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Examiners' Report

June 2011

GCSE English Literature 5ET1H 01

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Introduction

Overview of Assessment:

- The examination lasts 1hr and 45 minutes.
- 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 two prose texts.
- The two sections on the paper are: Section A Literary Heritage and Section B Different Cultures and Traditions.
- Candidates answer one 4 part question in Section A, and one from a choice of two essay questions on the text they have studied in Section B.

Section A

The format of this four part question is as follows:

- The question is linked to a short extract.
- The extract comes from a significant section of the text: approximately 300-350 words in length.
- The question is focused on character, theme, language and significance of the extract.
 - For parts (a), (b) and (c), candidates selected relevant material focused on the key words of the questions, clearly expressing relevant points and providing evidence from the extract.
 - For part (d), candidates are also expected to relate to the whole text.

Question 1

Several candidates scored highly in part (a), when discussing Snowball's character. Candidates used evidence well and incorporated textual evidence into their responses. This was also the case for parts (b) and (c) giving detailed responses, engaging with the extract. A good range of responses were seen for part (d), often referring to the end of the novel, once the commandments had changed. There was no evidence that candidates had found timing to be a problem.

This candidate has followed instructions correctly referring to the extract in parts (a), (b) and (c) and outside the extract for part (d).

2) From the extract I can see that Snowball is an intelligent character. "for it was Snowball who was best at writing". I can see this in the quote as it tells us that he can already write and he writes better than the other animals. Also he can already read, "Snowball read it aloud for the benefit of the others" this adds to Snowball's intelligence as he can also read. As well, I can see Snowball is very respected on the farm. "with Squealer a few rungs below him holding the paint pot". This shows Squealer clearly respects him as he

is helping him write the commandments. The extract also shows that Snowball is a leader. "Snowball and Napoleon

sent for a ladder". The fact he 'sent' for it shows he is in charge as he asked the other animals to do something and they did. This again links him to being a respected character as the animals follow him.

✶ Snowball also believes in animalism. "reducing the principles of Animalism to seven commandments" This shows his beliefs that all animals should be equal and live a fairer life.

b) I can see the pigs are in control when it says, "Napoleon sent for pots..."
✶ 'sent' is a commanding ^{past} word (in the way it is used in this novel). The fact Napoleon sent for something shows he has control over the other animals and can tell them what to do. It also says "led the way". The pigs 'leading' the way shows he is in the lead and the other animals are following him. As well the extract says "The pigs had succeeded in reducing the principles of Animalism into seven

Commandments." This shows the pigs using ^{their} intelligence to take charge of the farm and come up with rules the other animals must obey by. It says later on "an unalterable law". This shows they have power and control over the other animals as their rules are unchangable.

c) The seven commandments are significant in this extract because they are representing the equality of all animals. "All animals are equal". Also they are showing how animals should live "must live for ever after". These rules show this is how animals should live for ever and the quote backs this up. It is also saying "no animals should wear clothes, no animals should sleep in a bed, no animals should drink alcohol". Alcohol, beds and clothes all link with humans which the commandments say are the enemies (or this is what they imply). The rules are simply

following pure ~~an~~ animalism following Karl Marx theory about communism, that everyone should be equal. Also the pigs claimed

the commandments were "an unalterable law", showing they can never be changed but we see as the novel continues they are.

d) As the novel continues we find that Napoleon chases Snowball out the farm like Stalin got Trotsky expelled from the Russian Politburo. Napoleon becomes more a dictator than a leader and uses Squealer as his propagandist machine to help him change the commandments, just like ~~Nap~~ Stalin used the Russian media. He changed the "commandments to suit himself." "Squealer was able to convince them this was not the case". The animals know something is not right about the pigs moving into the house but Squealer uses his articulate persuasive speaking to

'convince' them ~~this was~~ that everything was normal. Also the commandments were changed. " 'It says, "No animal shall sleep in a bed with sheets";' " 'With sheets' was ~~adding~~ added onto the commandments for the benefit of the pigs. Again Squealer

uses persuasive language in his speeches to convince the animals that they had never been changed. He uses a rhetorical question "You did not suppose surely, that there was ever a ruling against beds?" The rhetorical questions makes the animals believe him. Also the use of his alliteration "suppose surely" will again convince the animals. All the changing of the commandments leads to corruption on the farm, as Napoleon ignores old major's speech of animalism just like Stalin did to Karl Marx.



