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Examiners' Report
June 2011

GCSE English Literature 5ET1F 01

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Introduction

The Question Paper -

Overview of Assessment:

1. The Examination lasts 1hr and 45mns – 45 minutes for each section.
2. The total number of marks available is 80.

The questions on this paper have been designed to enable candidates to show what they can achieve in relation to a detailed study of a text.

Study of two prose texts:

- one text from the Literary Heritage (4 part question) no choice.
- one text from Different Cultures (essay) choice of two questions.

Question 1

Four-part question:

Linked to a short extract.

The extract came from a significant section of the text: approximately 300-350 words in length.

Students selected relevant material focused on the key words of the questions, clearly expressing relevant points and providing evidence from the text. (part b and part c)

Students were also expected to relate to the whole text. (part a and part d)

Foundation Tier 4 part question focused on key events, character, language and theme both within and outside the extract.

[a] This was often the best answered, the differentiator being the interpretation of the word "key". This involved candidates' making a fairly sophisticated judgement and this proved to be beyond many, who simply wrote down everything they could remember about the plot. Range of marks was 0 – 10, with many answers around 5/6 out of ten. Lots of time wasted when bulletpointed sentences would have sufficed.

[b] This was often the weakest, with very few references/comparisons to the Decalogue which I would have thought to be a good starting point in the classroom. Many answers referred only to layout, font and spacing issues. Very few of the better students referred at all to the simplicity and total un-ambiguity of the language, whereby the commandments could only be subverted by qualification, alteration and addition.

[c] Most managed a few points here: Snowball's cleverness, skill at writing, his support for the less literate animals and his partnership with Napoleon and Squealer were the most often cited. Almost no-one picked up the disquieting hint of conspiracy by the pigs in learning to read and write, and evolving Old Major's dream into the system of Animalism – and doing so in secret. This surely foreshadows later and more sinister conspiracies. The average mark here was around 3 or 4.

[d] Few candidates actually managed to answer this question accurately by recounting a single incident [the purges, the beds, Napoleon's hangover] which hinged on one of the seven commandments. Considerable benefit of doubt had to be applied to some answers, and many scored poorly at 3 or 4.

Part a)

A perfect example of misuse of time when sentenced bullet points would have sufficed.

b. In the extract of animal farm there was many events. This included; The ~~death~~^{announcement} of old major, where he ~~described~~ what he wanted to happen before and after his death as he knew that it was very soon. Old Major (The prize middle white boar) called up a meeting, which was to tell all of the animals on the farm about what he saw in his dream he had on the previous night. In old major's speech he pointed out and said "Comrades, you ~~have~~^{have} heard ~~of~~^{of} already about the strange dream that I had last night. But I will to the dream later. I have something else to say first. I do not think, comrades, that I ~~will~~ shall be with you for many months longer, and before I die I ~~have~~^{feel} it my

duty to pass on ~~to~~^{to} you such wisdom as I have ~~acquired~~..."

Secondly it was the death of old major, as he died in his sleep the ~~same~~³ nights after he spoke his speech. At the animals had a song created around the country made by old major, to show that they are ready to be fighting in the revolution. Sooner on there is the take over of

Napoleon^(A pig) and the pigs Snowball and Squealer. As they took charge they began the rebellion and made the 'battle of the Cowshed' successful, especially with the help of Snowball. Milk and apples for the animals started going missing as the pigs had become worse and eaten them as Napoleon admitted to all the animals. It was soon that Jessie the dog had her puppies as she was pregnant, but as she had them Napoleon took them away from her and trained them to be fierce and his body guards soon after it was the banishing of ~~the~~ Snowball and execution for the ~~hens~~ ^{hens} as they 'betray' the animals on animal farm and blaming for the windmill to be destroyed (what the animals ^{were} ~~the~~ building) by Snowball being the culprit.

