

Examiners' Report
June 2012

GCSE English Literature 5ET1F 01

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Introduction

This English Literature examination lasts an 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 80.

Study of Prose Texts

Section A: One text from the Literary Heritage (4 part question) - no choice of question (40 marks).

Section B: One text from Different Cultures (essay) - choice of two questions (40 marks).

The following examples cover the complete range of texts studied. The 'Examiner Tips' are intended to provide useful points for *all* texts. The comments and points relating to each response can also be applied to all texts.

Question 1

Animal Farm was by far the most popular text in Section A. Candidates were provided with an extract from Chapter 8 and for part (a) were asked to outline the key events from the beginning of Chapter 6 up to the extract, which was often answered in too much detail or included events before or after the suggested area of text.

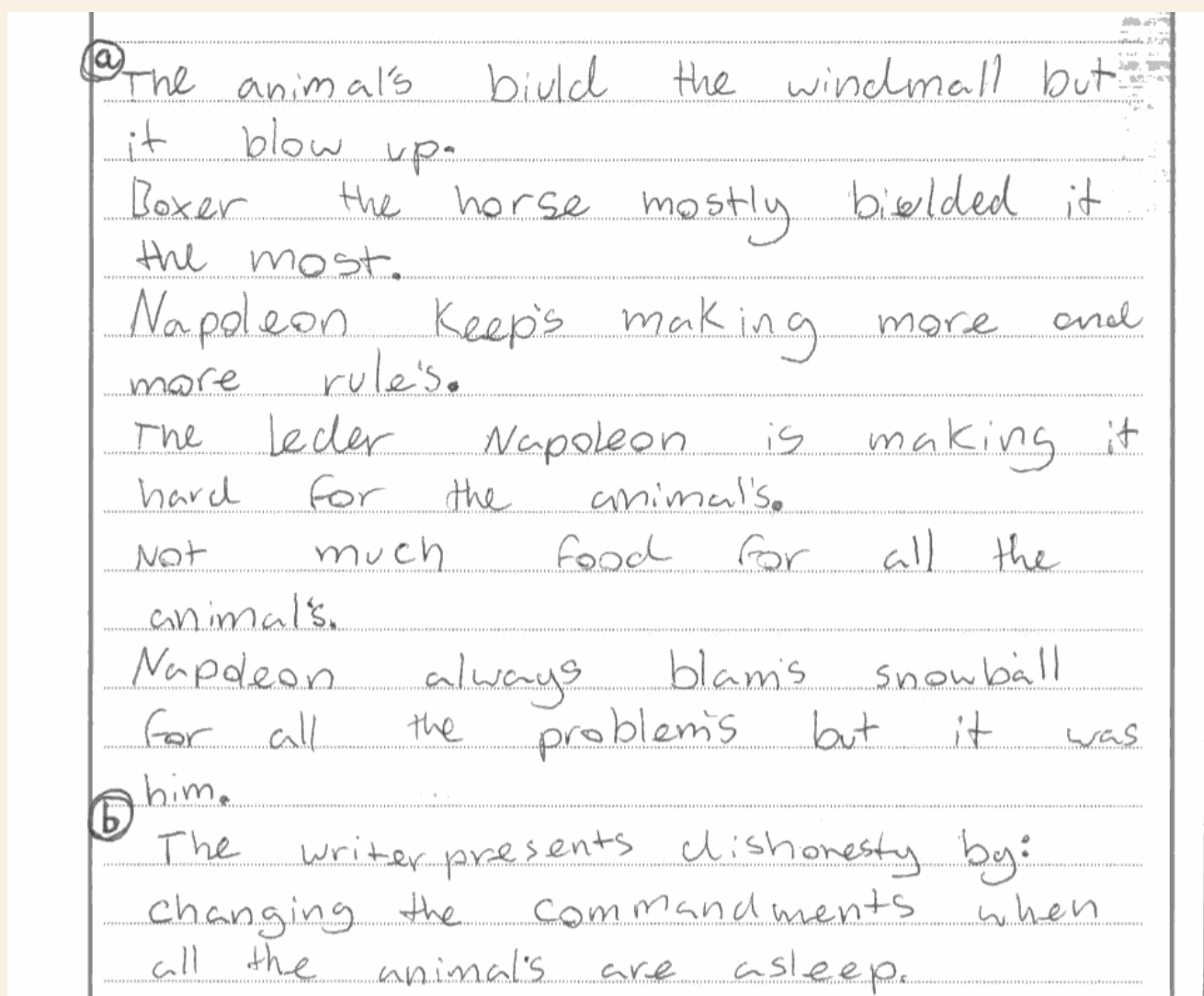
For part (b) of the question, the theme of *dishonesty* was often the weakest response. There was often a lack of language analysis and candidates did not select specific words or phrases to illustrate how the dishonesty is conveyed. Specific terms are not essential, but candidates should try to pick out specific words or phrases and say how these convey the theme.

Part (c) focused on the character of Napoleon and tended to be the strongest part of the question, with several points about the character identified from the extract.

For Part (d) most candidates selected an appropriate area of text in order to explore the theme of dishonesty. The most popular choice was where Boxer was taken away from the farm.

As this was the most popular option, two examples have been provided.

This is an example of a brief response. The candidate has provided a response to all parts of the question, but has clearly struggled for ideas.



(Section A continued)

© Napoleon is evil, greedy, selfish and a liar.

d) Napoleon gets rid of snowball by force and it is dishonest because he tells all the other animals that snowball is a traitor.



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Examiner Comments

Part (a) The candidate has appropriately listed some 'key' events although is sometimes vague, such as: 'Napoleon keeps making more and more rules'. Specific points would have benefited the response such as by saying *how* Napoleon is 'making it hard'. The chronology is limited and a mark at the top of Band 2 is awarded.

Part (b) The three lines provide a valid point, but this is a basic response.

Part (c) All of the points listed by the candidate are valid, but the response fails to refer to the extract. Evidence of these could have been provided in order to qualify for a mark in a higher band. The response is basic.

Part (d) The candidate has identified an appropriate area of text, but the response is so brief, it can only receive a mark at the top of Band 1.



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Examiner Tip

Remind candidates to support points made with evidence from the extract(s).

In this response, the candidate has worked extremely hard and has supported points made with evidence from the extract(s).

- a) Firstly, That one Sunday ~~morning~~ morning, Napoleon announced that he had decided new policy. That from now on 'Animal Farm' would engage in trade with the Neighbouring.
- Secondly, Napoleon started to tell animals again that it was Snowball who destroy the windmill. Saying it ~~angry~~ angrily.
- Thirdly, There began to rebuild the windmill. ~~There~~ They built it in the winter, rain or shine. Napoleon also said "we will teach this miserable traitor that he cannot undo our work so easily."
- Fourthly, ~~As Napoleon~~ ~~announced~~ ~~that~~ Squealer announced that the hens, who had just come in lay again, must surrender their eggs. Napoleon had ~~or~~ accepted.

(Section A continued)

Fifthly, the animals are convinced that Snowball has coming back to the farm at night and causing all kinds of mischief.

Sixthly, The pigs have changed the sixth commandment ~~to~~ from "no animal shall kill any other animal" to "no animal shall kill any other animal without cause".

~~Section A~~ Finally, Minimus made a poem for Napoleon called "Comrade Napoleon". Napoleon approved this poem made one animals write its one the view opposite and from the same commitments..

B) In the extract the ~~dishonesty~~ writer shows dishonesty by Napoleon being dishonest to the animals and breaking rules. For example ~~the commandment~~ was "No animal should drink the wine" the drinking of alcohol was to be punished by death. This shows whenever animal who drinks ~~any~~ alcohol would be killed. ~~But~~ However Napoleon was drinking ~~alcohol~~ alcohol

(Section A continued)

behind the animals back. This also shows Napoleon was being dishonest to other ~~and~~ animals. This links back to ~~the~~ ~~start~~ Russian Revolution when ~~Stalin~~ ^{Stalin} was saying work over police (the dogs) who would kill who wouldn't obey his rules.

Squealer was also being dishonest by saying ~~that~~ Napoleon was ill when really, he had been drunk. ~~at~~ ~~recovery~~ ~~from~~ For example the quote "Squealer was able to tell them that he was well on the way to recovery." This shows that Squealer has been using his

persuade words to make the animals believe that Napoleon was ill. This link to Russian Revolution where the ~~and~~ character Squealer was link to propaganda. That means that when one uses propaganda he is able to persuade people who ~~believe~~ believe what he is saying. even if ~~it~~ was the person was right or wrong.

Also Squealer been changing the seven commandments. Were other animals have been remembering them but have been told there

(Section A continued)

having to have been reading them wrong by mind. For example the quote "they had thought that the fifth commandment was "no animal shall drink alcohol" but there were two words that they had forgotten. Actually the commandment read: "no animal shall drink alcohol to excess!" This shows that pigs ~~have~~ have been changing the commandment to suit what they want with ~~out~~ ^{out} the other animals notice that it has been done. But Squealer also most got caught because were seen commandments was written there was a ladder that ~~has~~ has been smashed into ~~two~~ two pieces. The quote "where seven commandments were written, there lay a ladder broken in two pieces Squealer, temporarily stunned." This shows that has been added to the seven commandments. This links back

to Russian revolution were ~~Asp~~ ^{testy} ~~Stark~~
(Napoleon) was changing the rules to
what ever he wanted to.

c)

We learn from this extract that Napoleon
is a leader out is able to make rules that he
thought was wise. For example the quote
~~the~~ "Comrade Napoleon had pronounced
a solemn decree: the drinking of alcohol
was to be punished by death."

He is also a dishonesty person, he
was changing the fifth commandment, so he could
be able to drink alcohol. For example "no
animal shall drink alcohol" to "no animal shall
drink alcohol to excess"

Napoleon has also lied to make his way to
the top by making others people believe
that Snowball was always been on the
bad side and Napoleon was on the good
side. For example quote "The Snowball sold home-
sets to Frederick or Pinchick Pommel."

9
D) In another aspect of ~~power~~ the novel, Napoleon was being dishonest by saying that Snowball has come together with another farm and was prepared to attack animal farm. For example the quote "Snowball is to act as his guide when the attack begins". This shows that Napoleon has made a plan to convince the other animals that Snowball has been against them and to destroy animal farm. This links back to Russian Revolution where Trotsky was blaming other people for what was trying to revolution against his rules. So other people would hate ~~that~~ that person.