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Examiner Comments

Point, Evidence, Explanation a clear strength throughout all four parts of the question.

Question 2

Some very good responses were seen although less successful answers were evident when discussing the significance of horror in another part of the novel. Many candidates referred to the murder of Sir Danvers Carew or when Doctor Lanyon observed the transformation of Doctor Jekyll.

Question 3

Candidates used the extract to their advantage, and there were some very good responses. Many candidates made reference to the difference of appearance between Stapleton and Beryl. Some good exploration of language was evident, with specific words and linguistic devices discussed.

A variety of responses were seen for part (d) either discussing the walking stick mystery, the mysterious death of Sir Charles Baskerville or the point when Holmes is discovered hiding in the moors.

Question 4 and 5

The responses seen used the extract well and were supported with relevant textual support, thus securing good marks.

Question 6

There were not many responses to this question but those seen were of a good quality. The candidates managed to refer to several aspects of Pip's character from the extract and in doing so, gained good marks.

Section B

The format of this essay question is as follows:

- There is a choice of two questions, both focused on character or theme
- Clean copies of the texts may be used in the examination
- After the question, candidates are given this instruction: *You **must** consider the context of the novel in your answer.* It is important the candidates are made aware of the importance of responding to this instruction as this question has two Assessment Objectives attached to it. These are assessed separately in the marks scheme:
 - AO1: 'responses to the novel' (16 marks)
 - AO4: 'the novel's context' (24 marks).
- The essay is assessed for Quality of Written Communication.

Question 7, 8, 9 and 10

The responses seen used the extract well and were supported with relevant textual support, thus securing good marks.

Question 11

There were some very good responses to this question. Candidates engaged with the question and there were many examples of sustained responses supported by relevant textual reference.

Question 12

There were some very good responses to this question. Candidates engaged with the question and there were many examples of sustained responses supported by relevant textual reference. This was more popular than Question 11, discussing the concept of heroes in the novel.

Question 13

Too many candidates engrossed with the Depression and generalised 'bolt-on' comments about the 1930s! Most candidates were successful in demonstrating a sound understanding of the character of Crooks and the treatment he receives by others. Some responses only dealt with Section 4 of the text but more successful responses referred to Section 2 of the text when the men celebrated Christmas and 'Smitty' had a fight with Crooks. Alongside this, many candidates explored the theme of loneliness and prejudice, scoring highly in A04.

This response is focused and sustained, supported by relevant textual reference.

Crooks is treated with contempt and prejudice by many other discriminated against, characters. Curley's wife is a victim of Mysogyny and Candy is a victim of Ageism. But these two treat ~~and~~ Crooks with contempt. In 1930's America Black people were treated terribly, and we see this in relation to the other ~~character~~ characters and their attitudes to Crooks.

Curley's wife treats Crooks as inferior both socially and mentally. She feels free to walk into his room freely, and say "they've left the all these weak ones here." She actively calls Crooks a "nigger." All this is ironic because she herself is a victim of Prejudice. But she discriminates against Crooks. And when ~~erokes~~ Crooks attempt to defy the racist society of America, the supposed land of the free, by asking her to leave

she responds with contempt saying "I could get you strung up so fast it ain't even funny." And this is true, she need only say or say that he raped her and he would be swinging from the next tree. So Crooks is treated like this by Curley's wife who being a woman who is objectified. This causes Crooks to forget his dream of owning a farm. He is reminded of the social Hierarchy and he knows he will never achieve anything, because he is black.