Last but not least the pig betraying Boxer - the poor old ~~horse~~ ^{horse}. The commandments are altered by the pigs as they all broke them. (George Orwell.)

b. ~~The~~ ^{George Orwell} The righter uses the 7 commandments like it is a religion that they must follow, they are said, and to be set out to make the commandments to be the way to a good life and happiness and also freedom; the main ones that show religion 'No animal ^{shall} ~~should~~ drink alcohol'; freedom in the ^{Seven} ~~seven~~ commandments is 'all animals are equal'; there is also ^{this one} ~~one~~ that sounds like it's a human right as it says in the Declaration all people are equal.

as in you should judge whether it's their race, age, disability ect... But as you read the book you find that the rules are broken by the Pigs and if they do/ or break them it's fine, any other animal does that, they are either banished from the farm or murdered.

C. With the character snow ball you learn that he is strong willed and can help with all problems, and ~~the~~ solve them all with out a ~~start~~ ^{doubt}, George orwell describes him as one of the main followers of Napoleon, until he seemingly betray the animals, and then for every event that goes wrong in the ^{novel} ~~book~~ Napoleon is known to blame

~~snow~~ ^{snow} ball as he is, ^{obviously} jealous of how friendly, nice, strong and competives snow ball is so Napoleon doesn't like it, and makes up something as "snowball" has the reason why animals get hurt, its him hes the traitor."

d. The 7 commandments as they had been cultured were more stricked for the other animals on the farm, but the Pigs as they were the ones who kept twisting reasons why they had changed by saying that they 'haven't' been changed its just the animals ^{who} ~~that~~ haven't paid attention to them. George orwell ~~has~~ has written the commandments like a rebellion check list but in a way animals would think of it. So for example 'No animal should wear clothes' This could be referring to ~~the~~ ^{the} human rebellion (russian revolution) by saying that anyone seen wearing no army uniform

in the russian revolution army could be
told off, ~~abandon~~ ^{Expelled} From the army, or Even
Killed, but when its uttered it & says
that they could wear clothes, this could
cause havoc. So really George Orwell has made
this book a mimic of what was happening as he
wrote the book and added animals to make
it more interesting.



ResultsPlus
Examiner Comments

Part b)
Candidate has made comments about events outside
the extract (no credit).



ResultsPlus
Examiner Tip

Timing is key to gaining full marks.
Candidates need to highlight key words such as *in the
extract* in order to avoid costly mistakes.

Question 2

Four-part question:

Linked to a short extract.

The extract came from a significant section of the text: approximately 300-350 words in length.

Students selected relevant material focused on the key words of the questions, clearly expressing relevant points and providing evidence from the text. (part b and part c)

Students were also expected to relate to the whole text. (part a and part d)

Foundation Tier 4 part question focused on key events, character, language and theme both within and outside the extract.

[a] See 1[a] above

[b] This was often poorly answered, and even the better answers referred only to the overtly dark language: very few, for instance, identified Utterson's dream as a nightmare. But there were enough references to the trodden-down child and the faceless figure for most candidates to score 3 or 4 marks.

[c] No-one really drew attention to Utterson's conflicted state, the tension between his intellectual curiosity and his morbid imagination [this is foundation tier after all] but this question was often weakly answered. References to his determination to find out what was going on, and how his powerful curiosity motivated him were often as much as candidates could manage.

[d] Most candidates chose either the *Carew Murder Case* or the really dark part of this book, when Jekyll's transformation starts to occur spontaneously but the latter were in a minority.

Question 3

Four-part question:

Linked to a short extract.

The extract came from a significant section of the text: approximately 300-350 words in length.

Students selected relevant material focused on the key words of the questions, clearly expressing relevant points and providing evidence from the text. (part b and part c)

Students were also expected to relate to the whole text. (part a and part d)

Foundation Tier 4 part question focused on key events, character, language and theme both within and outside the extract.