Also Napoleon was telling the other animals that Snowball has been on the same side as Mr Jones from the very start. For example the quote "Snowball was in league with Jones from the ~~start~~ very start". This shows ~~again~~ that Napoleon being dishonest by telling another lie to make animals believe that Napoleon was right. This ~~link~~ links back to Russian Revolution where Trotsky was making

(Section A continued)

Up lies to make Sussie to believe that he was right.

Finally Napoleon was also trying to convince that Snowball had been Mr Jones secret agent. That he has been playing the friendly pig to enemies but really finding out stuff for Mr Jones, for example the quote "He was Jones secret agent all the time". This shows that once again he makes more sense like Napoleon was never a friendly person and that he has always been against ~~the~~ the other animals. This links back to when Trotsky was telling other people that? (Snowball) has been against them his whole time and was never on their side.



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Examiner Comments

Part (a) The candidate has demonstrated a sound understanding of the key events within the selected area of the novel. These events could have been numbered or bulleted to save the candidate some time. It is not necessary to structure the response, but the correct chronology is vital. This response gained full marks at the top of Band 5.

Part (b) This sustained response provides a number of examples, which are supported with relevant quotations from the extract. Any references to the Russian Revolution are irrelevant, as the social, cultural and historical context of the novel is not assessed in Section A. The candidate has made sound reference to how the writer achieves effects and gains full marks for this response.

Part (c) In this response, the candidate does not keep within the extract and the final paragraph refers to Chapter 7. The candidate has used 'mostly relevant evidence' and gains a mark at the top of Band 2.

Part (d) The candidate has chosen an extract from Chapter 7 and each of the long paragraphs provides evidence and offers some development. Again, the references to the Russian Revolution are irrelevant, but do not negate other points. This gains a mark in Band 5.



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Examiner Tip

The social, cultural and historical context is **NOT** assessed in Section A.

Question 2

The question for *The Strange Case of Dr Jekyll and Mr Hyde* asked candidates to respond to an extract from 'The Last Night'. For part (a) candidates were asked to outline the events that 'follow on' from the extract to the end of the novella. Some examiners reported that some candidates outlined key events 'up to' the extract or had often omitted to include 'Henry Jekyll's Full Statement of the Case', which suggests that candidates need some practice when preparing for this part of the question.

Parts (b) and (c) focused on the theme of *fear* and Part (c) the character of Poole.

On the whole, the responses seen were successful and many candidates gained marks in the higher bands.

This is an example of a response that demonstrates some time management issues. The candidate answered parts (a) and (d) particularly successfully, but the responses for parts (b) and (c) are not as strong.

Following up from the extract, one of the main events was ~~that~~ that Mr. Utterson and Poole were on their way to Dr. Jekyll's laboratory after ^{a lot of suspicion on} ~~receiving bad news~~ ~~from the servants~~ ~~at~~ Jekyll's ~~house~~. As followed they both discover the extract amplifies that Poole became extremely suspicious of Dr. Jekyll's behaviour and actions over a certain period of time. He also mentions "The man's appearance amply bore out his words," meaning that Dr. Jekyll has a much differentiated behaviour and Poole cannot handle that anymore. He remains highly suspicious when he says "I see there is something seriously amiss." He clarifies to Utterson that there is something wrong with Dr. Jekyll, and something is certainly not right and out of place. ~~He~~ Poole feels a lot of frustration witnessing these eery changes, as he say "I can bear it no more". Clearly stating he had enough of this, and wants to know what is really going on with Dr. Jekyll. That's the main reason he came to see

(Section A continued)

Mr. Utterson, since he is the type of character people would go to if they are in need of help.

So Poole requests Mr. Utterson to face these actions and atmosphere at Jekyll's place, for himself and to investigate the problems which are situated with Dr. Jekyll. They are both clueless as they left to visit Jekyll's home, and they were hoping they had a conclusion to all this questions. They discover that, Jekyll was purchasing a lot of medicine of some kind of chemical items for his scientific research, ~~as we know which they were for~~ ~~his reason~~ not knowing that they were for his ration.

Mr Utterson and Poole find out that Jekyll was keeping away from everyone by staying in a cabinet. They soon ~~find~~ discover that the man behind them doors wasn't Dr. Jekyll, in fact was Mr. Hyde. As that seemed like a threat to Dr. Jekyll, ~~and~~ thinking that Hyde was going to murder Jekyll, ~~so~~ they broke into the cabinet by destroying the doors with an axe.

But they left it too late, when they saw Hyde's body lying on the floor with clothes that were too large for him, which clearly indicates that they weren't Mr. Hyde's clothes. They also found 2 letters which later on explained the events.

(Section A continued)

(b) The writer uses fear as he kept small amount of information, he didn't give out too much, and kept the story fearful. When he describes the streets by "It was a ~~set~~ wild, cold, seasonable night", this shows that it's ~~scary~~^{set} in night time, where it's dark and cold.

Poole was rather afraid what was going to happen with Jekyll. "I've been afraid for about a week". He hasn't been normal, he has been worrying too much. ~~Which affected his physical health, and appearance when~~ Mr. Utterson said, "~~in the doctor~~ He was much of a scared character, ~~or~~ or depressed in other words. All because Dr. Jekyll hasn't been normal over the past week all so. He wants to know more, and investigate ~~and~~ to come to a solution. He was always suspicious from the start of the extract. Poole had no one else to fall for, than Mr. Utterson.

(Section A continued)

P68 - Dr Lanyon ~~discovers~~ witnesses transformation

The reaction of Lanyon when ~~Jekyll~~ Hyde turns back to Jekyll was very fearful and the words used by Stevenson ~~is~~ proves that. "He put the glass to his lips, and drank at one gulp. A cry followed". This ~~is a~~ quotation is very detailed to the actions which are taking place. A slow movement to his actions, producing fear to what's going to happen next.

"His face became suddenly ~~the~~ black, and the features seemed to melt and alter". These words are remarkably frightening, builds up tension and disgusted imagery to ~~be~~ the ~~transformation~~ transformation. "My life is shaken to its roots". Lanyon is very shook from the event that took place. This is a key element to fear, and ~~provide~~ the adjectives ~~the~~ Stevenson has used, supports that as well. "Oho! I screamed and Oho! ~~again~~ again and again." This is ~~show~~ ~~the~~ showing great terror, and horrifying imagery to what has happened. A fearful transformation. It's repeated, to show the reader how ~~horrible~~ horrifying the transformation ~~is~~ must of been.



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Examiner Comments

Part (a) The candidate has spent too long on this section, not leaving enough time for the other parts of the question. The response retells the story from the extract to the end of the novel and is in too much detail. Despite this, full marks were awarded for this part of the question as it is sound and chronology is accurate.

Part (b) The candidate makes two points, but the first is undeveloped and too vague. The second point almost re-phrases the question. This is a limited response.

Part (c) An occasional understanding of the character is evident. The candidate suggests that Poole is: 'afraid', 'worrying', 'depressed' and 'suspicious', but the candidate does not support all of these ideas with references to the extract.

Part (d) The candidate has selected an appropriate section of the novella when Dr Lanyon witnesses Jekyll's transformation and has included several quotations. A number of valid points are made and there is a focus on, and references, to the question. There is an attempt to analyse the language, although there is some misinterpretation relating to 'slow movement', which keeps this response at the top of Band 4.



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Examiner Tip

Time management is very important.

Candidates should spend about 10 minutes on each of parts (a), (b) and (c) and about 15 minutes on part (d).

Question 3

The *Hound of The Baskervilles* question was mostly successful. Candidates were presented with an extract from Chapter 13 and for part (a) were asked to outline key events that follow on from the extract up to the end of the novel. Part (b) concentrated on the theme of revealing the truth within the extract. Often it seemed as if candidates struggled with this as the word 'revealed' seemed to have been overlooked and candidates did not explore the gradual process of the revelation. Candidates were able to answer part (c) more confidently and identified a range of points about Holmes' character. Part (d) was more successful than part (b). Often candidates chose an extract from where Holmes is revealed as the man on the tor or when Beryl Stapleton is revealed as Stapleton's wife.

This is a most successful response, gaining full marks for parts (a), (b) and (c).

- a.
- Holmes and Watson setup trap to catch hound and Stapleton.
 - Holmes tells Sir Henry that he is returning to London
 - Holmes, Watson and Lestrade keep watch on Stapleton's house
 - When Sir Henry leaves, they track him through the mist
 - They shoot the hound when it tries to attack
 - They return to Stapleton house to find Miss Stapleton tied up.
 - Stapleton is presumed to have drowned in the Gimpfen Mine,
 - In London Holmes fills in missing details.

(Section A continued)

B. Arthur Conan Doyle reveals the truth in the extract in a number of different ways. He uses words such as "sprung" to emphasise the fact that ~~the~~ the discovery they made means a lot to the mystery and it almost as if all the answers have just come rushing into his head. ~~Another~~ Another example is when Holmes talks about "it is the first quality of a criminal investigator that he should see through a disguise." This shows the reality of the situation, the fact that Holmes is admiring himself by finding out the truth.

"We have him Watson, we have him", this also expresses the excitement that Holmes obviously feels when he sees the truth in it. Arthur Conan Doyle also builds up the tension until he finally reveals the answer. "Is it like anyone you know" this is ~~like~~ Holmes questioning about the truth or not but this also gives the reader a chance to realise themselves.

(Section A continued)

C. From the extract we learn that Holmes is a very observant person as he studies the picture with great care "~~his~~ holding up the light in his left hand" this shows that he likes to ~~research~~ study things with great detail. We also see he is a very self-admirable and quite arrogant as he says "my eyes have been trained to examine faces and not their trimmings" this shows that he takes great pride within himself and that he is proud of his accomplishments.

Another example of his pride is the fact that he says "A pin, a cork and a card, and we add him to the Baker Street collection" This also shows he takes great pride of an accomplishment as he likes to be reminded of them and all ~~the~~ of his victims.

The fact that he shows such excitement into catching criminals also shows that he is very passionate about his work. "He burst into one of his rare fits

(Section A continued)

of laughter as he turned away from the picture" ~~that~~ ^{this shows that} just by the excitement he gets when he is near to catching a criminal it also shows how much passion he has for it.

d.) Another part of the extract that shows the truth is when we first run into Miss Stapleton. "Go back" Sue says this without even an introduction, this shows the suspicion and that some answers might need to be found connected to her. "Halloa, Beryl" ~~she~~ ^{said he} said, and it seemed to me that the tone of his greeting was not altogether a cordial one. This shows Stapleton's true feelings as Miss Stapleton is actually his wife and he doesn't want her to be with anyone else. "but his small eyes glanced incessantly from the girl to me" this shows the true suspicion that Stapleton has and that he ~~does not want~~ ^{is worried} that his wife will give away secrets.