Lennie is the only non-racist character in "Of mice and men" and he talks animatedly to Crooks about the dream and the farm. And I think it comes as a welcome relief to Crooks who is used to being called a "nigger." However Lennie does not use this epithet preferring to talk about the "pops." However so bitter is Crooks from his treatment that he decides to torment Lennie, taunting him saying that George has taken "powder and just ain't coming back." This is important as Crooks taunts the only person who

does not discriminate against him. It makes the reader feel sad, but he has every right to be bitter. The 1930's Jim Crow Laws enforced segregation between blacks and whites, the product of it is that Crooks. But Lennie's treatment - and Lennie does change Crooks as we see when he wants to join the dream.

George Condy is very casual about racism, he explains to George how the ranchmen humiliate Crooks at

the Christmas party, he says "they let the nigger in." As if normally he is underserving of the bunkhouse, he has to live in the barn, with mouse nearby. This is important because it creates a barrier between Crooks and the dream. For he can't live with three white men in a house, this leads him to tell Condy to "jus' forget it!" This is just like 1930's America the chances of a Blackman becoming economically independent were slim.

The way Crooks is treated lead him to change his ~~personality about~~ opinion about himself. He used to play with white kids but his "ol' men

didn't like that." That's when his innocence was banished by others. Since then he has become cynical because of his treatment, he thinks that the dream is nonsense he says "Nobody never gets to heaven, and nobody gets no land." This idealism has been forced on him by his treatment on the ranch. He is very lonely and unhappy. This was the case for many Black men and women, he began to hate their oppressors. In 1930 there were many Jim Crow states such as Utah where segregation was actively done to keep Blacks and Whites apart.

So in conclusion Crook's treatment is a representative of how many black people were treated in 1930's America during the depression. Prejudice was rife and the Ku Klux Klan was prevalent. Crook is subjected to this prejudice by other discriminated individuals such as Curly's wife and Cordy, this highlights the irony of the book. This depresses ~~and makes him sick~~ ~~him~~ he states that if "a guy gets too lonely or he gets sick." This is what has happened to Crook in the novel because of the treatment of others.



ResultsPlus Examiner Comments

The explanation of importance of the treatment Crook receives from other characters shows a thorough understanding. There are a range of valid comments about the way Crook is treated by different characters supported with apposite evidence from the text. There is a detailed response to both AO1 and AO4. The concluding comment effectively summarises the candidate's response to the question.



ResultsPlus Examiner Tip

This response shows how AO4 is effectively addressed by relating the events on the ranch to the novel's context. Although the candidate relates the incidents of racist words and action in the novel to racism at the time of the novel, it does not have to go far beyond the context of the life on the ranch in order to make the point validly and so score highly on AO4.

Question 14

The wide range of responses to this popular question exemplified the positive engagement candidates have with *Of Mice and Men*. Most candidates were successful in demonstrating a sound understanding of significance of friendship in the novel.

Most candidates discussed the friendship between George and Lennie and sometimes linked this to the theme of loneliness. Other successful answers explored how Steinbeck's treatment of Crooks and Curley's wife demonstrate the opposite side of friendship.

There were some successful responses that included an analysis of friendship in George's conversations with Slim about his past life with Lennie.

There were too many candidates who moved too far away from the novel and wrote about the broader context of the Great Depression, with half-understood, and sometimes inaccurate, socio-economic commentaries on life in the USA in the 1930s. Any references to the bigger context are only fully valid and so earn rewards from examiners, if they closely relate the events of the novel to the novel's context. Broad 'context' comments, such as on the value of the dollar in the 1930s and the Wall Street Crash are of little use unless they can be related, in this particular question, to the events of the novel involving friendship and the characters involved in those events.

This is a sound response to AO1, but the response to AO4 is weaker.

14) Friendship is extremely significant in *Of Mice and Men*. The most obvious friendship is between George and Lennie. When they go to the ranch, the other workers find it unusual that they travel around together as around that time, all men were ~~separated~~ supposedly lonely. "The boss turned to George. Then why don't you let him answer, why you trying to put over?" "Well, I never seen one guy take so much trouble for another guy. I just like to know what your interest is!" The Boss finds it unusual that they travel together and is unaware of Lennie's childlike mind, therefore does not know why George talks for Lennie. Because Lennie is a bit slow when it comes to thinking for himself, George is seen as

more of a carer or a father like figure to Lennie. "Lennie was looking ~~had~~ helplessly to George for instruction."