[a] See 1 [a] above

[b] Again candidates proved to be comfortable with a narrative approach plus simple comment. Most referred to the sudden change of tone when Miss Stapleton speaks, and the equally sudden shift from urgent warning to small talk of orchid collecting as her brother approached. References to language – *strange apparition, her eyes blazed, get away from this place at all costs* – were rare. Few candidates pointed out the contrast between Stapleton's words and his manner.

[c] This was rather better answered, with many candidates drawing an able contrast between her appearance and her dual manners – one for Dr Watson who she assumed to be Baskerville, and the other in the presence of her brother. One of the best answered sections.

[d] Surprisingly, no-one referred at all to the Baskerville legend, the baying of the hound at night on the moor, or the killing of Selden. A poorly answered question on the whole, with many relying on the theft of Baskerville's boots or the message made from cut up newsprint.

Question 4

Four-part question:

Linked to a short extract.

The extract came from a significant section of the text: approximately 300-350 words in length.

Students selected relevant material focused on the key words of the questions, clearly expressing relevant points and providing evidence from the text. (part b and part c)

Students were also expected to relate to the whole text. (part a and part d)

Foundation Tier 4 part question focused on key events, character, language and theme both within and outside the extract.

The responses seen dealt with each section reasonably well, using the evidence in the extract to their benefit.

Question 5

Four-part question:

Linked to a short extract.

The extract came from a significant section of the text: approximately 300-350 words in length.

Students selected relevant material focused on the key words of the questions, clearly expressing relevant points and providing evidence from the text. (part b and part c)

Students were also expected to relate to the whole text. (part a and part d)

Foundation Tier 4 part question focused on key events, character, language and theme both within and outside the extract.

The responses dealt with each section reasonably well, using the evidence in the extract to their benefit. Most were able to secure good marks.

Question 6

Four-part question:

Linked to a short extract.

The extract came from a significant section of the text: approximately 300-350 words in length.

Students selected relevant material focused on the key words of the questions, clearly expressing relevant points and providing evidence from the text. (part b and part c)

Students were also expected to relate to the whole text. (part a and part d)

Foundation Tier 4 part question focused on key events, character, language and theme both within and outside the extract.

The responses seen were often narrative but supported with relevant textual support.

Question 7

The Essay

1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you **must consider:*** followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

The responses seen were often narrative but supported with relevant textual support.

Question 8

The Essay

1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you must consider:* followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

The responses were often narrative but supported with relevant textual support.

Question 9

The Essay

1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you must consider:* followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

The responses were often narrative but supported with relevant textual support.

Question 10

The Essay

1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you must consider:* followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

The responses seen were often narrative but supported with relevant textual support.

Question 11

The Essay

1. Character or theme
2. Clean copies of the texts may be used in the examination

Responses to this question were fairly secure, using the bullet points intelligently to structure the essay. At this level candidates were stronger at narrative than at context, but the centrality of Francis and Nicole's story to the book was clearly brought out.

3. After the question candidates are given this instruction: *In your answer you must consider:* followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication

Question 12

The Essay

1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you must consider:* followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

Some responses noted the major theme of the novel– that heroism can only really be valued when we find out what motivates our heroes. Francis won a medal for trying to take the coward's way out, and Larry's heroism is qualified by his urge to dominate and subdue. To that extent heroism is a flaw in both of them: but Francis' killing of LaSalle makes amends for both of these to an extent. LaSalle is punished for his crime, and Francis will be punished for punishing LaSalle.

