident in Chapter 18 was an appropriate one to work on as the character, Mrs Bennet, does display prejudice here. This must remain a Band 1 mark as the candidate does not develop the answer and there is some misunderstanding.

Band 1 - 2 marks

SPG for part (c) 2 marks

Total: 13 marks



Candidates should be reminded to focus on the key words of the question.

Question 6

Great Expectations

Part (a) Mrs Joe

A range of points about Mrs Joe were discussed by candidates, such as her 'hard', 'formidable' character. Most candidates commented that she was 'feared' and that she could be cruel towards Pip and Joe. One examiner commented: 'Some candidates missed some of the more subtle points about Mrs Joe. They mis-interpreted some of the description and did not seem to have the skills to use the views of others to form an opinion of her themselves.'

Part (b) The relationship between Pip and Joe

This part of the question was not always answered as well as expected, as some candidates were unable to make links in the language and relationship of Joe and Pip. A range of points were discussed, such as how Pip and Joe's relationship was close and how Pip admired him. There was some recognition that both characters were mistreated by Mrs Joe and both Pip and Joe shared similar experiences.

Part (c) Cruelty

The extract of Magwitch and the convict was a popular choice for part (c), as was the extract where Estelle makes Pip cry.

In this response, the candidate gains confidence. The response begins with some misinterpretations in part (a), but parts (b) and (c) are sustained.

From this extract we discover that Mrs Joe was of poor hygiene and nature this is suggested as young Pip describes her to of washed with 'a nutmeg grater instead of soap' this creates vivid Imagery of Mrs Joe and her spotty flakey skin. It suggests that she does not wash at all. Mrs Joe is also described to of worn an apron 'every day of her life' with the lack of clothing and hygiene it implies that Mrs Joe is of poverty and a lower class as she may not be able to afford clothing.

Another point we discover about Mrs Joe is that she is not the sympathetic type but the angry. 'she's got hickler with her' tickler is described to be 'a wax ended piece of cane, worn smooth by collisions ~~of~~ with my tickled fram' The word collisions suggests that it has happened more than once and that Mrs Joe and Pip do not have a strong

relationship.

b) As Pip narrates the story he describes Joe to be 'good natured, easy going, and a dear fellow' Pip in contrast to his sister Mrs Joe has only said good. It suggests there is a bond between the two and how Pip sees him as a fatherly like figure. Pip uses a metaphor 'a sort of ~~the~~ Hercules in strength, and also in weakness' this shows that Joe is physically strong, but has a good heart, Pip uses a Hero/God to represent Joe and shows that young Pip looks up to Joe.

Another point ~~about~~ suggesting Pip and Joe's relationship is how Pip describes ~~to~~ 'Joe and I being fellow sufferers' It suggests that they are a team and ~~are~~ have a close bond as they deal with Mrs Joe together. It suggests they find comfort in one another and feel as though they can relate to each other as Joe 'imparted a confidence to me' It shows they can talk to ~~My final point to make is that~~ one another and brings out the best in each other.

My final point to make is that Joe warns Pip that Mrs Joe has 'Tickler' with ~~her~~ her. Joe knows that this is wrong as he quotes 'and what's worse' the use of the word 'worse' suggests that Joe does not want harm to be inflicted on Pip however does not have any control.

c) Throughout this extract Pip experiences a fair amount of cruel punishment. As Pip goes to visit his dead parents he meets a convict in the marshes who feels no empathy towards him 'keep still you little devil, or I'll cut your throat! The violent threat towards young Pip helps create empathy as a reader and an immediate dislike to the convict who is of such a cruel nature. It ~~also~~ shows the vulnerability of Pip and his ~~innocence~~ innocence as a young boy.

Pip

As the chapter continues we as a reader take immediate liking to Pip 'Don't cut my throat sir, I pleaded in terror' The verb pleaded shows the desperation of Pip and how scared he really is, 'terror' this word really emphasises how scared he really is and doesn't know

how else to respond.

As Pip explains where his parents are to the convict, the convict shows no mercy towards him and continues to think of himself and uses aggressive behaviour towards Pip. Pip describes him 'took me by both arms, tilted me back as far as he could hold me; so that his eyes looked powerfully into mine'. The use of the word 'powerfully' suggests that Pip finds him intimidating and scary leading to him being scared and ~~his~~ the convict having control over him young Pip would do anything he would ask.

As the convict demands ~~the~~ a file and some food he threatens young Pip 'but that young man will creep his way to them open.' This shows the naivety of Pip as the convict lies in order to scare him 'I am keeping that man from harming you'. The convict quotes in order to make himself look as though he is protecting young Pip and that he is not to be scared of the other man is however there is no other man which shows Pip's age and naivety.



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Examiner Comments

Part (a)

The candidate has misinterpreted some parts of the extract in relation to Mrs Joe and there are some missed opportunities to comment upon the character. The response ends quite abruptly. There is one full accurate point with supporting quotation.

Band 1 - 2 marks

Part (b)

This is a better response than part (a). There is the identification of the metaphor and the reference to Hercules. There are points with supporting quotations. The candidate has focused on the key words of the question.

Band 3 - 7 marks

Part (c)

The candidate has selected a relevant section of 'one other part' of the novel. Examiners were open to candidates' interpretations of cruelty. There is some language exploration here and the candidate does explore the effect on the reader.

Band 3 - 9 marks

SPG for part (c) 3 marks

Total: 21 marks



ResultsPlus

Examiner Tip

Remember in Section A to focus solely on the given extract for parts (a) and (b).
The social, cultural and historical context is NOT assessed in Section A.

SECTION B: DIFFERENT CULTURES AND TRADITIONS

Question 7

Anita and Me - Meena's upbringing

There were some good responses to this question. Most candidates considered the contrasts between Meena and Anita to illustrate their points. A full range of marks was awarded.

This is an example of a top-end Band 2 response.

7) In the novel the significance of ~~Meena's~~ Meena's upbringing is important as it helps the reader understand the position of the other characters. In the ~~beginning~~ beginning of the novel we are shown that Meena is saying she has not lied about something and her father is finding out the truth from her. ~~As~~ It shows that her father is being strict and blunt toward Meena. As the story plot goes on we are shown that Meena has befriended a girl by the name of ~~a girl~~ Anita Rutter who is described as somewhat troubled, Anita is ~~shown to~~ a thief and she is described to the reader as part of a gang that has taught Meena how to speak slang and act cool when in fact it is making Meena act a lot differently as she hangs around with

Anita's group of friends. ~~It~~

We are shown that Meena, the daughter of the only Punjabi family in the area is only trying to make friends and trying to fit in by wanting what everyone else has like fishfingers and chips and to have an ~~eng~~ English Christmas like everyone else in the village not just traditional ~~Punjabi~~ Punjabi festivities and chapati. Meena has tried to fit in but by doing that she has made the wrong decisions and dissapointed her parents by the way she has acted.

"Papa winced at the slang^{which} I used ~~with~~ deliberately" This shows Meena is trying to rebel against her parents by not using correct ^{grammar} ~~gramar~~. This ~~show~~ also shows that Meena's upbringing is of significance as her parents are trying to bring her up properly but her friends are bringing

Meena to attention of her troubled side in which her parents are trying hard to rid her of.



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Examiner Comments

This is an example of a sound response. There is a clear understanding of the novel demonstrated, but the response is not sustained. The candidate considers Meena's strict upbringing and her friendship with Anita, although more examples could have been provided.

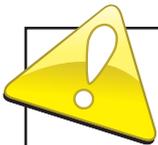
Contextual points are embedded within the response and are illustrated through what the characters say and do, such as: the point about how Anita speaks and Meena's father wincing at her use of slang; the differences in food, such as the 'fishfingers and chips'; Christmas and 'Punjabi festivals'.

AO1: Band 2 - 9 marks

AO4: Band 2 - 6 marks

SPG: 5 marks

Total: 20 marks



ResultsPlus

Examiner Tip

AO4: the social, cultural and historical context should be integrated into the response and not as 'stand-alone' or 'bolt on' comments.

This is most often assessed through the candidate providing relevant examples of character and them within the novel.

Question 8

Anita and Me - Friendship

Candidates who answered this question focused on Meena's friendships with Anita and Robert. The more successful responses explored how Meena realised the meaning of true friendship.

This is an example of a response just nudging into Band 4

The friendship is important very significant during the novel as it allows Meena to grow as a person, as well as feel welcome in the community. During Meena's stay in the "Good Hope children's ward", she meets a person called Robert, "breathed on the window... wrote Hi!!!" which suggests that Robert had ~~open~~ started a conversation with Meena while she was in hospital. This provides a sense of cohesion within the hospital as during this time many people were racist towards ethnic minority, which is why it ^{suggests that} ~~could have been~~ Robert was a good friend as he disregarded the fact that Meena was of Indian origin. Meena was constantly ~~contact~~ interacting with Robert during ~~the~~ her hospital stay, "why do you need all this paper?" ... "pointed to Robert", which reveals that Meena had gained a new friend while in the hospital, one in which she interacted with on a regular basis, which helped her become more mature. Also the friendship

With Robot is also very significant as it comes straight after Meena hearing Anita boast about "Paki bashing" with Sam Lowbridge, which suggests that Meena was able to see what a real friend was like in Robot, as Anita was never really a true friend.

Meena describes Anita as a "bloody stupid cow" after she praises Sam for his racist outburst during the fete, which Sam reveals a lack of support and care for Meena's feelings, as ~~Meena~~^{Anita} has just applauded the ~~man~~^{man} who had indirectly racially abused Meena and her family, thus showing a lack of friendship and care before from Anita, which suggests that Anita was never truly Meena's friend. Also Anita's Meena's ~~real~~ so-called friendship with Anita had resulted in Meena getting into a lot of trouble, during the Diwali party Meena says she would "shy the arse off" a particular song, which is makes her parents furious and send her off to her room. Anita had influenced her idiotic and told her about this phrase, which resulted in Meena embarrassing herself in front of the guests as well as embarrassing her parents in front of Auntie Sheila. If Anita had not told her about this phrase, Meena would not have got into trouble by her parents, thus revealing that Meena's friendship with Anita had caused this moment.