"yes I was telling Sir Henry that it was

(Section A continued)

was rather late for him to see the true beauties of the moor." This is a lie and might suggested that she ~~is~~ is hiding ~~for~~ something from her husband and warning Watson of the danger he apposes and what he might do.



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Examiner Comments

Part (a) The candidate provides a simple list of key events, which are in the correct chronological order. There are sufficient events to demonstrate a sound understanding of the text.

Part (b) This is a sound response as there is a clear focus on the question and the candidate refers to several examples and authorial intent.

Part (c) The candidate has identified a number of points about Holmes' character, such as: 'observant', 'self admirable [sic]' and 'aragant [sic]' and others. There is some repetition of the 'accomplishment' point, but there are two separate examples provided. The response is sound.

Part (d) The candidate has chosen to write about the first meeting between Miss Stapleton and Watson. Some valid points have been made, but some could have been developed further. The candidate occasionally refers to other parts of the novel. A mark at the top of Band 4 is awarded.



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Examiner Tip

For Part (a), candidates can either list, bullet or write in continuous prose. The 'key' events do not need to be detailed, but do need to include specific events. The response does not have to read like a 'mini essay' to be an answer.

Question 4

There were fewer than 200 responses for *Felicia's Journey*. Most of these demonstrated an engagement with the text and candidates demonstrated a sound understanding of the extract(s). Candidates were presented with an extract from Chapter 4 and for part (a) were asked to outline key events that *followed* on from the extract up to the end of Chapter 7. Part (b) focused on relationships within the extract; Part (c) the character of Johnny and part (d) relationships in another part of the novel.

In this response, the candidate has selected a range of examples from the extract; but the response would have often benefited from further comment or a sharper focus on the question.

Felicia writes a letter to Johnny however she doesn't send it. In the letter it states that she is 'late' and when Johnny returns she will be four months late and they will have to decide what to do. She tries to get an address from Mrs Lysaght but she sends her off without getting the address. She begs for just the town that Johnny's living in but Mrs Lysaght said she will send it for her. Her dad asks her if she went out with young Mr Lysaght, because Mr Lysaght has a reputation with the ladies. Around 'October?' her father asks trying to work out the dates. Felicia tells her dad that she was going out with him he tells her to avoid him because he's joined the British Army. Her dad tries to convince her that there are many 'other' nicer Irish boys. Felicia says that her and ~~Johnny~~^{Johnny} are in love.

(Section A continued)

Felicia's dad ^{threatens} threatens to kick her out if she is seeing a member of the British forces. Then he asks her 'did Lysaght get you

Pregnant?' and Felicia tells him that he did.

She tells him how long she's gone he calls her a 'noo'er' and crosses him self.

b) The writer explains relationships because it shows that Felicia was seen as not very attractive because Connie Jo said 'you never knew why a fellow fancied you'. ~~She~~ it shows that Felicia hasn't had much experience with boys 'never understand the male mind' that her relationship with her friends even though it's quite harsh they are advising her about boys.

Her relationship with Johnny started in a cafe when Johnny said 'I'm glad you went the bride' showing he has feelings for her. 'It would be great if you came' 'really great' ~~isn't it~~ insinuating that she goes out with him. She remembers him saying that in her dream; most of what made Felicia start liking him and falling for him. They danced for 4 hours no stop and go to steady bar. However afterwards he says

(Section A continued)

That she wants to tell him she loves him and that she has never kissed a boy before but she doesn't. Perhaps she feels it would be annoying.

She is reminded in her dream of how Johnny took her through the barbed wire at the old yard works and unbuttoned shirt and kissed her telling her she is beautiful and how great she is.

Not that he loves her! She talks about how in the same moment, as if they were one person, were they have sex, from this extract it shows the relationship to be a bit rushed where they meet at the start and they have sex at the end perhaps that's how their relationship was.

c). Johnny in the extract is shown to be very persuasive calling her 'great' and that she is 'beautiful' and how he's 'glad she wasn't the bride'. He insists that Felicia comes dancing with him by saying it would be great if she came persuading her to come dancing and hopefully more will happen, he is very rushed he opens his shirt 'putting Felicia's hand on his warm flesh' telling her she's 'beautiful' and that he 'loves her'.

(Section A continued)

Chapter 10
Page 87

Felicia in the gathering house

D) ~~Early on~~ Felicia shows a strong connection with people in the gathering house because they listen to her and unlike her dad in chapter 2 they understand. They all introduce themselves to her with their names and hear happy they are to have her there 'You are pregnant with a child' She says yes and they suggest names for the child.

Felicia tells them about Johnny she thinks it's a dream more than reality because their

So nice to her she has a very strong
relationship with the people in this house
because its their home they all live here with
her telling stories of the day she says
'her worries lost in oblivion'. The people in
the gathering house are happy to have Felicia
there with them and they want children in
the gathering house.



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Examiner Comments

Part (a) The candidate has included some key events from Chapter 6, but does not mention her visit to the police station in Chapter 5 or any events featuring Hilditch. Some points are in more detail than they need to be; key events can be listed rather than in continuous prose. A mark at the top of Band 4 is awarded.

Part (b) Although some relevant examples from the extract have been selected, often the 'relationships' within the extract are not made clear. There is comment that the relationship between Felicia and Johnny is 'a bit rushed'. The response gains a mark at the top of Band 3 as the candidate makes some reference to how the writer achieves effect although language is not fully explored.

Part (c) The candidate has demonstrated a generally sound understanding of Johnny's character, although more points could have been made - such as how he is perhaps using Felicia or how confident he appears to be.

Part (d) The candidate has selected an extract from Chapter 10 at the 'Gathering House'. Mostly relevant examples have been selected, but more reference as to what this shows us about the relationships within the extract needed to be made. A mark in Band 4 is awarded.



ResultsPlus

Examiner Tip

Candidates should try to explain how each example used in parts (b), (c) and (d) answers the question.

Question 5

The *Pride and Prejudice* question was, on the whole, successful. In part (a) candidates were asked to outline the key events from the beginning of Chapter 56 up to the extract; part (b) explored the theme of love; part (c) the character of Elizabeth; and part (d) love in another part of the novel. Often candidates spent too much time on one part of the question rather than spending equal time on each.

This response is a good example of a mostly successful response, but the candidate has spent too much time on part (b) of the question and did not have enough time to answer part (c) in enough detail.

In chapter 56, Lady Catherine de Bourgh visits Elizabeth and the Bennets. They both begin to talk about Mr Darcy. Theme of social class.

In chapter 57, Elizabeth and her father talk about what's happening in their family. They talk about Mr Darcy, Lady Catherine de Bourgh and Mr Collins. Theme of social class.

In chapter 58, Elizabeth and Mr Darcy walk together while talking. She tells him 'I am a very selfish creature'. This is an example of her reflecting her actions. Theme of relationship and love.

In chapter 59, Elizabeth tells Mrs Bennet that she is engaged with Mr Darcy. Jane is shocked too. ~~Theme of marriage, love and social class~~
Mrs Bennet cannot believe that her daughter

(Section A continued)

is getting married to Darcy as ~~the~~ she thought of him to be a proud man. The theme is on marriage, love and social class.

b) Jane Austen presents love in this extract by Mr Darcy saying to Elizabeth 'my beauty' this quote suggests that he finds her very beautiful and doesn't ~~to~~ call her by her real name but refers to her as my beauty. This shows he finds her very appealing and attractive. Mr Darcy then continues saying 'I never spoke to you without rather wishing to give you pain.' This quote implies Mr Darcy is recalling his actions and looking back at what he has said and done to her. ~~the~~ Mr Darcy's tone is soft and gentle which shows he is very caring towards Elizabeth. Mr Darcy then says a question to Elizabeth "did you admire me for my impertinence?" This quote implies that he wants to know if Elizabeth admired him for the way he acted. This also shows that he likes to reflect back on what he has said which shows he's a very self reflected person. Elizabeth then says "The fact is, that you were sick of civility, of deference, of officious attention!" This suggests that Elizabeth is not

(Section A continued)

afraid to say how she feels and what she thinks of other people. She uses strong words to imply her feelings and what she thought in her heart.

Elizabeth then says to Mr Darcy what she liked about him. "your feelings were always noble!" This quote suggests that Elizabeth liked Mr Darcy's nobleness. She likes men who are true to themselves and have feelings for others.

Elizabeth says what he might have thought of her. "To be sure, you knew no actual good for me - but nobody thinks ~~for~~ of that when they fall in love!" This tells us Elizabeth is very observant on other people and tries to think what the other person is thinking. Elizabeth is very sure of what she is saying and talks about love. This shows she knows how love can affect someone if they like each other. Near to the end Elizabeth questions Mr Darcy "what made you so shy of me?" This quote implies the character of Elizabeth as she ~~is~~ likes to think what other people think of her. She is very sharp with her questions and very direct. Mr Darcy tells Elizabeth what he thought of her. "Because you were grave and

(Section A continued)

Silent and gave no encouragement" This shows that Mr Darcy can be very shy and wants people to speak before him.

c.) From this extract you learn that Elizabeth is very observant on people. She likes to know what the other person thinks of her. Elizabeth is very direct with her questions which shows she is not shy but confident as a person.

d.) Jane Austen presents love in chapter 1 with Mr & Mrs Bennet. Mrs Bennet ~~is very~~ addresses Mr Bennet by saying "My dear Mr Bennet". This

(Section A continued)

suggests the close relationship they have with one another. It also shows the friendly bond they have as a couple. Mrs Bennet is a very eager character who wants her 5 daughters married off. "Oh! single my dear, to be sure! A single man of large fortunes, four or five thousand a year. What a fine thing for our girls!" The use of exclamation mark suggests how excited she is as she talks to Mr Bennet. ~~This shows how~~ It talks about Mr Bingley's arrival and how this could be beneficial for their daughters. Mrs Bennet continues talking and saying that how can Mr Bennet not know why she wants him to visit Mr Bingley. "How can you be so tiresome! you must know that I am thinking of his marrying one of them!" This quote suggests that even if Mr Bennet and Mrs Bennet have been together so long Mr Bennet does not quite get the plan that Mrs Bennet is saying.

Mr Bennet teases Mrs Bennet "Mr Bingley might like you the best of the party." This quote shows Mr Bennet's humour ^{which} pleases his wife and makes her laugh. This shows that they love each other

(Section A continued)

when they are having a laugh together. Mrs Bennet teases Mr Bennet back "My dear, you flatter me. I certainly have had my share of beauty." This quote shows ~~how~~ they are flirting with each other.