Question 13

The Essay

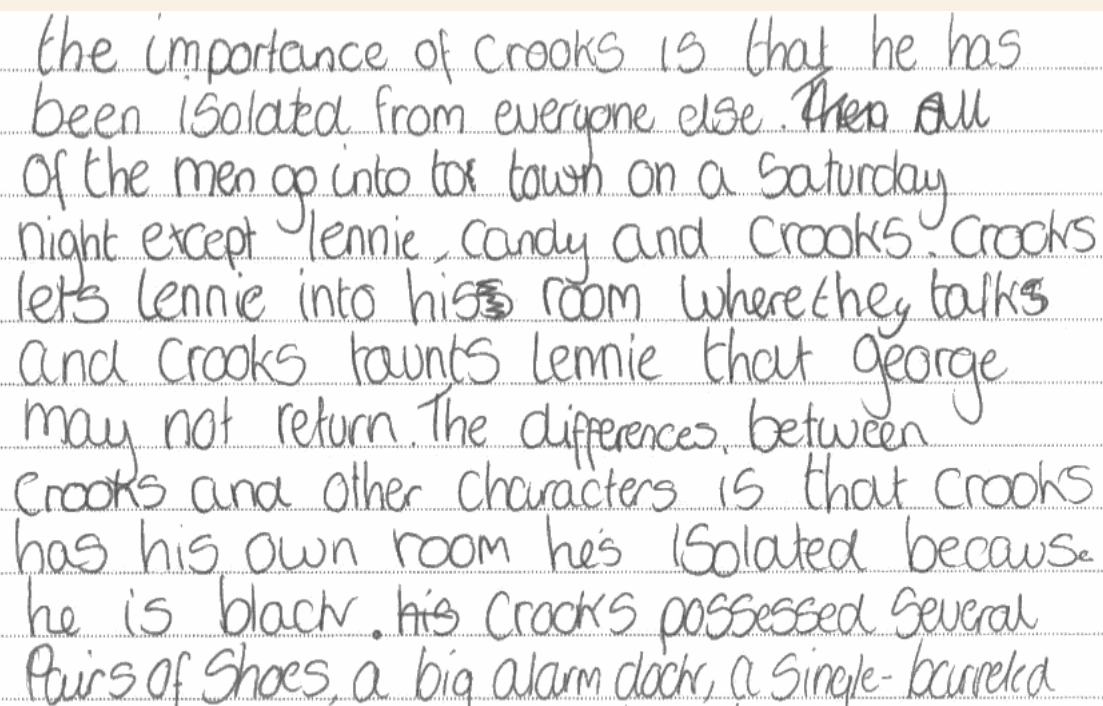
1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you must consider:* followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

This question on *Of Mice and Men* was very popular and there was a wide range of responses which exemplified the positive engagement students have with this text. Many candidates showed a sound awareness of the importance of Crooks in the context of the novel, supported with appropriate references to the text. Most candidates used the bullet points to structure their responses and there were many sound responses to the incident involving Crooks with Lennie, Candy and Curley's wife. Candidates were rewarded for valid comments on the importance of Curley's wife humiliation of Crooks and his response. Many candidates scored highly in responding to the second and third bullets by explaining the importance on Crooks in terms of his treatment leading to his isolation, loneliness and frustration; the most successful answers went on to comment on how his exclusion and marginalisation in the context of life on the ranch was a reflection of the times in which the novel was set.

Response is focused but lacks development.



The importance of Crooks is that he has been isolated from everyone else. Then all of the men go into town on a Saturday night except Lennie, Candy and Crooks. Crooks lets Lennie into his room where they talk and Crooks taunts Lennie that George may not return. The differences between Crooks and other characters is that Crooks has his own room he's isolated because he is black. Crooks possessed several pairs of shoes, a big alarm clock, a single-burreled

Shot gun and he also has books, too; a
tattered dictionary and a mangled copy of
the California Civil Code for 1905. but for
everybody else they haven't got that apart

the men on the ranch take no notice
of Crooks. They leave him out they
put him in the background. But the
only people who talk to him is Lennie
and Candy.



ResultsPlus
Examiner Comments

Candidate needs to avoid using lengthy quotations; these need to be succinct and embedded in the response.