Also, Meena Anita proudly describes how her and Sam went "paki bathing" and ~~iggi~~ and how she ~~watched~~ ^{watched} Meena heard this, which resulted in her going furious and riding ~~Trixie~~ ^{Trixie} as a result of it, which then resulted in her ~~breaking~~ breaking her leg. If Anita had not shown a total disregard for Meena's culture and ethnic ~~background~~ ^{background}, then Meena would not have been so angry, which resulted in her riding ~~the~~ Trixie and breaking her leg. All Anita's ignorance and lack of understanding had resulted in Meena taking the action she did, thus suggesting that if Meena had ~~to~~ ^{not} befriended Anita, then she would not have broken her leg.

Next, a day before Meena's 11 plus exam, Mr and Mrs Kumar get a call saying that "Uncle Aman had gone for emergency cardiac surgery". The Kumar's left for the hospital to support Aunt Shaila during this difficult period and left Meena at home alone. As the parents were not home, Meena opened the door to ~~Freddie~~ ^{Freddie} Tracey, in which she describes Sam to be "killing Anita", Meena then leaves for the Big house to help Anita, however it turns out they were just having sex, ~~As a result of Meena's desire to help Anita and the Kumar's friendship with Aunt Shaila, Meena missed her exam the next morning, which reveals that the if the friendship hadn't existed.~~ ^{As a result of Meena's desire to help Anita} ~~and the Kumar's friendship with Aunt Shaila, Meena missed her exam the next morning, which reveals that the if the friendship hadn't existed.~~

Meena would have sat her exam on time.

In conclusion, friendship is ^{significant} ~~extremely~~ important in the novel. The Kumar's friendship with Auntie Sheila and Uncle Manny provide a sense of community and safety to the ~~Kumar's~~ ^{Kumar's}, as they are able to interact with fellow Indians. Also, ~~Anita's~~ ^{Meena's} so-called friendship with Anita is also significant, as if she had not befriended her, Meena would not have broken her leg, which stopped Meena from being able to go to India in December and take her grandmother home, which reveals a huge ^{significance} ~~significance~~ as it is a big thing. Also, Meena's relationship with Robert allows her to ~~great~~ experience a real friendship, it also allowed her to mature and "pass her 11 plus exam" as Anita's bad influence was not there anymore.



ResultsPlus

Examiner Comments

The candidate maintains a sharp focus on the question and provides some good examples of friendship throughout the novel. The candidate is beginning to demonstrate an assured understanding of the novel. The response begins with a valid point, that friendship allows Meena to 'grow' and continues by exploring Meena's friendship with Robert and how ethnicity is not a barrier. This is contrasted with Meena's relationship with Anita and how Anita is 'never truly a friend', but she had been a 'bad influence'. There is recognition that friendships led to Meena breaking her leg and, as a result, meeting Robert. The point about the friendship between the Kumars and Auntie Sheila, is assured.

AO1: Band 4 - 15 marks

AO4: Band 4 - 10 marks

SPG: 6 marks

Total: 31 marks

Question 9

Balzac and the Little Chinese Seamstress - The Narrator's friendships

Unfortunately, there were very few responses to this text, but those seen were often very successful. The majority of candidates considered the more obvious friendships within the novel, such as the Narrator's friendships with Luo and the Little Seamstress. Other very successful responses considered a wider range of characters, as the example provided illustrates.

This is an example of a response that was awarded full marks

Throughout the novel the Narrator ~~experiences~~ forms
a bank of friendships with different people, varying
from a life long bond with Luo, to a brief
couple of meetings with the ~~gynaecologist~~ gynaecologist.

The narrator describes Luo as 'the best friend (he)
ever had'. They grew up together and now experience
the cultural revolution and re-education together.
The significance of their friendship is very
substantial. On Phoenix Mountain, the Narrator
has someone whom he can trust utterly and
confide in. They share their experiences together,
even very personal ones, such as the showing
the narrator the 'gingko leaves' stained with
the Little Chinese Seamstress's blood. Not
only is this very personal, the Narrator could

go to the authorities, since sex outside of wedlock was prohibited. Due to this, it also shows the trust between them. They also endure hardships together such as the 'little coal mine', the burden of which is eased by their companionship. In terms of the novel, this friendship gives a voice to their thoughts, ~~as well as~~ including the hugely important theme of rebellion and striving to learn more, despite the Cultural Revolution attempting to stop this at all costs. This friendship also allows the Narrator to show his loyalty to Luo, ~~despite~~ ^{whilst} developing a love for the little Chinese Seamstress, he is tormented by guilt as he feels he is betraying Luo. This makes him more relatable as a character to the reader and also more likeable. The reader can sympathise with him more.

The Narrator initially develops quite a strong bond of friendship ~~for~~ ^{with} the little Chinese Seamstress. When Luo has to leave, he views himself as a 'secret agent' that will guard over her. This ~~is~~ friendship adds to the theme of 're-education' as whilst Luo and the Narrator have been sent to learn from the villagers,

they are educating the Little Chinese Seamstress to be more cultured, ~~and~~ This also allows them to present their willingness to rebel against the oppressive regime by liberating someone else. Whilst Phoenix Mountain is construed as a prison, it is important to the novel to recognise ~~that~~ it as a potential haven. The Seamstress represents the beauty and possibilities of the mountain ~~with~~ and with some work, can be better as a whole. The Seamstress also gives the Narrator an aim and some hope. She provides a distraction from the ~~improbable~~ improbable '3 in a thousand' odds. As this is so unlikely, the Seamstress enables the Narrator to shift his gaze off the idea of returning to the city and ~~back~~ to a much more manageable aim of educating the Seamstress.

The narrator's seemingly brief (but on the mountain) friendship with Four-eyes ~~is~~ is important to the novel as it teaches him some valuable lessons. He learns that you can ~~only~~ ^{only} trust ~~only~~ a small amount of people in this new world. Four-eyes represents the corruption of the cultural revolution, demonstrated by his willingness to shift allegiances to

(Section B continued)

→ shown by him splitting the buffalo blood in half with the headman.
better himself. This teaches the narrator ~~that~~ to be more cautious and possibly more sneaky and ~~subtle~~ as well as subtlety and deception. These skills are vital when it comes to seeing the gynaecologist later on in the novel.

The narrator develops less profound ^{friendships} ~~relationships~~ with characters such as the tailor and the gynaecologist. These friendships demonstrate that the cultural revolution may not be the will of the many, but rather the will of the few being imposed. The tailor's success of being a capitalist in a communist world and the gynaecologist's appreciation of Western literature, ~~as well as his part in an illegal abortion~~ he recognises the ~~translator~~ ^{translator} stating that it is 'obviously by Fu Lei', as well as his part in an illegal abortion. This also allows the narrator to demonstrate his heroism and devotion as he goes to huge lengths to help the seamstress in his ordeal, only to have it disregarded by her, which hurts him and makes his sympathise ~~with~~ with him.

Whilst it is not a conventional friendship by any means, you could consider the narrator's

albeit an sided, ~~not~~ friendship with Balzac to be significant. The narrator refers to him as 'our ~~own~~ old friend Balzac'. The narrator is grateful to Balzac for opening up his mind and in essence becoming ~~to~~ the very thing that the Cultural Revolution is against - an intellectual and free-thinker. This 'friendship' gives birth to many of the major themes in the novel. Such as Liberation, and also drives their desire to read more of these books and open up the minds ~~of~~ of others to a wonderful thing called imagination that the ~~the~~ Cultural Revolution treats as a crime.

In conclusion, the Narrator's friendships are a very significant. The themes of the novel are created or run through these friendships and also creates a sense of solidarity, that there are others behind ~~the~~ the narrator that think in a similar way, that detest the shackles of the Cultural Revolution. In a way, the narrator uses his friendships to combat the harshness of re-education and the cultural revolution, as well as those behind it, whom he sees as strong 'loathing for everyone who kept ~~the~~ the (those) looks away from them'.



ResultsPlus

Examiner Comments

The candidate has included a wide range of points and includes relevant detail in this response in order to gain full marks. Often, points are maturely expressed and there are some perceptive ideas presented.

There is a wide range of friendships explored, from the most obvious - Luo and the Little Seamstress, through to the less obvious - the gynaecologist and the tailor. In addition, the candidate considers the 'unconventional' friendship between the Narrator and Balzac.

The social, cultural and historical references are all integrated in the response through the examples provided.

AO1: Band 5 - 24 marks

AO4: Band 5 - 16 marks

SPG: 7 marks

Total: 47 marks



ResultsPlus

Examiner Tip

The significance or importance of a character can be explored through the themes, chapters or key events.

Question 10

Balzac and the Little Chinese Seamstress - 'Re-education'

Again, there were very few responses to this question, but those seen provided some excellent reading. Most candidates explored why characters were 're-educated', who was 're-educated' and how this was put into effect. The novel lends itself to the social, cultural and historical context, which runs throughout the novel and is illustrated by the actions of the characters.

This is a perceptive response, as many were for this question.

10. In the novel, re-education is perhaps the most significant theme due to its various accounts within the novel. Each of the main characters are affected by Mao's re-education program, whether directly or not.

Re-education is significant in the novel as it gives a basis for the plot. The way re-education affects the characters is almost like a plot device that carries the story along. For example, the Little Seamstress' departure can be linked to re-education. Despite

Knowing the burden of re-education himself (*the repetition of the statistic 1 in 3000 shows this) who takes advantage of TLS's thirst for knowledge in order to change her. Quotes such as "she was transformed" and "made her feel good, more intelligent" act as examples of how who is effecting T.S. After their first meeting he says she is "too uncivilized for him" and so throughout the novel he goes about transforming her into his perfect girl, whom is no longer "a simple mountain girl". However his re-education of TLS has its repercussions as it is the reason for her leaving - which is quite ironic to the plot. Dramatic irony is used to present this. who says "the time we spent reading to her paid off" before the narrator states that it didn't occur to them that their 'Baltic re-education' would have such a profound impact. This

represents the author's feelings towards the failings of re-education as it is well known that it did not work. In both circumstances within the novel, the boys' and TLo's ~~no~~ respectively, the objectives of the ones re-educating them weren't fulfilled. Chairman Mao's re-education only drew the boys closer to Western education. At the start of the novel Ma tells how ironic it is they are being classed as intellectuals 'despite not even being high school graduates' and this irony is later on emphasised with the discovery of the books.