ResultsPlus

Examiner Comments

Part (a) The candidate has identified some key events and tended to focus on the themes demonstrated in each section, rather than focusing on summarising the 'story' from the identified section of the novel.

Part (b) The candidate has demonstrated a sound understanding of the theme. A range of examples from the extract has been selected and the candidate employs PEE throughout the response.

Part (c) The response is limited and gains a mark at the top of Band 1. To qualify for a higher band, examples from the extract are required, using short PEEs such as: 'Elizabeth is confident, an example of this is "You were disgusted with the women..." This shows that she is confident as she is direct and to the point.'

Part (d) The candidate has selected a relevant extract from the beginning of the novel in which to explore the theme of *love*. A range of examples has been presented, but the candidate does not always focus on what this shows us about *love* in the extract. More explicit reference to the question is needed.



ResultsPlus

Examiner Tip

Short Point, Evidence, Explain and more examples ('short PEEs; more e.g.') are often a more successful approach to parts (b), (c) and (d).

Question 6

For part (a) the candidates were asked to outline the key events from the beginning of Chapter 5 up to the extract, which presented them with a range of points that could have been selected. Part (b) required candidates to explore Pip's feelings of *injustice*; part (c) Estella and part (d) injustice in another part of the novel. Often the responses seen demonstrated an understanding of the theme and empathy for the character of Pip.

In this response the candidate clearly expresses ideas, but there are not enough examples to qualify for marks in the higher bands.

A) The convicts get caught by the soldiers, then Mrs Joe comes home to tell Pip that he will be going to Miss Havishams. Mr Pumblechook takes Pip to Miss Havishams, when Pip arrives at Miss Havishams he is greeted by Estella who then takes Pip inside to meet Miss Havisham.

B) Dickens presents Pips feeling of injustice as Pip is very nervous and has never been to a place like this, he is also a bit ungrateful towards Joe. "I wished Joe had been rather more genteelly brought up, and then I should have been too" Here Pip is saying that he does not have the manners to be at Miss Havishams and that it is Joes fault that he doesn't have the manners.

C) At first Estella sound quite rude "You are to wait here, you boy" and that she has no ~~any~~ interest in Pip so she leaves him

(Section A continued)

outside. When she comes back to give Pip "some bread and meat and a little mug of beer" she still comes across as rude as she doesn't look at Pip at all, doing so, it makes Pip feel very uncomfortable and upset "I was so humiliated, hurt, spurned" that his eyes begin to fill with tears. As soon as his tears appear Estella looks at him in delight, it was as if she wanted him to cry this gives the impression that she is cruel.

D) The importance of ~~justice~~ injustice in chapter 44 where Pip finds out that Estella is to be married to Bentley Drummle is similar to the injustice in chapter 9 as Pip is furious and ungrateful that Estella is going to marry Bentley Drummle. ~~as~~ "such a mean, brute, such a stupid brute!" Pip is ungrateful because he thinks that he should be the one to marry Estella as he would treat her like she should be treated. Injustice is important here as Pip thinks Estella is doing the wrong thing and she should marry Pip so that everything is justified.



ResultsPlus

Examiner Comments

Part (a) The candidate selects some key events from Chapters 5, 7 and 8. There is no reference to Chapter 6 and some of the events could have been unpicked more. For example, the first point 'the convicts get caught' summarised the chapter too briefly. More key events from Chapter 5 could have been included, such as Magwitch is captured whilst fighting with Compeyson, or Magwitch does not tell the soldiers it was Pip who gave him food.

Part (b) The candidate has selected one example from the extract and misses the opportunity of exploring the injustice he feels as a result of Estella's harsh treatment of him. More examples of injustice from the extract are needed.

Part (c) The candidate identified that Estella is 'rude', has 'no interest in Pip' and is 'cruel'. A mark in Band 2 is awarded. Further examples of Estella's character would have qualified the response for a mark in the top band.

Part (d) The candidate has selected an extract from Chapter 44 in order to explore Pip's feeling of injustice. Although a relevant extract has been selected, the candidate has only provided one example from it. The candidate would have realised more success if more points had been made, such as Pip's reaction to the news and how the writer has used language in order to convey Pip's feeling of injustice.



ResultsPlus

Examiner Tip

For Parts (b), (c) and (d), candidates need to select and use as many examples from the extract(s) as possible. From the given extract, candidates would often realise greater success by selecting the evidence first, perhaps by highlighting specific words and phrases, then using these to form short PEE responses.

Rather than copying longer quotations, specific words or short phrases should be used, as one sentence within the extract may provide the candidate with several examples.

Question 7

Anita and Me was not a popular option for centres, with very few candidates responding to this question. The question asked candidates to consider why Anita and her family are important in the novel. Most candidates responded to each of the prompts and often went beyond these, which secured marks in the higher bands.

This essay has been included to show a very successful response that gained full marks. The response is sustained and supports the many points made with relevant examples from the text.

Anita and her family play a very important role within the story. They give the readers a view of another person's life, as well as just Meena's life. We know from early on in the story that Anita is a very physically attractive girl who gets first pick with almost everything, also she is older than Meena and other characters in the book.

Anita is an important character because to begin with, Meena looks up to her as a role model. We know that Anita isn't really from a wealthy background, and doesn't have much material things. She wears 'hand-me-down' clothes and likes to dress like she is older than what she is.

(Section B continued)

Anita does not know her dad, he left her, her sister and mother when she couldn't ^{really} remember him. We know that her relationship wasn't that great between her and her father, when she meets Meena outside Mr Ormerod's shop. Meena is looking through the window when Anita tells her that the 'Playsen's Carstan sailor' ~~and~~ is her dad. "That's my dad, that is. He wuz in the Navy. He got medals for blowing up the Jerries, like..."

We can see that Anita is lying to Meena, probably because she doesn't know her dad, so she lies to Meena, because she wants to build up an image that her dad is a big strong Navy soldier when he probably isn't anyway. This gets Meena thinking straight away and makes her think more about Anita. Anita's mom is the sleazy type of mothers, she doesn't care about her children, she sleeps around with other men, and at times she doesn't bother with Anita or Tracy.

This is a huge comparison to Meena's life style. Her mother cares about

(Section B continued)

her, pushes her to do her best and puts Meena first. I think that Meera Syal uses this comparison to show that a common, normal life consists of a split up couple, with kids that are scruffy and a really unhealthy lifestyle all together, compared to Meena's lifestyle, its all organised, it has a lay out, very strict and also is very healthy compared to Anita's.

Straight away we meet ~~the~~ Meena with her father, essentially being punished for stealing from Mr Ormerod's shop. Whereas our first meeting with Anita is her strolling down the road without a care in the world. "I had been in my usual spot outside Ormerod's ~~the~~ window having a visual affair... when she had sauntered past, arm in arm with her two regular cohorts". We see straight away that she is the popular girl, compared to Meena, who has no friends at all.

Anita and her family are very important within the novel because they almost help Meena grow up and realise

(Section B continued)

the reality of life. In chapter six, we come to the section where Kevin, Kaul, Anita, Tracy and Meena have a peeing competition to see how far they can wee. Tracy, gets told to take her trousers off by Anita, to which Meena sees lots of ~~bruises~~ bruises around her legs.

"I wished I had not seen what I was sure I had seen, the row of bruises around Tracy's thighs, ... two bizarre bracelets perfectly mimicking the imprint of ten cruel, angry fingers"

It is at this point that Meena realises that things at Anita's home are really bad, the fact that Anita has been brought so differently compared to her way of life, that she takes the mick out of Tracy instead of trying to comfort her.

Meena is brought up to be a very respectful young girl, who tries to consider other people's feelings. In the story, Anita's mom buys a pet dog and calls it 'Nigger', mainly because the dog's fur is black however ~~the~~ Meena's family

(Section B continued)

are very shocked at the dog's name because of how racist it is, however Anita just considers it to be a name for a pet dog. This is a key point in the story which outlines racism and how Anita's family ~~are~~ ^{are} ~~very~~ ^{very} persuasive. They call a pet a racist name, but are fine with it.

Anita and her family are important in the novel because it helps us realise how Meena and her family stands out and contrasts to everyone else in the novel. It also helps us understand how Meena and her family try to fit in with the current time in the story.



ResultsPlus
Examiner Comments

The candidate maintains a sharp focus on the question and often refers to the key words in the question throughout the response.

A range of examples has been provided and the response begins by identifying how Anita and Meena contrast. The importance of Anita as a 'role model' is developed and how her lying and popularity influences Meena. The candidate considers specific episodes from the novel and addresses all of the bullet prompts. There is a focused conclusion which answers the question.

The social, cultural and historical context of the novel is integrated within the response and is demonstrated through the candidate's examples of events, characters and actions selected from the novel.

The candidate has clearly demonstrated a sound understanding of the novel.



ResultsPlus
Examiner Tip

The social, cultural and historical context (AO4) is often demonstrated through the events, actions and characters of a novel.

Question 8

The thematic question for *Anita and Me* asked candidates to explain why *racism* is important in the novel. Of the two questions offered, this was the most popular choice for candidates, who often demonstrated a sound understanding of the novel.

In contrast to the example provided for Question 7, this example is very brief and only offers a basic response to the novel.

Racism is very important in this novel because an Indian family moves into a small town in Tollington in which most of the people are whites and an Indian family is desisted in getting racist comments and treated badly and one of the main character Meena tries to adopt an Indian girl tries to adopt English culture, so there was a lots of racist incidents Meena and her family has to encounter.

Anita, which is a English girl

(Section B continued)

names her dog 'Nigga' which me



ResultsPlus Examiner Comments

The candidate introduces the essay, but does not provide any specific examples of racism in the text. The second paragraph begins with an appropriate example, but is not completed - possibly due to the candidate running out of time.



ResultsPlus Examiner Tip

Remind candidates to spend approximately 45 - 50 minutes on this section of the paper.

Question 9

There were fewer than 20 responses for both *Balzac and the Little Chinese Seamstress* questions. The majority of the responses seen demonstrated a sound understanding of the novel, often achieving marks at the top of the bands. Responses were often maturely expressed and sustained.

Question 9 asked candidates to explain why the Little Chinese Seamstress is an important character in the novel. Bullet prompts drew candidates' attention to her relationship with Lou, her actions after Lou leaves to visit his sick mother, and why she leaves Phoenix Mountain.

The following example gained full marks for both assessment objectives. It is a sustained response which demonstrates a secure and sound understanding of the novel.