ResultsPlus
Examiner Tip

Candidate MUST follow bullet points in order to gain high marks for Assessment Objective 4. (As shown in this response)

Question 14

The Essay

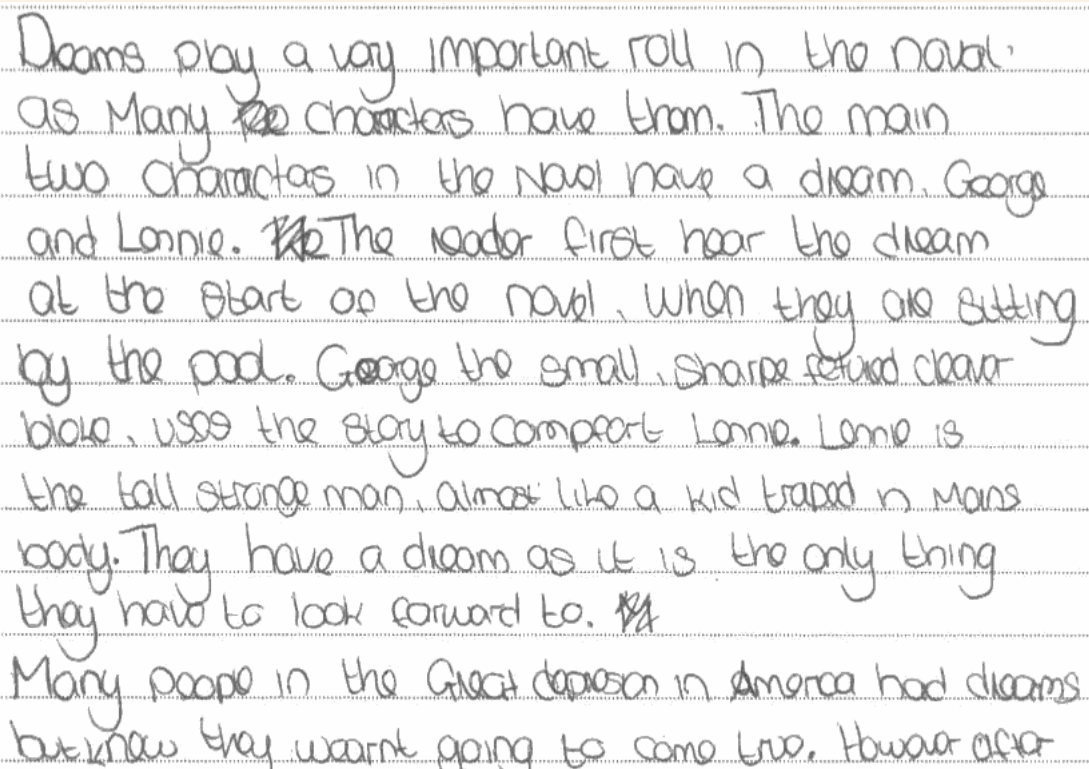
1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you must consider:* followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

This was another popular question that again exemplified the positive engagement students have with *Of Mice and Men*. Although there was a full range of responses, many were weakened by offering mainly narrative accounts of characters' dreams, often Lennie and George's, with limited accompanying commentary. The second bullet asked candidates to give the reasons for characters' dreams, but when given these were often limited and undeveloped. Many sound answers commented on the importance of dreams by referring to the dreams of others, besides Lennie and George, such as Curley's wife, Crooks and Candy showing how dreams were important in helping individuals survive the hardships of life in and around the ranch during those difficult times.

Response follows all of the bulletpoints. The candidate meets the criteria expected for both Assessment Objectives.



Dreams play a very important roll in the novel, as many ~~the~~ characters have them. The main two characters in the novel have a dream, George and Lennie. ~~The~~ The reader first hear the dream at the start of the novel, when they are sitting by the pool. George the small, sharp faced clever bloke, uses the story to comfort Lennie. Lennie is the tall strange man, almost like a kid trapped in mans body. They have a dream as it is the only thing they have to look forward to. ~~It~~

Many people in the Great depression in America had dreams but knew they waernt going to come true. Howevr after

one stage in the novel when George and Lennie are discussing the dream and ~~also~~ Candy the old swamper over hears. At first George didn't want

him to know about it, but Candy mentions his got some money saved up in the bank. He also says he knows a guy selling a plot of land which matches the description of their dream. This got all three of them excited, when it almost becomes a reality.