Furthermore, ~~educat~~ re-education is significant to the characters' development, especially the narrator. ~~He is a~~ We are introduced to him and he comes across as fairly passive, always letting Luo take lead. This is shown when he expresses his feelings towards 'the audacity' of ~~the~~ Luos

infamous "Mao is thinking of Chairman Mao" line, which is ~~such~~ ~~at~~ humorous to the reader as it is ~~historically~~ chronologically impossible. However, further on in the book there are glimpses of the change in Ma, due to re-education. For example, when he meets Four Eyes mother ~~and~~ he deceives her by pretending to be Luo. This is out of character for him and proves that the experience of re-education has made him opportunistic. This is supported by the fact that his lying gains him access to information that Four Eyes doesn't particularly like him. From this we can infer that Ma does not lie to be malicious, but rather he has learnt that in order to survive on the mountain he must act this way. This is an example of his own re-education, that differs from

what Chairman Mao had planned.

In addition to this there are # scenes in the novel where Ma is aware of his change in character. He states that he has "turned into a sadist - an out and out sadist". This repetition of the word 'sadist' is meant to emphasise Ma's disgust at what he has become. His reasoning for torturing the Headman is that ~~it~~ ~~was~~ 'it was to punish him'. You could suggest from this that his actions are simply out of anger at the situation he is in. He can't punish the real culprit - Chairman Mao - so one of his Communist followers will be sufficient.

All of this represents the failings of re-education. As the novel is semi auto-biographical you could suggest that Bai Sizie has used the novel

to display his dismay at the experience he had to go through himself and how it changed who he was.

This links to the irony that although Luo is the great story teller of the novel, the narrator is the one who is telling the reader the story.



ResultsPlus Examiner Comments

The candidate considers a range of points and fully engages with the question. Ideas are supported with examples from the novel and are well-developed. The candidate considers the thinking behind Mao's ideas for 're-education' and how this works as a plot device. There is the considered use of statistics and an exploration of the Seamstress's transformation and its repercussions. The candidate then goes on to consider the irony within the text and how the boys are referred to as 'intellectuals', illustrated with the point about the 'chronologically impossible' reference about Mozart. There is a consideration of the Narrator's disgust with himself when he feels that he has become 'a sadist' and the failings of 're-education'.

This is a maturely expressed response with a wide range of ideas presented.

AO1: Band 5 - 24

AO4: Band 5 - 16

SPG: 7

Total: 47 marks



ResultsPlus Examiner Tip

Keep a sharp focus on the question. Whether it is a character or thematic question, candidates should refer to key areas of the full text where the character or theme features. For each example, the candidate should explain *how* and *why* the character or theme is important.

Question 11

Heroes - The relationship between Francis and Nicole

There was almost an equal split of responses across the two *Heroes* questions. A full range of marks were awarded and most candidates were able to discuss Francis and Nicole's relationship with confidence. The majority of candidates focused on the events involving Larry LaSalle, but the more sustained and assured responses considered how and when Francis and Nicole met and how their relationship grew. Some assured responses included comment about how Nicole's feelings for Francis were not the same as his were for her.

In the novel *Heroes* by Robert Cormier the relationship between Francis and Nicole is extremely significant, first of all it is ~~from~~ Francis's driving force to kill Larry LaSalle he wants to kill Larry because he thinks it will fix him and Nicole. Francis spent the years after the rape hating Larry and feeling like it was his ~~for~~ fault. He was fixated on Nicole from a young age the first time he layed eyes on her he fell in love saying "I silently pledged my love and loyalty ~~to her~~ forever." which is not something a normal human does at that age he is supposed to be growing up but instead he is swooning over a girl he's just met.

from then on he was completely obsessed his every moment was spent thinking about Nicole! However it was as though she was unaware of his existence only acknowledging him a few times, time went by she noticed him more and with his new found love of table tennis he became a champion, Nicole began to call him "My Champion" and even invited him to a party.

They were both so innocent and full of hope, their relationship and what happened to Nicole could be seen as a metaphor for the war as Larry ended both of ~~there~~ ~~their~~ their innocence and took away ~~there~~ their hope as the war did for so many, lives ~~dist~~ destroyed all hope gone nothing left but pain anger and sorrow! The world before the war and Nicole and Francis before the rape they were beautiful, happy with no worries at all then all of this pain like a

war in their minds tears down their happiness - ss rips it to shreds as though it meant nothing as though the happiness and the joy and the feeling of love was never even there. Leaving their hearts like a barren waste land, never to be the same again. That is why I think Francis's and Nicole's relationship is so significant because it offers a direct parallel to the effect of the Second World War, and ~~even~~ evidence to support my point is rife throughout the entirety of the novel such as when Francis says "I lost my appetite somewhere in France" this shows that he finds no enjoyment in life anymore, not as you or I would he is merely living for the sake of it and the only reason I believe he has not yet ended his life is because he's awaiting the return of another supposed hero (Harry) so he can avenge what he did to Nicole and hopefully ~~feel~~ feel as though he has now protected her and she won't blame him anymore.



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Examiner Comments

In exploring the significance of the relationship between Francis and Nicole, this candidate has clearly recognised the centrality of the relationship to the novel, and has evidenced their ideas fairly effectively.

Parts of the response are primarily narrative, but the candidate has provided sufficient evaluation in their elucidation of the novel's events to make it possible for this to be placed in Band 3, as there is some development of ideas, and a number of valid points have been made.

There is thoughtful engagement with the text, including some direct referencing, and the exploration of the theme is conducted using unusually emotive language, for example describing the way that Nicole and Francis suffer pain which 'tears down their happiness' and 'rips it to shreds'. While not necessarily conventional in terms of style and register, the candidate's phrasing does suggest a genuine individual response.

Although the candidate's work is sustained enough to be placed in Band 3, it would need to develop its analytical element more often - and with greater focus on the topic - to be placed higher within the band.

The candidate has tried to link the theme with the context of the novel, for example they make an interesting suggestion that Nicole's experience may be a metaphor for the war.

SPG is accurate enough, despite some technical lapses, to be awarded a mark of 5.

AO1 10 marks

AO4 7 marks

SPG 5 marks

Total: 22 marks



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Examiner Tip

Remind candidates not to simply retell parts of the story. Advise them to refer to specific examples in the novel and refer these back to the question.

Question 12

Heroes - Heroism

In this second *Heroes* question, candidates were able to engage with the question and in most cases, provide a sustained response. The vast majority of candidates discussed Francis and Larry LaSalle as being 'heroes', but more successful responses also explored Arthur Rivier and his views of heroes.

This example is of a response that is just into Band 4.

Heroism is a key theme which runs through the entire novel. When heroism is explored in throughout the novel, the main questions that the reader might raise are 'What is the meaning of a true hero?' and 'Are Francis and Larry true heroes?'

We know that Francis is seen as a hero by his comrades, those in Frenchtown and by Nicole, yet Francis considers himself as much less. Due to his injuries he sees himself as a monster. This is seen when a young girl 'whimpers' when she sees Francis walking down the street. This allows the reader to feel sympathy for Francis because of his 'knavery' he is now seen as just some disfigured monster.

His ~~thoughts~~ ideas that he is not a hero, but a monster ~~are~~ are not just because of his physical appearance. Francis has a heartfelt determination to kill Larry LaSalle. This is ~~the~~ ~~reason~~ one of the main reasons why he sees himself as a monster. Even though he was awarded a Silver Star for bravery, one of the most prestigious medals of valour given in World War 2, his overriding determination to murder the one who raped his best friend and lover takes away his label of a 'hero'.

This novel makes the reader question the meaning of a true hero, not only because of Francis, but because of the "shining star of change to see Frenchtown, Larry LaSalle ~~the~~". The example of Larry allows the reader to understand how someone can be branded with the label of a hero yet hide some of the darkest ever secrets.

~~It~~ ~~also~~ This ~~the~~ novel highlights the fact that False heroes exist. ~~On~~ On the outside, somebody can be seen to be a bright, shining hero, filled with bravery yet are ~~concealed~~ ~~to~~ ~~the~~ ~~core~~ on the inside. In Francis' case, we see that

the cause for his ~~hero~~ image as a hero was wrongly awarded. His so called 'act of bravery' was actually an act of cowardice. His failed attempt of ~~suicide~~ suicide gave him the wrong title and a broken sense of morality.

Larry is another example of ~~the~~ a false hero because of his desire of 'sweet young things'. Larry was seen as the shining light that Freshtown needed to ~~see~~ ~~to~~ brighten up the town after the war yet he only brought darkness. His example reinforces the truth that people are more than what meets the eye.

Even though the ~~image~~ false image of heroes are a key theme throughout the novel, it also highlights that most 'heroes' are those, not who perform acts of bravery, but those who die fighting. This view is embodied ~~there~~ by the members of the platoon which Francis lists before he sleeps. All of his fallen comrades could be seen as the heroes.

~~Another~~ Another unsung hero to ~~of~~ Francis was one of his closest companions, Enrico. He can be considered a hero because of the effort he made to keep

Francis positive. He ~~was~~ ~~stayed~~ ~~the~~ ~~someone~~ who comforted Francis and kept him sane. That is why he pays for ~~him~~ Enrico. Francis never forgets the help which he gave him, considering him as a hero of his own.

Heroism is a heavily explored theme in the novel of Heroes and it makes up much of the plot.



ResultsPlus Examiner Comments

This is a sustained response and the candidate engages with the question and maintains focus. After a clear introduction, the candidate considers how the injured Francis is determined to kill LaSalle. There are embedded references to the social, cultural and historical context, such as the 'Silver Star' and the war. The candidate suggests that Cormier challenges the readers' perception of heroism and nicely expresses how LaSalle is seen like a 'shining light' by the people of Frenchtown, yet he only 'brings darkness'. Towards the end of the response, there is some consideration about the character Enrico.

More specific examples from the novel would have benefited this response, but the candidate is beginning to demonstrate an assured understanding of the novel.