In this novel the Little Chinese Seamstress is one of the main characters, even though the novel is based around the narrator and his viewpoints, without the Seamstress, there wouldn't be any story, there wouldn't be any conflict, there wouldn't be any love and most probably there wouldn't be any books.

The Little Seamstress ~~is~~ is portrayed as a "typical mountain girl", she is helpful to the city boys, she helps them by getting them out of work, helping teach them about present ways and beliefs, such as the "four sciences", but in the main way she helps and is when Lou is ill and she cures him with an old ancient remedy "this called Broken - heart - shards" if it weren't for the Little Seamstress ^{Leo} ~~Leo~~ would of still had malaria and from this point on this is when both the boys fell in love with the Little Seamstress.

(Section B continued)

Even though Wo 'got the girl' the narrator never stopped thinking about her. The Seamstress may have made conflict in between Wo and the Narrator, but she didn't know because she was an innocent peasant, a "mountain girl". Wo and The Seamstress were happily in love, but so was the narrator, Wo and The Seamstress were none the wiser. The happy couple first show their love for each other, physically, under the "the willow tree". Wo tells the story to the Narrator, this is when you start to notice that the narrator is trying to 'look good', he is trying to show that he is better than Wo, "I let her read it again" he gives his sheep skin coat to her to read, even though Wo wanted educate her his way, the narrator wanted to show how he could do better for her.

The little Seamstress was educated, partly, "You can class us along 'those who have completed elementary education". She was proud that she was more intelligent than the other mountain people but to Wo he thought 'that's not an education'. Wo made it his mission to educate the Seamstress in any way possible. So when the "suitcase full of books" came along he jumped at the chance to re-educate her, but he could get a hold of the books. So if this didn't happen there would be no story. So this is why the Seamstress is important in the novel, when she said changed the rest of the story "Why don't we steal the suitcase" so that's what they did they stole the whole thing and all of its content. When they had all of the

(Section B continued)

books. We started to re-educate her in his own way, teaching her how to read, teaching her different ways to write and he taught her about other cultures with his text, he showed her about capitalism, he showed her communism isn't just laws in other countries. This all may help the little Seamstress but really it was helping her more, keeping him sane while in re-education himself, the little ~~Seamstress~~ Seamstress always has helped her and the narrator by letting them help her.

Her father was in hospital so the village headman let him leave and stay by his father's sick bed, he said good bye to the narrator and the Seamstress, and we asked the narrator if he would carry on educating her when he was away, the narrator said yes. One night the narrator is reading to the Seamstress and she says "Thank you" with this the narrator's feelings for her grow but one morning when she was with the narrator she says "I have a problem" with her "I keep being sick, even this morning". From this you know the Seamstress is pregnant, she is worried that her father will get in trouble because they are not married so therefore there only option is abortion. This all happens when her father is away, she the Seamstress does not want to tell her father. They go to the city, they go to the local hospital and they find one of her father's co-workers, they think they can trust him, they make a bargain with him that they will give him a boat if he does this "no questions asked", he says yes and she has an abortion, and she asks "can you not tell her?"

(Section B continued)

So at this part, the little seamstress has had an education, love and
ambition and abortion, they do not tell her the rest of the story
'little secret', this does not help with the narrator's feelings for her,
now she has hope.

After all that goes on, all that the boys have done helped
her and saved her, she leaves. She leaves Phoenix Mountain, she
wants to be a city girl, and now she can because of her new
education and all of her experiences, now she can. She is the
main part of this story, without her the boys would not of
been fun, they wouldnt have any books and they wouldnt have
learnt to be careful for what you wish for. They educate her and
she leaves. I would say she is the main character of the book,
its all about her, her whole world, she is important.



ResultsPlus Examiner Comments

The candidate maintains a sharp focus on the character and provides a number of examples from the text to support the points made. The candidate comments that her suggestion of stealing the suitcase of books 'changed the rest of the story' and explores the Seamstress's education and relationship with Lou.

The candidate has consistently demonstrated a sound understanding.



ResultsPlus Examiner Tip

More successful responses will explain *how* and *why* a named character is important in the novel through the examples selected.

Question 10

There were very few responses to this question on *Balzac and the Little Chinese Seamstress*, which asked candidates to consider why love is important in the novel. Of the responses seen, the majority gained marks in the top bands.

This is a sound response and the candidate answers each of the bullet prompts.

Throughout the novel Love is a huge part. At first Luo says the little Seamstress is not intelligent enough from him, though she is very creative. Later on in the novel Luo is then noticed himself that he really likes the little seamstress after she cared for him when he had malaria. Once he was cured, him and the little Seamstress spent a lot of time together as he read her stories and made love with her under the ginkgo tree. Love was needed between both to express the realisation of her becoming civil enough and falling in love. In other parts of the novel, it states how the narrator is also in love with the little Seamstress, he does not tell her ~~of~~^{of} Luo his feelings but he

(Section B continued)

does help her in times like when she needed an abortion and always described her as being so beautiful. As for his love, he was struck by her. It was a love triangle between a girl and two good men who Luo knew not the wiser of the narrator's affection for the little seamstress.

Without love in the novel the story would be boring and have no interest on the characters as no tension would be there. The narrator's feelings show compassion but also jealousy which is also a part of love. He is jealous of ~~the~~ ~~narrator~~ Luo and the little seamstress but never displays it to any of them.

Evidence to display care ^{for} ~~the~~ little seamstress by the narrator was shown by a decision they'd made, "Where I would stand out the hospital for ways of getting help". This shows affection of not giving up on the lady he loves just to save her from hurt and pain and would be willing to do all he could so the little seamstress was accepted for abortion. // His affection for her was shown with such deep emotion "she was my soul mate and I was ready to spend the rest of my

(Section B continued)

life with her". This evidence proves that his love for her isn't a phase, it's real and he means it. It's important to see what one ~~or~~ less civilized girl can do to two men who find her so fascinating and ^aamazing and how that is shown through deep love on all behaviors.

The narrator also described the little seamstress as the "Princess of the mountain" in which to ~~her~~ him, she is everything ~~he~~ he could have asked for.

"Her eyes had the gleam of uncut gems" his use of description explains how beautiful she is.

// In parts at the start of the novel, the narrator asks Luo, "have you fallen in love with her?" he replied "She's not civilized, at least not for me!"

this shows a small wit of dishonesty as he wouldn't be so snappy in tone to answer a normal question. Things change and Luo does realize he loves the seamstress, he makes love, reads stories and makes sure she's always secure.

// At the end of the novel when the little seamstress leaves to go to the village, the narrator is absolutely devastated, he was angry at the little seamstress for leaving without notice for all he'd done for her but was still willing to stop her from going to the city.

(Section B continued)

"I felt as if all the complicity we had shared in procuring the abortion had been wiped from her consciousness". He is so disappointed that she left him with no happy thoughts or goodbye and that's how love reflects with emotion in the novel and is important to understand the characters real emotions // on the other hand Luo didn't seem too phased she'd gone. He didn't chase after her or stop her from going to the city. In fact he knew where she was going "She wants to go to the city, ~~he~~ she mentioned Balzac. This concludes that Luo wasn't all that bothered she'd gone but the narrator stays with upset and heartbreak.



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Examiner Comments

The candidate focuses on the theme of love and discusses Lou's love for the Little Chinese Seamstress; how the Narrator copes with his own love for her; and how Lou and the Narrator are affected when she leaves Phoenix Mountain. The response is sustained and supported with relevant examples from the text.



ResultsPlus
Examiner Tip

Candidates should refer frequently to the key words in the question.

Question 11

A full range of responses was seen for the *Heroes* questions. This question asked candidates to explain why Nicole is an important character in the novel. Candidates were provided with prompts to consider her relationship with Francis before and after the war and her relationship with Larry LaSalle. Some examiners reported that there was some confusion as to the end of the novel, with some candidates believing that Nicole and Francis live happily ever after. Some candidates appeared to deal with the bullet points independently of the main question, as they did not say *why* Nicole is an important character in the novel.

This is a very brief response, which only provides a basic understanding of the text.

Nicole was important in the novel because Larry LaSalle raped Nicole and that makes Francis try and kill Larry LaSalle when he came back from the war. Francis tries ~~and~~ to kill himself ~~in~~ in the war by jumping onto the grenade because when Larry was raping ~~the~~ Nicole and Francis was just standing there he didn't do anything, he just stood there.



ResultsPlus

Examiner Comments

The candidate has provided a summary saying why Nicole is important in the novel, but has not provided specific examples.



ResultsPlus

Examiner Tip

In order to qualify for marks in higher bands, candidates must provide specific examples in relation to the question.

Question 12

In this *Heroes* question, candidates were asked to explore the theme of betrayal in the novel. The prompts guided candidates to consider Larry LaSalle's words and actions; why Francis is angry with him and how Nicole is betrayed.

The candidate has demonstrated some understanding of the theme and this is occasionally supported by relevant textual evidence. Marks in Band 3 are appropriate for this response.

In the book *Heroes* the theme of betrayal is very important ~~beca~~ because Larry LaSalle betrays Francis when he can't control himself and tells Francis to leave Nicole and Larry on their own.

This can be seen ~~when~~ when the writer says, "The song ended and the scratching of the needle on record did not stop and I heard a sigh and a sound that could have been a moan and a rustle of clothing."

This makes me think that the actions Larry took give you a sigh of betrayal towards Francis. Moreover Francis has always admired Nicole and Larry both of them but now that Larry had raped Nicole it broke Francis's

(Section B continued)

heart and Larry ~~did~~ did not tolerate his actions and carried on with what ~~the~~ he was doing.

Also Francis feels very angry towards Larry LaSalle because of the incident that happened ~~at~~ between Nicole and Larry made Francis so angry that he ~~planned~~ planned on killing Larry LaSalle.

This can be seen when Francis says, "I am filled with guilt and shame, knowing that I just prayed for the man I am going to kill". This ~~is~~ suggests that for what he had done to ~~death~~ Nicole will always be the hatred of his heart.



ResultsPlus

Examiner Comments

The candidate tends to focus only on Francis's feeling of betrayal. Some valid points have been made, which are supported with some textual evidence. The candidate does not deal with all of the prompts and some ideas are not clear.