"I never meant no harm, George. Honest I never." "Well, you keep ~~and~~ ~~away~~ away from her, 'Cause she's a rat trap if I ever seen one." This shows us how George makes sure he keeps Lennie out of trouble and looks out for him when he senses that there will be trouble.

In the last chapter we really see the friendship between George and Lennie shine through. George ~~decided~~ decides to shoot Lennie after he accidentally kills ~~own~~ Curley's wife because he knows that ~~mean~~ Lennie will get tortured by the other men on the ranch and he doesn't want that to happen to Lennie. He has to face ~~reality~~ reality.

In the time^{period} that this novel is ~~written~~ set in, friendship wasn't common. Most people had the 'American dream' of owning their own land and being their own Boss 'livin' off the fatta the lan' So it was unusual for George and Lennie to want to achieve this dream together. 'But not us! An' why? Because... Be because I got you to look after me, and

you get me to look after you, and that's why" Their friendship is quite touching and Steinbeck ~~shows~~ shows this well.

There are also some quite unobvious friendships. For example between Candy and his old dog. Both Candy and his dog are similar in that they are both old and useless and can't do much at all. Candy feels that he is lonely without his dog, ~~which~~ he has the dog for more of a sentimental purpose rather than the dog being useful.

"He aint no good to you, Candy. An' he aint ~~no~~ no good to himself. Why'n't you shoot him, Candy?" The old man squirmed uncomfortably. "Well - hell! I had him so long." Also although he doesn't admit it, Candy knows the dog is useless but he has become so emotionally attached to him that he can't let go of that

~~relationship~~ George and Lennie have a similar relationship in the fact that although George occasionally threatens Lennie that he will leave him, they know that they wouldn't like it if they were apart because they comfort each other.

Friendship is, ~~it~~ I think, one of the most

important themes in the novel. Although not everyone in the novel has a friendship line George and Lennie, they all long for one secretly because they just don't want to be lonely.



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Examiner Comments

The answer focuses on the relationship between George and Lennie for the response to the question. The comments are sound and are supported by relevant textual reference. The comments related to AO4 are not as developed and are often weak and inaccurate, being too generalised: "In the time period this novel was set in, friendship wasn't common." and "around that time all men were supposedly lonely."



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Examiner Tip

The candidate needs to consider more fully the context of the novel in the answer. The point about the way they travelled together being considered usual could have been developed. Although there is some reference to the comments of the boss, this is not developed and it could have been linked to other comments such as Candy and Slim, among others to develop the points about their friendship looking for work was seen as unusual in those difficult economic times.

Questions 15, 16, 17 and 18

There were some good responses seen. Candidates engaged with the question and there were many examples of sustained responses supported by relevant textual reference.

Question 19

This question was answered extremely well, almost always supported with relevant textual support: a range of examples were provided.

Question 20

Question 20 was more popular than Question 19. The responses were extremely high quality, almost always supported with relevant textual support with a range of examples were provided.

Candidates not only discussed the setting of Maycomb County but also the different characters within it.

Paper 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 examination series. There was no text that was obviously the least popular from 'Literary Heritage'. However, in Section B, *Anita and Me*, *Balzac and the Little Chinese Seamstress*, *Rani and Sukh* (Question 16) and *Riding the Black Cockatoo* (Question 17) were the least popular from 'Different Cultures and Traditions'.

The performance trend was for candidates to perform better in Section A than in Section B, where essays often demonstrated a weak structure and a lack of focus. In the Higher paper, this difference in performance was more pronounced than in the Foundation paper. In the four-part type question in Section A, higher marks were generally achieved in parts (a) and (c). Parts (b) and (d) are thematic and require more analytical skill. Their responses were focused and mature, interesting and developed; examiners noted that they had clearly engaged with the texts.

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