AO1: Band 5 - 15 marks

AO4: Band 5 - 10 marks

SPG: 7 marks

Total: 32 marks



ResultsPlus Examiner Tip

Always support ideas with specific examples from, or references to, the novel.

Question 13

Of Mice and Men - Crooks

As one would expect, many candidates tended to focus on Chapter/section 4 for the most part, seeing as this is where Crooks is most significant. Many candidates began with some references to Crooks in Chapter 2 (when Candy reminisces about Christmas) and concluded with comments about him playing horseshoes in Chapter 5. Comments about the detailed description of his room were explored with confidence and this led to some very perceptive evaluations of character and role. Some candidates considered Crooks' 'mauled' copy of the Californian Civil Code and explained that he was aware of his rights. Some more perceptive responses commented on the fact that Crooks' father had been a landowner and how Crooks' life had changed from being a part of the community to being a lonely and isolated man. In terms of context, there was a tendency to generalise the treatment of black people in America, but some used context to further their discussion in a productive and insightful way. Candidates mostly understood the importance of Crooks in terms of prejudice, with a few being very perceptive in that the character and the way others treated him demonstrated Steinbeck's views on racism. Several candidates referred to the 'Jim Crow' laws in their responses. Many of them picked up on the fact that Crooks actually wanted company despite his 'aloof' manner and those who did, explained it well.

This first response is a borderline Band 1/2 response. It just slips into Band 2.

Question 13*)

Crooks is a highly significant character as he is subject of harsh ~~to~~ racial discrimination. Crooks represents the black society in the novel ^{and} ~~often~~ isolates himself from the rest of the ranch workers due to the ~~prejudice~~ prejudice he receives. This is shown as on page 100 Crooks states, "Cause im black. They play cards in there, but i can't play & because im black." whilst in a conversation. The use of the repetition ~~implies how~~ of "cause im black" suggests how much the racial discrimination effects his life on a day-to-day basis and how he is constantly ~~the~~ reminded of his race.

During ~~the~~ ~~13~~ 1930's America, in which the novel was based, being of a different race was seen as

highly unusual and many people did not know how to deal with it. The majority of people saw it as a difference and did not know how to cope with a race other than white-christian.

Many people in search for the "American dream" travelled as far west as possible to find work but black-African-Americans, due to ~~the~~ their race, were seen as cheap ~~labor~~ migrant ~~to~~ labour and because the white influence was of higher authority, the black society had no support in the matter.

Stienbeck also created the character of Crooks ~~also showed~~ how isolated and lonely work on the ^{to show} ranch was. This Crooks often isolated himself from the others on the ranch ~~to~~ in order to steer clear of any racial discrimination. This is shown as Stienbeck writes "For being alone, Crooks ~~can~~ could leave his ~~stuff~~ things about." This emphasis how lonely Crooks was but due to his race, no-one would come into close proximity with him. Furthermore, Crooks is a highly intellectual man as Stienbeck writes "a mauld copy of the Californian civil code." The use of the word mauld implies how well-used the book was and a civil code is a highly respected and educational ~~book~~ book meaning that Crooks is authoritatively greater than the other ranch workers.



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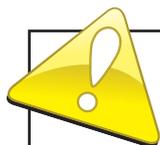
Examiner Comments

This candidate immediately focuses on the question referring to 'harsh racial discrimination' and links this to Crooks. The contextual reference in paragraph 2 about not knowing 'how to deal with' being of a different race is confused and not focused. The AO4 in this essay is effectively bolted on. There is a lack of understanding about the significance of The California Civil Code though it is good that the candidate noted this.

There is an awareness of the writer 'Steinbeck also created the character of...'.
This response lacks development and there are some insecurities in the candidate's understanding.

There are some valid points made; however, there are some contextual inaccuracies, repetitive comments and generalisations. The candidate is not demonstrating a thorough or sustained understanding. This is a borderline response but in the spirit of positivity is a Band 2.

AO1 6 marks
AO4 4 marks
SPG 6 marks
Total: 16 marks



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Examiner Tip

A brief plan or mind map would help to keep ideas focused on answering the question.

This second example is a response placed at the top of Band 2. It is good to compare this response with the previous example.

Crooks is a very significant character in the novel of *Huckleberry Finn*. Crooks is a character that represents loneliness and the victim of abuse of how African-American people were treated in America during the 1930s during the Great Depression. Crooks is someone who works on the ranch with the horses, he takes care of them, feeds them, brushes them. Crooks is often sometimes compared to a horse, Crooks is a proud, aloof man. He kept his distance from all the other workers who work on the ranch. Crooks becomes a more important character when he meets Lennie for the first time. Crooks doesn't care for him and just wants to keep his distance. Crooks is someone who is very lonely as shown when he says to Lennie 'you ain't got no to come in my room.' This is obvious that Crooks is someone who likes to be alone. Crooks also becomes part of Lennie and George's dream for a while supposedly when he says to himself 'I've never seen a guy really do it' suggesting that he thinks it's a dream too. This makes Crooks more important as it could

means a peaceful life for him with no more abuse and someone to love beside him. Crooks becomes apart of a small group of people who were once lonely and now have a dream to look forward to. Crooks then gets put back into reality realising its just a dream by Curley's wife when she threatens him 'You know what I can do to you if you open your trap' Curley's wife saying this showing her to be racist and cold, this is what the times were like Crooks is a display to show what it was like to be black during the Great depression.



ResultsPlus Examiner Comments

This response is not sustained and more points could have been included; however, a reasonable range of points have been made and these are supported with some contextual references. The candidate considers Crooks's loneliness, the abuse he receives and the dream. This is a little stronger than the previous script and is good to use for future reference. A sound response to the question has been provided.

AO1 9 marks

AO4 6 marks

SPG 5 marks

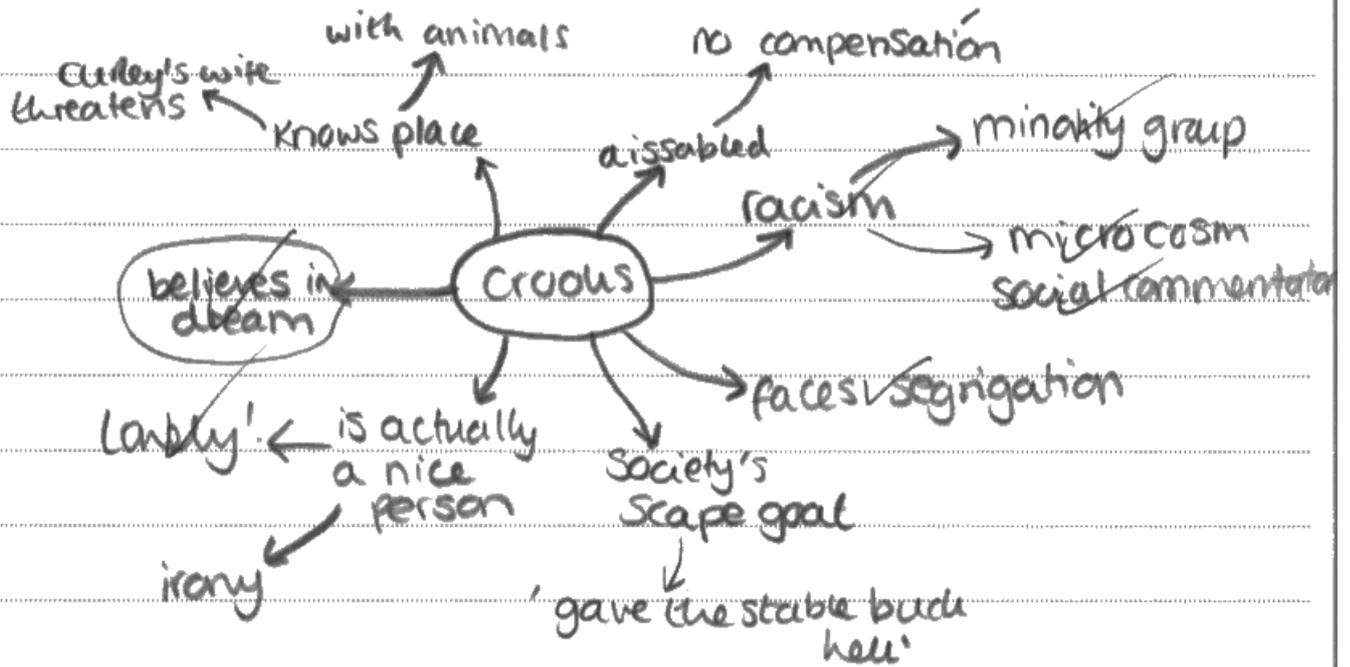
Total: 20 marks



ResultsPlus Examiner Tip

The development of ideas from the examples provided, together with some thoughtful engagement, is necessary for a response to qualify for a mark in the higher bands.

This final example of a Question 13 response received full marks for content, but not for SPG.



The character of Crooks is significant in ^{of Mice and Men} the novel because he represents a minority group and several of the common themes throughout the novel. The first time Crooks is mentioned in the novel is in chapter two when Candy says 'he give the stable buck hell, too' and 'Ya see he

'Stable buck's a nigger'. This ~~into~~ introduction and the use of the ~~derogator~~ discriminatory noun 'nigger' shows the reader that ~~er~~ Crooks is defined, not by name or identity, but by his colour and profession. This shows the reader the discrimination he faces, ~~the~~ constantly, and that he is not deemed important enough by society ~~to have~~ ^{for} so that his name and personality to be more important than his ethnicity.

The first chapter in which Crooks is properly mentioned is chapter four. He ~~is~~ he is again described as 'Crooks the nigger stable buck', and his significance in the novel becomes clearer ~~in~~ that he is intended to represent the minority groups facing racism and discrimination in society. As a black man in the 1930's ^{America} Crooks was victim to the apartheid and a school of narrow minded thought in which black people and white people were not treated equally. This is shown through where Crooks is forced to ~~stay~~ live, 'had his bunk in the harness room; a little shed that leaned off the wall of the barn'. This represents the way that Crooks is ~~a~~ ~~part~~ in a minority group that are forced to 'lean off' society and that he is treated as no more than ~~an~~ animals as he must live near the 'horses' in the 'barn' instead of in the 'bunk house' with the other men. As *Of Mice and Men*

is a microcosm and Steinbeck was a social commentator, Crook's character is significant in the novel because it is used to highlight and campaign for the equal rights of minority groups facing discrimination in 1930s America.