ResultsPlus

Examiner Tip

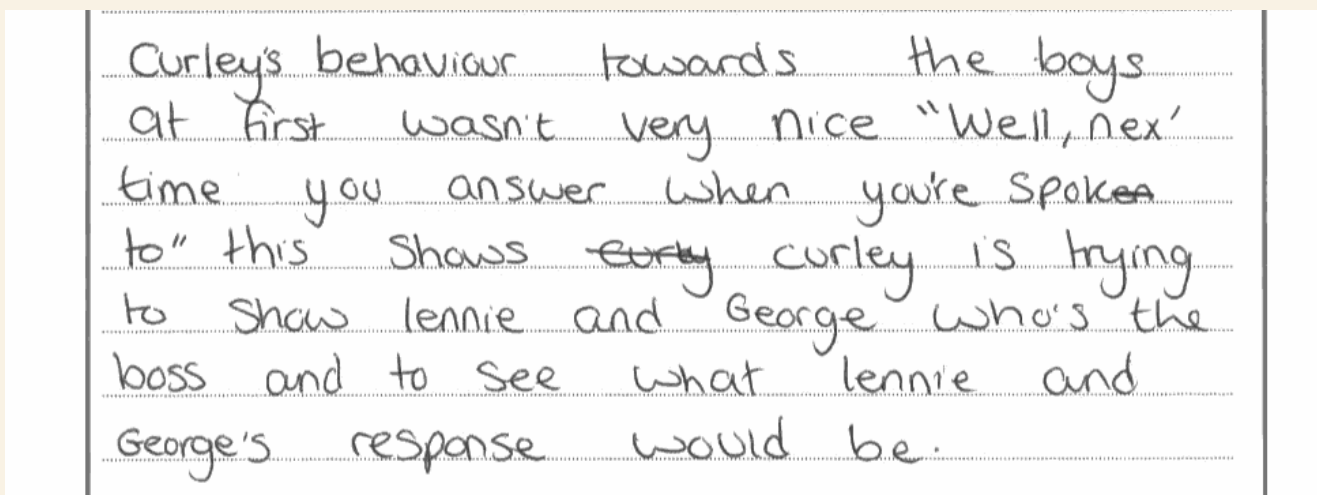
A brief plan could help candidates focus their ideas. Candidates should be reminded to answer all of the prompts, but they should also remember to address the main question.

Question 13

The *Of Mice and Men* questions were very popular. In this character question, candidates were asked to consider the importance of Curley within the novel, but some candidates either misread the question or diverged and wrote about Curley's wife. Many candidates successfully explored key areas of the text to illustrate *where* Curley featured, but often did not consider *why* he is an important character within the novel.

Examiners reported that some very successful responses had been seen and they were impressed with comments relating to Curley being a barrier to the American Dream. Other comments from examiners suggested that candidates spent too long on one area and often included some lengthy descriptions of when Curley's hand is crushed. Others commented that some candidates referred more to the film rather than to the novel. Candidates were including the social, cultural and historical context more successfully into their responses, illustrating this through the examples of events and character, rather than adding generalised historical points that were not rooted with examples from the text.

Two examples have been provided. The first is a brief response which provides a basic answer.



Curley's behaviour towards the boys at first wasn't very nice "Well, nex' time you answer when you're spoken to" this shows ~~every~~ curley is trying to show lennie and George who's the boss and to see what lennie and George's response would be.



ResultsPlus

Examiner Comments

The candidate makes reference to one quotation and one main point. There is not enough here to qualify the response for a mark in the higher bands.



ResultsPlus

Examiner Tip

Candidates should include a range of examples from across the text.

In contrast to the previous response, this is an example of an answer that gained full marks for both assessment objectives. The response is sustained and includes a range of examples.

In the novel, Curley is one of the main characters in the novel because he is the only male on the ranch who has a wife. He takes charge of their work place and keeps everybody under his control.

Curley was described as a "young thin man with a brown face, with brown eyes and a head tight curled, he wore a work glove on one hand, and, like the boss, he wore high-heeled boots" Curley has been described clearly and a man who nobody would want to make him angry. He is dressed differently to all the other ranch workers because Curley is like the boss on the ranch and takes control of everybody who is working. With

Curley wearing "high-heeled boots" it would make him look more dominant compared to everybody else because if he is speaking to one of his ranch workers, they could feel intimidated as he'd be looking down on them the whole time.

Curley has a temper on him / always looking to pick on somebody because when George and Lennie walk into the ranch to ask if there is any jobs going he had stared over at George but looked at Lennie and Curley's "arms had started to bend at the elbows and his hands closed into fists" this shows the type of person Curley is because George and Lennie

haven't done nothing to him but Curley uses his expressions to warn them away. Curley had made Lennie feel nervous as Curley confronts him and stands directly at him. Lennie was warned about Curley as he would hurt anybody who would do something wrong. This shows Curley to be a man who loses his temper quickly but for somebody who would start fights with easily.

During the novel, Curley tries to act big in front of all his ranch workers by insulting Lennie. Curley keeps pushing his luck and trying to be a bully against him but Lennie breaks his hand, which Curley then never said anything direct to him afterwards.

When Curley is trying to take charge of everybody he ~~was~~ has a dominant speech to his workers as he likes to get the work completed and so he can see his wife... but Curley's wife and Curley don't have much of a relationship in the novel because Curley has stopped her from looking and speaking to any other men on the ranch.

Curley never spends time with his wife, he just thinks it's good to be married even though she never wanted to marry him. Curley made his wife like an outsider because they never did nothing, she was stopped by him for trying to make her dreams come to reality. Curley is very controlling over her and Curley has told both

his wife and the ranch workers that nobody can speak to her as she just belongs to him and nobody else should be allowed to have her.

Curley speaks to his ~~the~~ ranch workers in a negative way sometimes because when all the people are working he wants more to be done, so he pressures them more but when they have a day off (or afternoon) they had a game of horseshoes (chapter 5) and all of them was getting along really well but when Curley had found out about ~~the~~ his wife being killed, All the ranch workers had got together with Curley to hunt Lennie down. Curley can have a mixed relationship with them when he needs too. "I'll kill the big son-of-a-bitch myself. I'll shoot him Tim in the guts. Come on, you guys." This shows that Curley does need people to help him because Curley wouldn't be able to find Lennie on his own but Curley makes and expects his workers to follow and do what he is about to do because Curley said "Come on guys."



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Examiner Comments

The candidate maintains a focus on the character and begins by exploring Curley's appearance, making relevant points about his 'high-heeled boots'. The response continues by discussing Curley's body language, which reflects his temperament and attitude towards others. Due to the sheer number of points made about the character, a sound understanding is demonstrated. More reference to the question and a conclusion would have enhanced the response further, but holistically it is answering the question.



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Examiner Tip

Remind candidates to provide a brief conclusion which explicitly answers the question.

Question 14

This *Of Mice and Men* question was the most popular by far. The question drew focus to George and Lennie's dream and the bullet prompts directed candidates to explore what they say about the dream, how Candy is affected and finally how Crooks feels about the dream. Some candidates omitted to discuss Crooks's thoughts and feelings about the dream and did not refer to his offer of help towards the end of the fourth section. Often candidates would explain about Curley's wife being killed, but would spend too long on explaining what her dream was, when the focus of the question was on George and Lennie's dream. There was a great deal of awareness about the American Dream, although often the points made were not illustrated with specific examples from the novel.

As this was the most popular response, a range of examples has been provided,

This is an example of a basic response, gaining marks in Band 1.

George and Lennie's dream is very important in the novel. It is the only thing that motivates Lennie to work hard and not do bad things. Candy wants to tag along with their dream for a large sum of money because soon he will get too old and the boss will kick him out. He would have a hard time because there was no welfare for retired people at the time.



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Examiner Comments

The candidate makes some relevant points, but has not actually said what George and Lennie's dream is. The response does make some reference to Candy.

In order to qualify for a mark in a higher band, the candidate would need to identify George and Lennie's dream and provide a greater range of examples.

This second example gains marks at the top of Band 2, as the response is 'limited'.

George and Lennie say that guys like them are the loneliest guys in the world they got no family and they don't belong no where so there going to save up some money from the ranch what there going to work at and they are going to buy there own ranch so they have no one to bother them ther is just them and a few animals. There saying they have a future for themseve.

Candy is overwhelmed by their dream because that dog was all he had left in his life and when they shot the dog Candy got lonely because the dog was part of his family and know Curley can join the dream he has something to look

(Section B continued)

forword in life.

Crooks says the dream is very crazy but he wants in because he is lonely because every at the ranch calls him names and bullys him he his not even aloud to sleep in the bunkhouse with the other guys. Croocks is very lonely he aint got no family left and he aint got no one to talk to so he wants in so he has somebody and something in his life.



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This response sometimes includes appropriate examples with close reference, rather than direct quotations, to the novel. The candidate paraphrases and makes some reference to George and Lennie's dream, albeit briefly. Points often lack clarity or focus and there is some confusion when the candidate refers to Curley instead of Candy. The final paragraph is mainly an overview about the treatment that Crooks receives. The phrase '*he wants in*' suggests Crooks' desire to be part of the dream. Responses need to be more sharply rooted in the text.



ResultsPlus Examiner Tip

Candidates can either uses quotations, refer to specific examples, or paraphrase when providing examples in Section B.

This was one of our exemplar scripts which demonstrates how a candidate can gain marks in Band 5 by simply making some very 'sound' comments.

The importance of George and Lennie sharing a dream is ~~that~~ the time the book is set ^{in the 1930s} it is a very hard life style to get on with so their dream helps them and gives them something to believe in through all the hard times it gives them hope. George and Lennie's dream is that they will get a little place there going to have a cow some pigs maybe some chickens they will have a little piece of Alaska see the rabbits. That is their dream.

Lennie tells Crooks about his dream his reaction was that when he was a little boy and he starts having a flashback of where and what he did when he was little. Crooks starts to crush Lennie's dreams by saying it's never going to happen. Crooks starts saying that there have been hundreds of men like them trying to get

(Section B continued)

some land but it's just never going to happen. Crooks changes his mind he goes from thinking it's a stupid idea until Candy says they already have the money. Then Crooks offers to lend a hand and get in on this dream so he can get off the ranch.

Candy is excited by when it is mentioned they he offers to pay money in so he can join in and get on this deal. Candy is very excited about Sh's dream but when George is forced to kill Lennie, Candy is

worried that because of this incident the dream is not going to happen any more.

Everyone's idea of the same dream got ruined because one person is out of it but the one person who did get to be in there dream was Lennie. Because George was describing the dream before Lennie got shot Lennie was not in his dream physically but mentally he was already there. so Lennie dream was the only one that came true.



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This brief response has its strengths. The candidate has included some detailed close reference and some paraphrasing in order to support some perceptive comments that have been made. For example, the candidate refers to Crooks 'crushing Lennie's dream' and 'Lennie was not in his dream physically, but mentally he was already there' and then ending with the strong point: 'Lennie's dream was the only one that came true'.