But sadly at the end of the novel we hear the dream for the first time in the novel we hear it the last. Right before George kills Lennie. When Curley the Old Swamper finds out the news he bursts out into tears as he knows the dream is over.

We know that dreams were very popular in them times as Crooks says, 'They come, an' they quit an' go on; an' every damn one of 'em got a little piece of land in his head.' This ~~is~~ could be because of the Propaganda of the American dream, if you come to America anything is possible. But really it is a contagious lie, trapping more and more people in its fantasy.

George and Lennie are the only characters with a dream, possibly one of the loneliest characters in the story, Curley's Wife has one.

She mentions a few times, that she wanted and could have been a film star, and that she knew a man which could of made her a star. But soon after the reader hears

that all that was destroyed ~~lost~~ when she married Curley. Also her dream came to a 100% and when she died, as well her dream dying, the cause of that created. George and Lennie's dream to die. As George had to kill Lennie otherwise he would have been killed by a lynchmob. The reason for Curley's wife dream of becoming a famous actress is because she craves the attention. We all know this as she goes around the farm flirting and wanting attention. This is why she always dresses up and shows off her booty.



ResultsPlus Examiner Comments

Explanation is apt and generally sound. Response has been sufficiently developed to gain the highest of marks in Band 4 for both Assessment Objectives.



ResultsPlus Examiner Tip

Candidate mostly uses apt quotations; these are embedded in the response. Mostly sound reference to context. Explanation of theme of dreams shows generally sound understanding.

Question 15

The Essay

1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you must consider:* followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

The responses seen were often narrative but supported with relevant textual support.

Question 16

The Essay

1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you must consider:* followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

The responses seen were often narrative but supported with relevant textual support.

Question 17

The Essay

1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you **must consider***: followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

The responses seen were often narrative but supported with relevant textual support.

Question 18

The Essay

1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you **must consider***: followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

The responses seen were often narrative but supported with relevant textual support.

Question 19

The Essay

1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you must consider:* followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

The responses seen were often narrative but supported with relevant textual support.

Question 20

The Essay

1. Character or theme
2. Clean copies of the texts may be used in the examination
3. After the question candidates are given this instruction: *In your answer you must consider:* followed by **three** bullet points – the first bullet addresses AO1: 'responses to the novel' (16 marks) the second & third bullets address AO4: 'the novel's context' (24 marks).

It is important the candidates are made aware of the importance of responding to these three bullets within their answer. Although candidates may answer the bullets separately, it is not necessary that they do so.

4. The essay was assessed for Quality of Written Communication.

The responses seen were often narrative but supported with relevant textual support.

Summary

Unsurprisingly, candidates opted for the familiar texts of *Animal Farm* from Section A: Literary Heritage and *Of Mice and Men* from Section B: Different Cultures and Traditions. However, there was plenty of diversity considering this was the first series. *Felicia's Journey* was the least favourable from 'Literary Heritage' and *Riding the Black Cockatoo* from 'Different Cultures and Traditions'.

It was evident that the small number of 'pilot' centres were better prepared for this paper, candidate answers showed focus, timing was rarely a problem and there was evidence of a successful learning style.

For the rest, most notable, part a – **leading up to, following on from**, much time was wasted: detailed information, over 2 pages, including quotations.

Most candidates fitted the trend where the higher marks were achieved in parts a) and c). Parts b) and d) are thematic and require more analytical skill.

More candidates, in Section A, for the four-part type question, gained higher marks. These candidates' responses were focused and mature, interesting and developed; examiners noted these candidates had clearly engaged with the texts.

It was quite alarming how many poor essay responses there were, in comparison, to Section A. Essays often demonstrated a weak structure and a lack of focus, evident of a poor learning style. Centres had prepared candidates for Section A (to be congratulated, for responses on the whole were doing more than was expected) and not put as much effort into Section B.

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