Crooks is also significant in the novel because he represents the common theme of loneliness. 'A guy needs somebody - to be near him'. Due to the racism and discrimination that black people faced in 1930s America, Crooks 'couldn't go into the bunk house and play rummy', & instead he had to 'sit out here an' read books'.

This shows how lonely Crooks is and evokes a feeling of sympathy for him in the reader. At the beginning of the chapter Crooks is hostile towards Lennie 'you ~~ain't~~ got no right to come in my room'; but once he ~~realises~~ that he can talk to Lennie, 'It's just talking. It's just ^{bein'} being with another guy', his ~~own~~ loneliness soon gets the better of him and he opens up to Lennie. This shows the extent of his loneliness and his desperation to talk to someone. This shows ~~the~~ Crook's significance in the ^{novel} ~~book~~ because he is used by Steinbeck to show the loneliness that ranch workers at the time faced, but also the loneliness and misery that discrimination caused in people's lives, and campaign for change.

Crooks is significant because he joins Candy, Lennie and ^{American} George in the belief of the American Dream. Following the Wall Street crash of 1929, many people were left homeless and poor and men were forced to travel around to find work. At this time the 'American Dream' of owning one's own land or becoming rich was prevalent in people's minds. Crooks is significant because once Lennie and Candy brag to Crooks about the farm they plan to buy, ~~he~~ (which he initially does not believe 'you guys is just kiddin' yourself. You'll talk about it a hell of a lot, but you ~~isn't~~ won't get no land') he starts to believe in it and wants to be a part of it, 'if you guys want would want a hand to work for nothing'. This ~~is sig~~ ^{Steinbeck} shows the reader how the American ~~the~~ Dream can make any person believe that there is a possibility of a better life for ~~them~~ them. In this chapter Crooks is shown to go from ~~see~~ seeing himself as 'just a nigger' to an 'extra hand' or an equal. This is significant because Steinbeck shows the reader that the American Dream can unite people and proves the stupidity and ignorance of discrimination, ~~because~~ ~~th~~ because people really should all be equal.

Crooks is also significant in the novel because he is shown to be society's scape goat. As a 'busted-back nigger', Crooks represents both the minority group of disabled people and black people. At the time in 1930's America there ~~was~~ were no regulations or health and safety rights for people in the work place. Due to this Crooks faces ~~an~~ horrible discrimination and is treated unfairly. He is used as a scape goat for society because whenever something goes wrong, Crooks is either blamed for it or must ~~bear~~ ~~there~~ face the boss's anger. For example when Lennie and George turn up late for work the boss 'gives the stable buck hell'. ~~This ~~is~~ Steinbeck shows Crooks significance in the novel~~ Crooks is significant in the novel because ^{Steinbeck} ~~he~~ uses ^{him} Crooks to evoke sympathy in the reader and prove that this treatment of minority groups is unfair. He also uses Crooks to campaign ~~for~~ for equal rights for people in the work place of 1930's America.



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Examiner Comments

This is an assured and sustained response. There are some rare points made, for example, the boss giving 'the stable-buck hell'. There are perceptive points, even though not every point concerning Crooks is covered. This is an example of a candidate who has responded personally. The response deserves full marks for content; however, there are several spelling errors and so we cannot award full marks for SPG.

AO1 24 marks

AO4 16 marks

SPG 5 marks

Total:45 marks



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Examiner Tip

Stronger responses will end with a short conclusion that explicitly answers the question.

Question 14

Of Mice and Men - Loneliness

Loneliness was a popular and successful thematic question and some of the more astute responses picked up on the fact that the relationship with George and Lennie was the exception, and managed to support this with examples ('loneliest guys in the world ... but not us'). The context was often laboured in many responses, with some candidates spending too much time detailing the Wall Street Crash and how people had to move all of the time which resulted in them being lonely.

Some of the better answers mentioned that George and Lennie were in fact both lonely, Lennie because of his mental age and George because he couldn't form lasting friendships because Lennie always got them into trouble. There were a lot of narrative-style answers, with the majority focusing on Crooks and Curley's wife being lonely. The format usually included a litany of characters. More focused responses included just a couple of characters. Candy as a lonely character produced some good responses. One examiner commented on the range of examples seen in the responses:

'I especially liked some points, such as: Candy knows it's a "dog eat dog world" indicating his insecurity when forming relationships. Slim indicates that not many guys travel around together; the excitement of Whit's magazine article indicated lonely lives; the fact that there was only one lizard, so animals are lonely too; George playing Solitaire and George being lonely after Lenny's death; going to Suzy's place – indicating the loneliness of the girls as they don't form relationships; the boss's conversation with George and Lennie- implying some loneliness and at the end of the novel Slim is eager to step in and be George's friend indicating his loneliness too.'

Another examiner commented: 'While this was the more popular option on *Mice and Men*, candidates' responses were generally more formulaic – a brief introduction on the Depression/WS Crash and itinerant workers, followed by a paragraph each on the loneliness of Crooks, Candy and Curley's wife compared with Lenny and George, plus, if time, a brief conclusion. Some candidates added Curly and even Slim and Carlson to the list. The best candidates managed to integrate the material by comparing and contrasting the nature and causes of the loneliness (a word which was frequently shortened by omitting the median 'e') of the various characters, and draw the essay to an interesting conclusion, while the weaker responses just stopped. One particularly good response ended thus:

'Life after the Wall Street Crash was not easy, and especially for these itinerant workers – or "bindlestiffs" as they were degradingly called – who desperately needed someone or something as a release.'

Two examples have been provided for Question 14. The first is an example of a Band 2 response.

Throughout the novel (Of mice and men) the theme loneliness is significant. There are loads of characters in this book that are lonely.

Crooks is possibly the character that is most lonely throughout the book and that is because the colour of skin he has. Racism was a big thing back when this book was written and everybody was racist. Crooks didn't sleep in the bunk house, he sleep in his own room on his own and that's another reason why he is lonely. Crooks is used to it being quiet and there being nobody in his room. We see this in the line "you got no right to come in my room". This shows that crooks is always lonely and he doesn't want people just coming in his room

(Section B continued)

Crooks is ^{talking to} ~~telling~~ Lennie ~~that~~ about what would happen if he heard no more about George. We see this in the line "S'pose George went into town tonight and you never heard of him no more". Crooks is saying that's what it's like everyday for him because he has got nobody.

Curley's wife is also lonely as Curley doesn't really spend much time with her and she has got nobody else apart from him.

Candy is another character throughout the novel that is lonely, Candy only had a dog and they shook it, so then he had nothing. He was so lonely that he wanted to give George and Lennie his life savings, so then he was part of their dream place.

George and Lennie are also quite lonely as well apart from each other they have nobody, no friends, no family, just each other but that is more than Crooks, so there not the most lonely in the novel.

Loneliness is one of the biggest themes in the novel, and for me the most lonely person in *Of Mice and Men* is Crooks.



This is a brief response – typical of Band 2 answers.

It opens with a sound point which focuses on the set question and the theme of loneliness.

It stays close to the subject in the opening of the second paragraph and looks at the loneliness of Crooks. This was a relevant choice and could have enabled the candidate to show knowledge of the situation and character of a particular figure in the novel.

The response does include an important aspect of the subject – that of isolation due to race. It demonstrates knowledge in showing that Crooks lives alone rather than in the bunk house with the other workers. It also demonstrates understanding in noting that Crooks chooses not to allow people into his place of isolation but it does not explore this or select evidence from the text to develop it further. It does pick up the idea that Crooks demonstrates to Lennie something of his loneliness when he asks him to imagine George never returning. However, this too is stated but not explored or explained in any detail.

Points about the loneliness of Curley's wife and Candy are accurate but very brief and undeveloped. Candy's reaction to loneliness – the offer to share his savings to be included in the dream- is noted. Curly's neglect of his wife is referred to. The material selected is appropriate and accurate – so sound but clearly not sustained.

The loneliness of George and Lennie – as travellers without friends or family- is understood but not taken any further. There is awareness of their being different to the others but thoughts about the meaning of this are not expressed.

There is a little 'bolt-on' context where a generalised point is made about everyone being racist at the time the book was written.

The vocabulary and syntax are accurate but simple. Spelling of common words and the use of basic punctuation is sound. Meaning is controlled and the expression is clear.

AO1 7 marks

AO4 5 marks

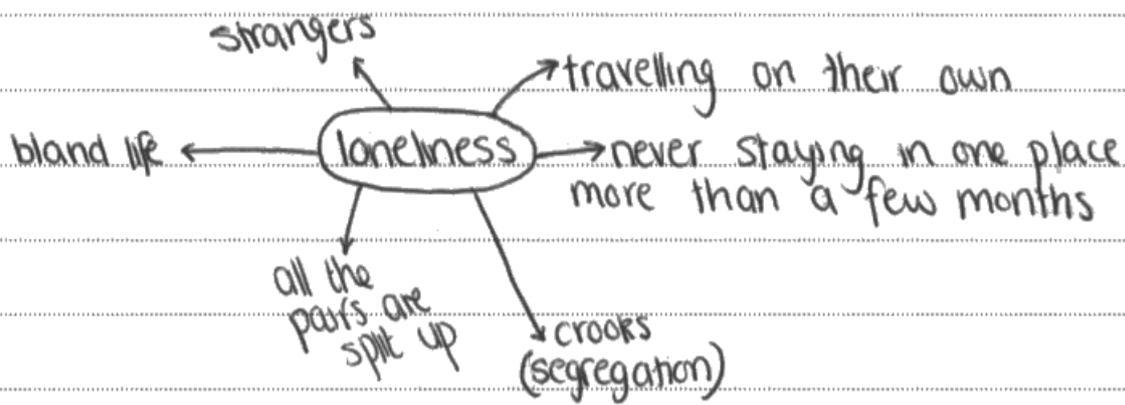
SPG 4 marks

Total:16 marks



Close reference to specific areas of the novel is required in order to qualify for higher marks.