Through the candidate's use of economic expression, a sound understanding has been demonstrated.



ResultsPlus Examiner Tip

A response does not need to be several pages long in order to demonstrate a 'sound' understanding - as this script clearly demonstrates.

Question 15

The character question for *Rani and Sukh* focused on Divvy. Candidates had three prompts to consider: Divvy's relationship with Rani; how his father expects him to behave; and how Rani and Sukh are affected by Divvy's actions. These prompts provided candidates with a wide range of points that they could have included in their essays. A range of responses was seen, but often candidates did not deal with each of the points in sufficient detail.

This is a basic response to the question, which superficially deals with each of the bullet prompts. For each of the ideas, the candidate could have provided closer textual reference and offered some exploration of each point made.

Divy is an important character in this novel because at the end of the novel he destroys Rani's life at the end Sukh dies because of Divy as Divy Stabs him. Throughout the whole novel Divy follows them to see what Rani gets up to because Divy doesn't trust Rani, Rani and Sukh are affected by Divy because he is always with Rani and Sandhu's family and Bains dislike each other so Rani and Sukh's relationship is affected by Divy.



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Examiner Comments

The candidate clearly knows the story, but has simply not provided enough detail or close reference to the text. The response can only gain marks in Band 1 as it is a basic response with limited textual reference.



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Examiner Tip

Candidates should answer ALL of the bullet prompts in as much detail as possible.

Question 16

The theme of family relationships was the focus for this *Rani and Sukh* question. Candidates were asked to explore the similarities and differences between the Bains and Sandhu families and how Rani and Sukh are affected by the actions of their families. This proved to be a less popular option for candidates with fewer than 100 responses seen. A full range of marks was awarded and candidates engaged with the text.

This response gains marks in Band 4, as it demonstrates a mostly sound understanding of the text and is mostly supported by relevant textual reference.

The Bains and Sandhu families are similar because of their belief of the importance of family honour.

The Bains family is of a Sikh culture, and the Sikh culture is more forgiving - even though they will still be unhappy ~~is~~ if their family honour is disturbed.

The Sandhu family is of a Jhat culture, and the Jhat culture is rather opposed to forgiveness. ~~The~~

Unlike Sikh's, Jhat's see ruining family honour is a crime only reparated with death to the persons involved. Family honour means everything to them.

Sukh has a good relationship with his parents and his older sister. ~~The~~ Sukh respects his sister a lot, as it says "She wasn't some timid, shrinking-violet type like lots of other ~~the~~ Asian women, who

(Section B continued)

bowed to the pressure from their families."

However, Rani doesn't seem to have a very good relationship with her family. Since Rani was the youngest child, and a female, she was seen more of a subdominant woman who fetched things - like her mother does. She does not get along with her suspicious brothers.

The family relationships are important in the novel because of the actions of what happened in the past, with Billah Bains' and Kulwant Sandhu's secret love (and Kulwant being pregnant). Billah ~~Bains~~ Bains was Sukh's uncle and Kulwant was Rani's aunt. They link the two families together with the feud that followed.

Since Rani and Sukh follow in Billah and Kulwant's shoes, the consequences are even more aggressive (with Rani's family). Sukh's family were upset to hear that Rani was pregnant, but decided to take her in and try to make peace with the Sandhu family.

Family relationships are important in the novel because

(Section B continued)

they drastically determine the ~~at~~ outcome of the novel, for example, "He looked at his brother, his eyes on fire" shows how angry Divy is when he finds out Sukh is a Bains. This shows that Divy is passionate about his family.

As Rani's mother says "Are we going to be the victims of that family again...?", it shows the humiliation the Sandhu family face.



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Examiner Comments

There is a generally sound understanding of the theme of family relationships. The candidate often refers to the question, but points could have been developed further and supported with some closer textual reference. Had, for example, some examples been followed with some comment and the final point about 'humiliation' been explained in more detail, the response could have qualified for marks in the top band.



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Examiner Tip

Encourage candidates always to make a comment following a specific example and make reference to the key words in the question.

Question 17

Riding the Black Cockatoo remains the least popular text choice, but the responses seen are often successful. Candidates are often sympathetic to the context and Aboriginal culture and the text lends itself to the exploration of the social, cultural and historical context.

In this character question, candidates were asked to explore how John is changed by the past and were provided with prompts to consider John's childhood memories of Aborigines; what he learns about Aboriginal culture and how he is affected by these experiences. On the whole, candidates dealt with all of these prompts.

This is an example of a response gaining marks in Band 5 for both assessment objectives.

John is changed by the past, because ever since he was little his parents hated aborigines or were racist, also they had an aboriginal skull in their living, being polished and by used as an ashtray. This affected him because ever since he was little he was brought up to believe that aboriginals were bad and to be racist. 'Well; I grew up with an aboriginal skull on my mantelpiece.' He almost thought it was normal to have someones skull on their mantelpiece, because in the past he was never ~~thought~~ taught any different. He always had childhood memories of how they used to have parties and everyone used to use the skull as an ashtray. 'My beloved childhood home sounded like a cross between Ripley's Believe it or not and the trophy came from Wolf Creek.

He was starting to realise that that wasn't the normal thing to be brought up with, and most people found it disgusting and sick. John was always brought up to believe that Aboriginal People were not people at all that they were animals, and slaves.

He said 'Like a kangaroo - iconic in the wild but troublesome on our paddock.' He believed that the aboriginals were animals brought up in the wild.

Throughout the text John learns the most important things about aboriginals like where the skull (Mary) had come from and how important it was for John to get her back to her rightful place, back in the Wammba, Wammba country. He was learning that just because it's just a skull doesn't mean it has to not be buried in its rightful birth place. He learns that the white Australian's and the aborigines were totally different because the white Australians took over the aborigines land and brought all sorts of diseases, and sexually transmitted diseases. 'I explained that Dad had given Mary a liberal coat of lacquer every couple of years to preserve the bone' He had also learned that giving Mary a liberal coat had damaged the bone, but still fine to bury him. Also that there was 'a Red-tailed black cockatoo!' which he used as a theme for

Mary's reburial surface.

John's ~~is~~ was affected by his experiences because he had learnt so much, and he didn't know what to do with it all. He learnt so much about Mary, and was so happy that he gave him a proper burial, that he ~~he~~ thought he had a better light on what Aborigines are and what they are all about. 'I was really trying to justify a wrongdoing.' He was realising that what his family done was wrong, and he couldn't justify ~~why they were~~ why they done it.

'Stories, that I had ignored'. He realises that it

wasn't just his family's fault it was his as well for not doing anything about it, when it most counted.

John has learned so much about aboriginal culture and now he is happy to say he has, given back what was rightly the aborigines.



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Examiner Comments

The candidate answers each of the bullet points and keeps a sharp focus on how John is changed by the past. A range of examples supports the points made and the social, cultural and historical context is integrated within the answer. The candidate explores how John has learnt that his and his family's past beliefs about Aboriginal cultures were wrong and takes some ownership of this, stating: 'I was really trying to justify a wrong doing'. The selection of evidence and navigation around the text demonstrates a secure and sound understanding.



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Examiner Tip

A range of methods can be used to explore characters. This can be achieved through the themes of a text, by chapter, key events, or the social, cultural and historical context.

Question 18

Although there were very few responses to this *Riding the Black Cockatoo* question, candidates responded confidently to the theme of learning in the text. The three prompts aided candidates and asked them to consider the events that change people, what people learn from the handover ceremony, and how people change by what they learn.

This is an example of a response gaining marks in Band 5. The candidate demonstrates a sound understanding throughout the response.

In this novel learning is very important because it is all about John gaining better understanding of Aboriginal culture.

In this novel there are many key events that change people and their way of thinking. Right from the start when John discovers the skull he wanted to know more about it and where it came from this is what started his journey.

Then John met some other people like Jason the Wamba Wamba songman and Gary, these people on the spiritual journey with John to help him understand Aboriginal culture. The next main event that changed people was at the campsite with the ~~spirit~~^{sacred} flame. This was a changing point because it was the first glimpse of all the Aboriginal traditions. It also changed people because the new reporters turned up and were very disrespectful of all their traditions they forced cameras in their faces and they left coke cans all around the campsite. This really upset the Aboriginal people and this meant you could see how much this means to the aborigine.

people and this was a changing point. The last main changing point was the handover ceremony of Mary's skull. This was a main changing point because it was an insight for civilian people about ~~the~~ ^{their} culture and their way of life.

The characters in the novel with John in particular learnt a lot from the handover ceremony. This was an educational event for everyone because ~~John~~ ^{John} Dannalis portrays a real aboriginal ceremony with a bowl made of bark and the sacred smoke billowing from the fire. However it was just the way the ceremony went people can see their spiritual beliefs, their sacred hymns and most importantly their incredible respect for the dead. The handover ceremony was really a repatriation ceremony where Mary was going to be returned to ~~Mankoo~~ ^{Koori country} ~~where he could be reunited with his friends and family.~~

Overall in *Riding the Black Cockatoo* a lot of people have changed mainly in spiritual ways. John has learnt to always respect other cultures and traditions. He is now aware of all feelings surrounding aboriginal culture and he fully understands the ceremonies that go with it. John's dad has learnt a very valuable lesson, everyone has different ways of

doing ~~it~~ you just have to respect them and let them get on with their lives. The aboriginal people have learnt that not everyone understands their culture some ~~of~~ ^{people} need educating about it and they have to be just as respectful to the white Australians as they do to the aboriginal people. So in this novel nearly everyone learnt at least important thing.



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Examiner Comments

The candidate begins with a clear focus on the question. The point about when John 'discovers the skull' is not exactly right, as it was an ornament he grew up with, but this does not negate any positive points. Each of the bullet points has been addressed and appropriate examples are provided to support the points made.

The response would have benefited from a clear conclusion and some closer reference, such as how John's father changes.



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Examiner Tip

Answering each bullet point, and providing examples for each, can help to secure higher marks.

Question 19

To Kill a Mockingbird questions were on the whole successfully answered. In this character question, candidates were asked to consider the importance of Scout within the novel. The prompts looked for points about Scout's relationship with Atticus, what she learns from Tom's trial and how she is affected by events after the trial. Several candidates included these points and included some of their own, such as Scout's education. Some less successful responses tended to believe Scout is a boy and found the third bullet difficult to answer.

The following response gained full marks for both assessment objectives. The candidate has demonstrated a sound understanding throughout the essay.

Planning.

trial of Tom:
that the black people are not given a fair chance and that they judge them on their skin colour and set up 'Don't see how any jury can convict what we heard.'
Scout is shocked when Tom is pronounced

after the trial:

she has proved to Scout! they are v close and of grown up, she doesn't agree with prejudices. open with each other.

and finds that Boo Radley is actually a nice man. 'What is Rape?'
"Atticus, he was real nice" feels open to ask anything and Atticus replies truthfully.

(Section B continued)

19) Scout is a very important character throughout this book, the book shows how she matures and learns new things.

Scout's relationship with her father Atticus is a very close one, they are very open with one another and are always honest.

'What is rape Atticus?' This quote shows she's not afraid to ask her dad difficult unpleasant questions. Also the way Scout calls her dad Atticus because it shows equality in their relationship shows Atticus has tried to bring her up to be a fair and honest child.

The trial of Tom Robinson has a big impact on Scout at school and to herself. At school Scout gets in to a fight after Cecil Jacobs ~~says~~ announces 'Scout Finch's daddy defends Niggers!' At first Scout is ashamed and angry about it lashes out on Cecil. But after talking to her dad she realizes that ~~it~~ it's a good thing ^{which} Atticus is doing. So she defends her dad. "You take that back, boy!" Scout shouts this at Cecil after speaking

(Section B continued)

to Atticus which proves her loyalty to her family.

The trial also teaches Scout that black people are not given a fair chance and treated differently ~~for~~ based on their skin colour. The trial proves to her ~~that~~ this after Tom gets convicted. "Don't see how any jury can convict on what we heard." This proves she is mature enough to rise above the racism and listen to the facts of the case ~~to~~ to form her own decision and not just follow the crowd and be a racist.

After the trial ~~to~~ Scout shows she has matured and has overcome her prejudice. "Atticus, he was real nice." This quote is about Boo Radley, the mysterious man ~~they~~ ^{they} at the beginning of the book ~~to~~ ~~try~~ ~~and~~ ~~find~~ ~~out~~ ~~what~~ ~~he~~ ~~looked~~ ~~like~~, ^{was} to see if he matched the ^{horrid rumors.} ~~entire myth.~~ Scout says this after speaking to Boo after the incident in which Mr Ewell tried to kill Jem. This shows Scout isn't bothered by

(Section B continued)

What people have to say about Boo, but she herself thinks he's a nice man, despite all the bad talk and rumours she has risen ^{above them and} ~~about it~~ found ~~he isn't~~ all what he's made out to be, in fact completely the opposite.



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Examiner Comments

The response begins with some focused planning. Although planning does not gain any marks, examiners do look at it and will take into consideration any points that are made if the candidate runs out of time.

The candidate deals with each of the prompts and provides evidence for the points made. The response is confident, and includes some points about how Scout 'has overcome her prejudisim [sic]', and how her attitudes towards Boo change. Again, a clear conclusion is lacking in the response, but there is enough evidence for the marks to be awarded.



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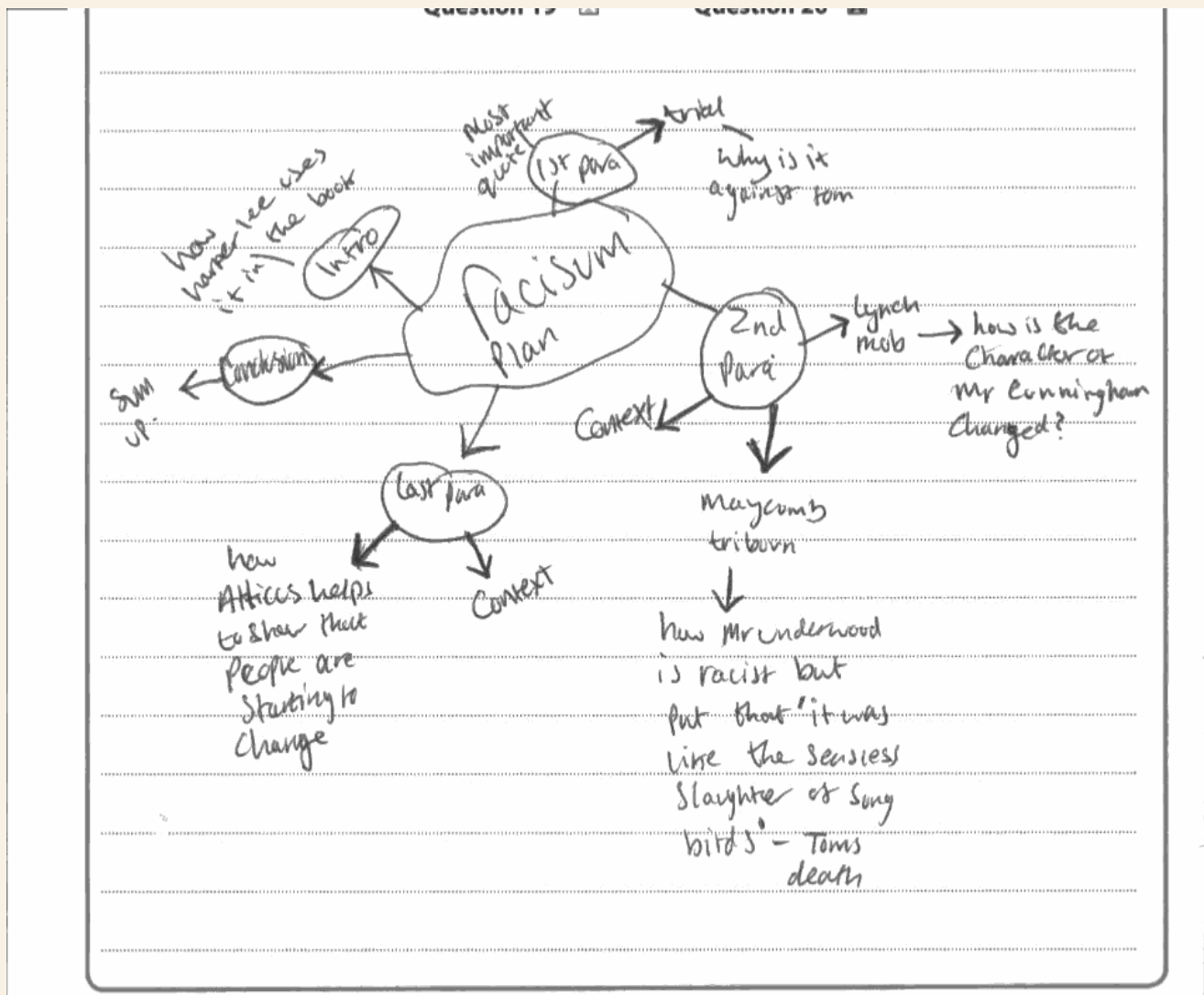
Examiner Tip

By including and going beyond the bullet points, candidates can often attain higher marks.

Question 20

The theme question in *To Kill a Mockingbird* related to *racism*. Most candidates responded confidently to the question and had been well-prepared. The majority of candidates responded to each of the bullet prompts, which related to the words and actions of characters who are racist, the trial and how racism affects characters in Maycomb County. There were some sweeping statements relating to the social, cultural and historical context such as how *all* black people were treated at the time throughout America and often these points were not made in relation to the examples that had been provided in the response.

This a limited response. The candidate has made some valid points, but it is likely they ran out of time as the planning suggests that the candidate had other points to make.



(Section B continued)

In 'To kill a Mockingbird' Harper Lee the author presents what it was like in 1930's Alabama and all over America at the time, ^{for example} ~~the~~ the Scottsboro trials where nine men were wrongly accused or raping 2 white women, and shows ~~that~~ how racism was a normal aspect of everyday life.

Evidence from the novel to back up this idea of racism is 'He was ruttin on my mayella' this harsh language ~~in~~ in the trial scene helps to show the attitudes towards black people in them days. The word 'ruttin' is slang ~~is~~ and is used in an offensive context ~~aimed at Tom~~, this helps to show that Mr Ewell is a disgusting man and that he is 'trash'



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Examiner Comments

The response begins with a plan, which has clearly helped the candidate to focus ideas. The candidate begins the essay with some social, cultural and historical background relating to the Scottsboro Trials and racism throughout America. The second paragraph begins to discuss the novel and includes some textual evidence, but there is little there relating to the novel itself.

The marks for both assessment objectives are placed at the top of Band 2, as in the planning there are some ideas that the candidate has not had the opportunity to write about, such as Mr Underwood's comments in the Maycomb Tribune.



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Examiner Tip

The social, cultural and historical context must support the points and examples provided from the text and should not be treated separately.

The essay must be a literary one; not historical. AO4 is more often assessed through the characters, events and themes within the novel and the examples provided by the candidate. Any historical points should be in support of the evidence provided - and this does not have to dominate the response.

Section A

No examples are provided for this section. In 'Section A' are those responses where candidates did not identify which question they were answering and these responses are placed here for examiners to mark. There were 366 responses where candidates failed to identify which question they were answering - or had crossed more than one box. A reminder would be helpful.

Section B

There are no examples provided for 'Section B' (as explained for 'Section A') as these are responses where candidates have not identified which question they have responded to. For Section B, there were over 500 responses which did not have the question number clearly marked. Wherever possible, we should like to get this large number of 'unidentified responses' reduced and very much appreciate your help with this through general reminders.

Paper Summary

A full range of responses was seen throughout the marking of the paper with candidates demonstrating an understanding and appreciation of the texts that they had studied. Many candidates have gained marks in the top three bands.

Candidates often spent too long on part (a) of Section A, to the detriment of other areas of the paper and often this meant that part (d) of the question was either too brief or, in some instances, not attempted. More specific feedback has been provided in the body of this report. For part (a) of Section A, candidates should remember simply to 'outline' the key events rather than writing in detail. A bullet-pointed list is sufficient.

For Section A, the key message is to remind candidates that they should only refer to the extract for Parts (a), (b) and (c) of the question. Any points or comments made from outside of the extract are not creditworthy. For Section A, the social, cultural and historical context (AO4) is *not* assessed.

By far, the most popular texts are *Animal Farm* and *Of Mice and Men*. There were very few responses for *Balzac and the Little Chinese Seamstress* and *Riding the Black Cuckoo*.

There were some candidates who attempted both of the questions relating to their text. Candidates should be reminded that they should only answer one question from Section B.

Successful essay responses were those that focused on the bullet points of the question, developing these points and often demonstrating some insight. Candidates often supported their points with textual evidence and there were fewer 'historical' essays that simply focused on the social, cultural and historical background of the texts rather than providing a response to the text.

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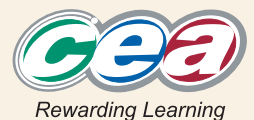
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