The second response is an example of a Band 3 response, as it is sustained.



Times:

racial discrimination - crooks

moving around a lot.

hard labour

People:

crooks - he's black.

curley's wife - unloving marriage

curley - no satisfaction

candy - best friend is dead

george - lennie's dead

stim - finds companionship from whores.

Lennie - companionship in animals.

14) One of the main topics of 'Of mice and men' is about loneliness. There are a few significant points that I am able to make:

Slim himself says to George in Chapter Three: 'funny how you an' him string along together. . . Oh, I dunno. Hardly none of the guys ever travel together. I hardly never seen two guys travel together. You know how the hands are, they just come in and get their bunk and work a month, then they quit and go out alone. Never seem to give a damn about nobody. It jus' seems kinda funny a cuckoo like him and a smart little guy like you travelling together.'

This tells us that being on your own is far more common amongst the workers.

During the times when the novel was set, there are some points that head straight to loneliness. People had to move around a lot in order to find work, rarely staying in one place for more than a few months or so. The workers went to where the work was.

They didn't make enough money to support a wife or children, so they remained alone. Also, the work they did was hard, and they spent most of their time working instead of taking a gap year to go and explore. They had to work in order to survive. Also, there was a lot of segregation at the

time, which we see through the character of Crooks. Most of the other men don't even acknowledge him; he sleeps in his own room and takes care of himself. That must be a lonely life to lead.

Many other factors lead to loneliness, not just the colour of your skin. Curley's wife is in an unhappy marriage, so she tries to find companionship amongst the workers (we see this with Lennie before he kills her.) All she wants is an identity, which is why John Steinbeck ~~deliberately~~ deliberately left her nameless. Instead of finding a friend, she gets labelled and verbally abused by the workers. She does it all for attention because she's lonely.

All of the workers are lonely, as that's the lifestyle they lead. They have no companionship, and even if they do, it's destroyed: Curley and his wife; George and Lennie; Candy and his dog. This just emphasises how cruel and harsh the workers' lives were. Their companion is ripped away from them, and maybe that's why they stay alone; it's easier to be alone than to feel heartache at someone who's lost to you.

A lot of the ranch workers find companionship through prostitutes at 'Susy's place'. This could be the only way to stimulate some of those lonely

feelings; just being able to have some physical contact with someone, even if you can't reach them on an emotional level. For a time, it may be their only escape.

Lennie, however, is not like the rest of them. Instead of spending most of his free time with the whores or other workers, he spends it with the animals. '...He ^{want to} won't come in here no more now he's got a pup.' This may be Lennie's way of finding companionship. As he is mentally disabled, he struggles to generate general conversation with the others, leaving ~~an~~ animals as something he can just talk to without getting judged.

Loneliness is significant in the novel as it affects every character in at least one way, shape or form. It shapes their actions and words, their behaviour and conversations. They live in a lonely time, doing a lonely job. Loneliness affects them all.



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Examiner Comments

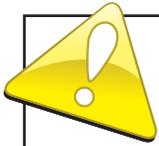
This opens with an extremely long quotation with a very brief point to accompany it. Some nice points are made about companionship - the companion being 'ripped' away from them and the lack of physical contact. There are valid references to the novel even if there are not many direct textual references. There is sustained focus on the question and some thoughtful engagement with the text. The response was placed in the middle of Band 3.

AO1 12 marks

AO4 8 marks

SPG 6 marks

Total: 26 marks



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Examiner Tip

Short, selective quotations are far more effective than longer ones.

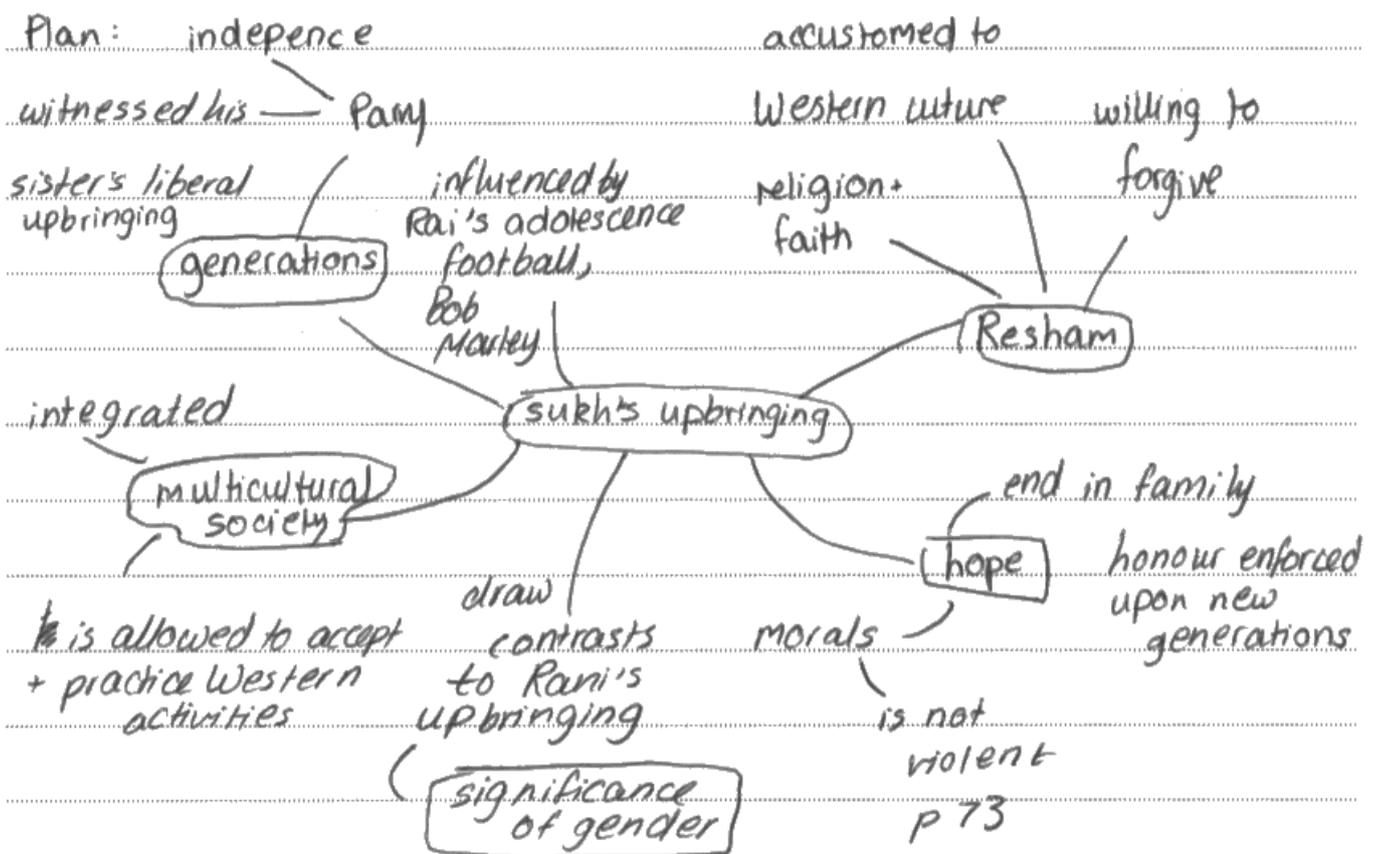
Question 15

Rani and Sukh - Sukh's upbringing

Of the two Rani and Sukh questions, this was not as popular as the thematic Question 16.

Candidates considered Sukh's relationship with his family, particularly his sister, Parvy and used this to effect when considering the differences to Rani's upbringing. Most candidates considered some background and the early events in the Punjab, which were instrumental in the way Sukh was brought-up by his family in England.

This is an example of a sustained response.



(Section B continued)

Sukh's upbringing is significant in the novel as it draws direct contrasts with Rani's upbringing, showing the impact of gender. Sukh is raised within a liberal ~~and~~ household who ~~de~~ embraces ~~the~~ the Western culture of with the Punjabi culture, meaning that traditional Punjabi ^{cultural} views are not so heavily enforced on him. ~~whereas~~ ^{As a result of} Rani ^{is being} ~~was~~ much more sheltered by her family, so her relationship with Sukh is like "sticking two fingers up at her family"; ^(p48) whereas Sukh is significantly more relaxed about the situation, perhaps due to the freedom he is given by his family. In Punjabi culture, sons are valued more than daughters as they are the ~~best~~ ones who inherit and continue the family business or work to bring money into the family, whilst daughters are expected to learn their domestic duties as future wives and mothers. ~~Rai may have used this ^{as an} influence in Sukh's evident freedom compared and~~ This may have influenced Rai to create Sukh's upbringing as one of freedom and support, and the ~~stark~~ evident difference between his upbringing and that of Rani's explores the theme of gender and the impact it has on a family's upbringing/nurturing of their child.

~~Stark~~ Additionally, Sukh's upbringing is significant as it symbolises hope - he is not brought up on strict Punjabi views of honour and gender roles meaning that the cycle of enforced culture on generations, and the progression of the feud between the two families. For example, Sukh does not

hold resentment or seek revenge when ~~Sukh's~~ ~~can~~ Manj is called a "fucking Bains dog" by Dily's gang (p73), as he has been raised on good morals. This draws links to his father's upbringing and calm composure when he discussed his brother's dishonour once he discovered it - the similarities in personality of the two generations creates a sense of peace within Sukh's character, as the reader knows he ~~is not~~ does ~~not~~ instigate or welcome violent retaliation. As well as

Rai used aspects of his own adolescence, such as a joy for football and Bob Marley in his creation of Sukh; ~~and this~~ This personal addition to Sukh's ~~great~~ character creates a ~~real~~ ^{certain} depth within him, as he is portrayed as a well rounded Punjabi teenager who enjoys aspects of different cultures - Western football and Caribbean music. He welcomes Leicester's multicultural society because of his parent's will to integrate and involve themselves within it, and this may have been influenced by Rai's own upbringing in multicultural Leicester in which he embraced the different cultures and communities. Sukh's acceptance of his mixed community is shown through the quote "What had his old man expected, asking them to grow up in England? Not to become English?" (p23). This quote further emphasises that Sukh's ~~more~~ ^{involved} upbringing in a multicultural society enables him to be more accepting and compassionate towards others.



ResultsPlus

Examiner Comments

This response demonstrates a thorough understanding of the novel. The candidate, after the initial plan, immediately draws contrasts between Sukh's and Rani's upbringing. There is also the consideration of the 'impact of gender' and Sukh's embrace of the 'multicultural society'.

Further examples from the novel would have benefited this response, but a thorough understanding of the novel has been demonstrated.

AO1: Band 3 - 12 marks

AO4: Band 3 - 8 marks

SPG: 7 marks

Total: 27 marks



ResultsPlus

Examiner Tip

Clarity: It is important to remember that points need to be clearly expressed - a candidate must not assume that 'the examiner knows what I mean'.

Question 16

Rani and Sukh - Family feuds

This was the more popular *Rani and Sukh* question. A range of marks were awarded and most candidates demonstrated at least a clear understanding of the novel and of the theme.

The following is an example of a sustained response and is placed at the top of Band 3.

Family feuds are significant in the novel as that is what the background to the book is all about.

The feud started in the Punjab in the early 1960s. The feud was caused by Billah Baines and Kulwant Sandhu. The feud was started because Billah and Kulwant had had sex without being married. This was seen as a sign of dishonour between Punjabi people. When they had sex, Billah was seen to have taken the family 'izzat' of the Sandhus. This is seen as one of the highest forms of disrespect that could be shown in

the Punjabi culture. So when Kuluwnt's father found out about this, he hunted down Billah Bains and executed him in front of the village. Before the 'izzat' was taken, the Bains' and the Sandhus were very close family friends, but that turned to hatred very quickly.

This then plays a huge part in the novel later on. This is because two people fall in love many years later, from the Punjabi region but they are in Leicester.

The two people that fall in love are Sukh Bains and Poni Sandhu. However, when they fall in love, they are unaware of the feud between the two families that kicked off all those years ago. This is important for the novel as these two people falling in love, is just like Billah and Kuluwnt falling in love all those years ago.

When Sukh's family find out about the love between these two young people, they are very understanding about it all and are willing to help them through whatever they need.

This is especially ~~close~~ related to Sukh's father who was the brother of Billah Bains. It is so familiar to Sukh's dad that in the novel he says, "I can't lose someone else" which is referring to ~~the~~ losing ~~his~~ his brother to the same situation.

When Rani's brother, Divvy, finds out he is furious as he also sees history repeating itself. However, Divvy doesn't see the love, he only sees it as kulwant's father did all those years ago; that he had taken Rani's 'Izzat'. When Divvy goes to confront Sukh and Rani about this at the Bains' house, he ~~has~~ goes about it in a bad way and starts a fight.

While all this is happening, Rani's father turns up and is reunited with Sukh's dad, who used to be best friends in the Pan Punjab, and Rani's dad is almost ready to say he doesn't want any more deaths ever love between these two families. Then Divvy goes for Sukh with a knife and kills him. Sukh's dad said, "my memory

played a cruel trick, as I saw Billah flash before my eyes." This then relates back to the start of the feud, back in the Punjab, which would kick it all off again. Rani's father said, "This is history repeating itself."



ResultsPlus

Examiner Comments

In this response, the candidate considers a number of points in relation to the question. At times, a narrative approach is taken, but all points are relevant to the question. The candidate considers: the events in the Punjab during the 1960s; how Rani and Sukh were unaware of the family feud; Sukh's family being understanding about Rani and Sukh's relationship; Sukh's father not wishing to see the same mistakes made; Divvy's anger and how 'history is repeating itself' with the younger generation.

The response is sustained and a thorough understanding of the novel is demonstrated.

AO1: Band 3 - 14 marks

AO4: Band 3 - 9 marks

SPG: 6 marks

Total: 29 marks



ResultsPlus

Examiner Tip

Referencing is credited like a quotation - the ideal response would have a mixture of both. Examples can be paraphrased or direct quotations.

Question 17

Riding the Black Cockatoo - **John's relationships with Aborigines**

There were no responses to this text or question.

Question 18

Riding the Black Cockatoo - **Education**

There were no responses to this text or question.

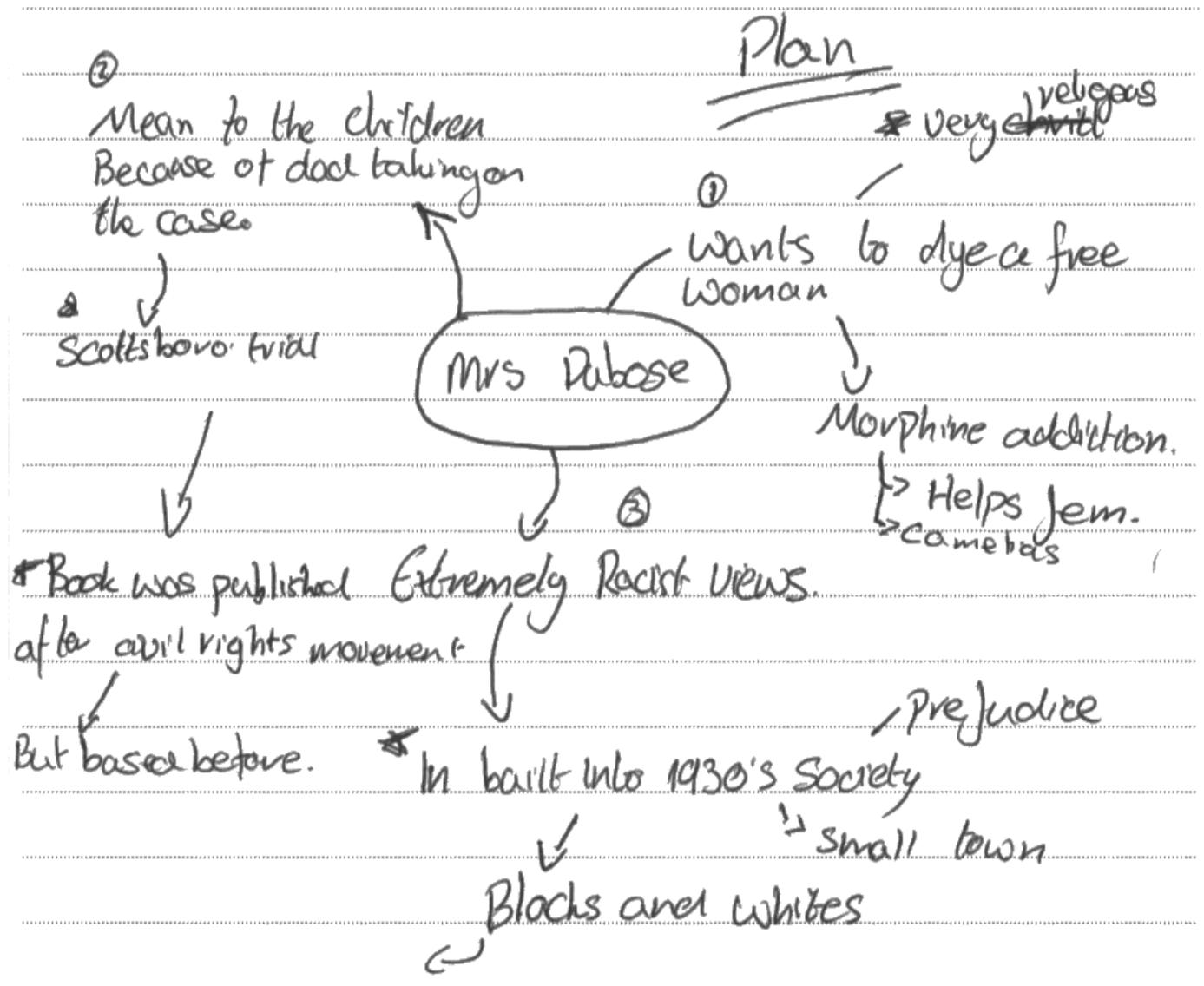
Question 19

To Kill a Mockingbird – Mrs Dubose

This question, based on the character of Mrs Dubose, received a range of responses and the full range of marks was awarded.

According to some examiners, in comparison to previous years, the responses to *To Kill a Mockingbird* have usually been of much better quality than this year. Many of the responses were rather brief and missed a number of points. Some of the better answers mentioned that Mrs Dubose was there as the voice of Maycomb, and that she was able to act as a 'learning curve' for both Scout and Jem. Many candidates missed the fact that Mrs Dubose was brave and heroic, but most mentioned her addiction. Answers were generally shorter and less detailed than in previous years.

This is an example of a sound response and was awarded marks at the top of Band 2.



Mrs Dubose is a very significant character because of the way she is trying to fight her addiction with morphine. She is also significant to the novel as she is always horrible to Atticus and the kids ever since he took the case to defend Tom Robinson, this is because of her very racist views towards the black community.

When Mrs Dubose angers Jem by calling ~~his~~ ~~the~~ Atticus (his dad) a 'Nigger Lover' Jem just loses it and destroys all of her Camellias. As a punishment he has to read to Mrs ~~dubose~~ Dubose every night. This is where she reveals to Jem that she has a morphine addiction, and has quit as she wants to ~~die~~ ^{die} a free woman from drugs, but has to suffer with the pain instead. In the 1930's people were very religious and to die free meant they could get into heaven and that is why Mrs. Dubose decided to quit her addiction. When Mrs Dubose does die she gives Jem a Camellia flower. ~~Everytime Mrs Dubose saw Jem or Scout walk past the her door~~

Which reminds him of the ~~the~~ incident when she is trying to send a message to him.

At the start of the novel everytime Jem or Scout walked past, Mrs Dubose would insult them like asking scout why she doesn't act or dress like a little girl should, as tom boys weren't really normal in the 1930's. The abuse got worse when she found out Atticus was defending a black man in a case, which wasn't normal, ~~and when~~ this relates to the Scottsboro trial when 9 nine men were convicted for raping 2 women on a train which turned out not to be true as the women ~~so~~ told the court that they lied and they had a white lawyer.

This also links in with Mrs. Dubose's extremely racist views, which were inbuilt at such a young age, especially in a small country town like Maycomb. This is not Mrs Dubose's fault as the prejudices have been with her, her whole life even though slavery had been abolished years before she was born. ~~so~~

Mrs Dubose is also significant as her character represents how people acted towards the blacks in the 1930's. With the book being published ~~30~~ thirty years later after the book was set and just after the civil rights movement had just been passed.

* in the way that they segregated them from the whites and treating them like animals and Mrs Dubose's character sums it up as she was one of them people with the inbuilt prejudices towards the black community.



ResultsPlus
Examiner Comments

This is a sound response.

The candidate does not fully explore points made about Mrs Dubose and only really explores the significance of her in-built racism and her morphine addiction. Some points have been repeated and the response is not sustained. There are some valid comments, but more examples from the novel would have benefited this response.

AO1 9 marks

AO4 6 marks

SPG 4 marks

Total: 19 marks

Question 20

To Kill a Mockingbird – Growing up

This was seen as a much more securely answered question, drawing on the parallels between Harper Lee and Scout. Those respondents looked at the different stages of Scout's growing up and considered the significance of them within the novel. Some of those candidates, however, again tended towards description. Other candidates looked at the growing up of both Scout and Jem, which often led to them making more perceptive responses.

Some candidates failed to pick up on some of the more obvious points they could have made, such as Jem growing away from Scout, or that Mrs Dubose was a part in Jem's growing up. Many of the candidates focused only on Scout, and very few mentioned it was a 'bildungsroman', which has normally been included by candidates in their responses in the past, no matter what the question.

The following is an example of a Band 4, assured response.

Scout on Boo Radley ✓
"Malevolent Phantom"
"Mr Arthur" naïve
Mental illness prejudice

Scout on Cunninghams ✓
He ain't people, hes
just a Cunningham
Wall st crash great depression

Scout on Atticus ✓
"He was useless"
"He thought that God
had given him an ^{un}fair
advantage."
equality

Scout on racism (Tom)
Atticus' speech "In the
name of God believe
him"

Growing up / Social ed

social hierarchy

becomes aware of racism
naïve like child
Calpurnia teaches honour

The theme of growing up is significant in the novel because the novel is narrated by Scout. This is because Scout is a young girl who learns and matures throughout the novel. The fact that Scout (the narrator) learns and becomes more ~~seen~~ socially educated throughout the novel suggests that Harper Lee intended for the reader to become more aware with her. This makes the theme of growing up even more significant.

The theme of growing up is particularly significant in the novel ~~during~~ as Scout's views on Boo Radley develop and change. For example in the beginning of the book Scout calls Boo Radley a "Malevolent Phantom". This is because of how little she ^{actually} knows about him but is told by ~~the~~ rumors. As the novel progresses Scout's opinion of Boo Radley also changes and she ~~refers~~ calls him "Mr Arthur". The fact that in the early stages of ~~the~~ the book Scout thinks of Boo as a monster of sorts ties in with how in the 1930's America there was a mental illness prejudice and how, very much like Boo in the novel, people with mental illnesses were shunned, locked up and dehumanised. The fact that Scout is naïve at the beginning of the novel and believes the rumours about Boo portrays how common mental ^{illness} prejudice was for her as a child to have picked up on it. Due to Scout realising her mistakes about

Boo Radley and correcting them by later in the novel referring to him as "Mr Arthur" portrays how easy it is for, even a child, to come to the realisation of how awful prejudice is and change ^{your} views. The fact that Scout is a young girl also implies the naivety of prejudice and because of how children are seen as naive and innocent. The fact that Harper Lee is ^{possibly} a ~~poor~~ intended for Scout to be an embodiment of herself implies that her dislike for the idea of prejudice.

The theme of growing up is particularly significant through Scout's views on the Cunninghams. For example she says "He ain't people, he's just a Cunningham." This is significant because Walter Cunningham is from a poorer family and this portrays the social prejudice of America in the 1930's due to the wall street crash and Great Depression meaning that people were looking for someone to blame and look down on to make themselves feel better. The fact that Scout has picked up on social prejudice from such a young age portrays how common the thought was. Later in the book she is taught by Calpurnia to treat everyone equally regardless of social ~~status~~ standing. The fact that Scout is taught honour and respect for others by Calpurnia, who is a black maid is significant because of how she stands

lower than Walter Cunningham on the social hierarchy but has power over Scout's opinions. This implies that Harper Lee intended to educate the reader along with Scout on how regardless of social standing someone can be an important and influential person.

The theme of growing up is ~~particularly~~ particularly significant through Scout's view on Atticus. For example near the beginning of the book Scout refers to him ~~as~~ "He was useless" ~~The fact that Scout views her dad as useless~~ However after she learns that he is a good shot she thinks that is ~~is~~ far from useless. "He thought that God had given him an unfair advantage." The fact that Atticus doesn't use his gift surprises Scout ~~in~~ which emphasises how in the 1930's it was common for people to show off if they had any particular talents so that they could be ^{seen} as better than others. This was because of the Wall St. Crash and the great depression which made people angry and looking for someone to blame - so to try and prove that they were better than others (everyone in America struggled during the great depression) they would big themselves up. The fact that Atticus doesn't do this emphasises the ~~in~~ stupidity and ~~in~~ cruel nature of making other people feel like less, and causing others to look down on someone was. The fact that Atticus does this

educates Scout on equality and develops her views on how she should treat people equally as she would wish to be treated. The fact that Harper Lee used Scout as narrator of the novel suggests that she intended the reader to be educated like Scout.

The theme of growing up is particularly significant ~~when~~ through her developing understanding of racism. For ~~example~~ At the beginning of the novel Scout is naïve about racism and the ~~extent~~ extend of it ~~around~~^around her. For example she asks Atticus in the beginning of the novel "are you a nigger lover?" This implies her naivety on the subject of racism. The fact that she had picked up on the word "Nigger" at such a young age portrays the extent and common nature of racism in 1930's America. For example the Scottsboro' boys - ^{nine} 9 teenage black people who were accused of raping two white ~~g~~ women and then ~~had~~ hanged despite the women being unreliable. Scout is then educated on racism and how common it is during Atticus' speech "in the name of God believe him." Scout comes to ~~re~~ realise how awful racism is and develops her opinions ~~and~~ as she becomes socially educated on racism. It is possible that Harper Lee intended for the reader to become educated on the extent of racism along with Scout and as Scout is her possible

embodiment to ~~portray~~ portray her disagreement of racism. The fact that Scout is a child portrays the naïvety of racism as children ~~are~~ are often seen as naïve and easily manipulated.

In conclusion the theme of growing up is highly significant throughout the novel and has a key impact on the effect that the ^{novel} ~~reader~~ has on the ~~read~~ reader. ~~and~~ This ~~has the pote~~ is because it has the potential to change the readers views and opinions.



The candidate makes sustained focus on the key words of the question title. Sentences are purposefully structured and indeed every paragraph begins with words from the question '*the theme of growing up is particularly important ...*' to convey to the examiner their attempt to answer the question effectively and by their focus on this salient point in the question. There is reference to the writer's craft and the writer's intentions which highlights assured understanding of the theme/ idea but is insufficient to achieve the next band as perceptive understanding is lacking.

This level of understanding relevant to AO4 is exemplified primarily in the way that the response does become repetitive in places and is structured in a very formulaic way. It is an assured response but not quite perceptive enough for the top band. There is, however, sustained control of expression throughout, for example, 'the fact that Scout is a young girl also implies her naivety and prejudice', 'the theme of growing up is particularly significant through (Scout's) developing understanding of racism'.

There is a sustained reference to context supported by relevant textual reference, for example, 'this is significant as Walter Cunningham is from a poorer family and this portrays the social prejudice of America in the 1930s'. Selection and evaluation of textual detail is a strength displayed by this candidate, who considers the events of the novel and their correlation with the themes in the novel such as racism and poverty. The candidate understands who and what the characters and events represent and offers contextual detail such as the events of the Scotsboro' case and relates them to the novel and supports them with relevant textual evidence.

The candidate makes good use of some quotations such as Boo Radley's 'malevolent phantom' and Scout's assessment that Walter 'ain't people, he's just a Cunningham'. Supportive quotations are carefully selected and are of a useful length and this ensures that the candidate exemplifies their assertions as they are supported by relevant textual reference.

Spelling is generally accurate and indicates high performance. It is awarded the highest mark as consistent accuracy and effective control of meaning is in evidence throughout with only one notable lapse in the spelling of 'develop' and therefore spelling is almost always accurate.

AO1 17 marks

AO4 12 marks

SPG 6 marks

Total: 35 marks



Prepare candidates by using group starter activities in lessons. Get candidates to list key features of a character and where and when they appear in the novel. For a plenary session, ask candidates to add to their list and to share what they have learned about the character with the class.

Paper Summary

From the examples provided, it is evident that a full range of marks has been awarded and many candidates have gained marks in the top three bands.

Based on their performance on this paper, centres and candidates are offered the following advice:

Section A:

- Candidates should provide as many examples from the given extract as possible for parts (a) and (b) of the question.
- Remember to select another area of the text when answering part (c) of the question.
- Remember that AO4 (the social, cultural and historical context) is NOT assessed in Section A.
- One or two word examples are often much more successful than longer quotations, especially for part (b).
- For part (c), candidates should select an area of text approximately the same length as the given extract.
- For parts (b) and (c), candidates should refer to aspects of language. Although the use of linguistic terms is not essential, specific words and phrases (even punctuation, where used for effect) should be discussed and their effect on the reader commented upon.

Section B:

- The social, cultural and historical context should be integrated and illustrated through the examples within the text. Often AO4 is naturally illustrated through the actions, events, themes and characters of the novel.
- Many candidates would benefit from making a short plan before embarking on their essay, but should avoid spending too long on it.
- Candidates should refer to the *whole* novel and not just one or two extracts.
- Candidates should allow themselves a few minutes to proof read their work to check for SPG.

General:

- Please remind candidates to identify correctly the question numbers that they are attempting.
- Candidates must be reminded to respond to the question in the right part of the answer booklet.

Finally, thank you and well done to all centres and candidates.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual
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