

GCSE English Literature  
5ET1H/01

Great Expectations  
Higher Tier

The purpose of this pack is to provide centres with the question paper, mark scheme and a set of exemplar materials with commentaries.

The individual documents can be found on our website at [www.edexcel.com](http://www.edexcel.com)

Included in this pack:

- Question and extract from Summer 2012 Paper
- Marked scripts with the mark and band
- Examiner commentary and mark scheme

## ***Great Expectations***

### **Extract taken from Chapter 9.**

“You are to wait here, you boy,” said Estella; and disappeared and closed the door.

I took the opportunity of being alone in the court-yard, to look at my coarse hands and my common boots. My opinion of those accessories was not favourable. They had never troubled me before, but they troubled me now, as vulgar appendages. I determined to ask Joe why he had ever taught me to call those picture-cards, Jacks, which ought to be called knaves. I wished Joe had been rather more genteelly brought up, and then I should have been so too.

She came back, with some bread and meat and a little mug of beer. She put the mug down on the stones of the yard, and gave me the bread and meat without looking at me, as insolently as if I were a dog in disgrace. I was so humiliated, hurt, spurned, offended, angry, sorry – I cannot hit upon the right name for the smart – God knows what its name was – that tears started to my eyes. The moment they sprang there, the girl looked at me with a quick delight in having been the cause of them. This gave me power to keep them back and to look at her: so, she gave a contemptuous toss – but with a sense, I thought, of having made too sure that I was so wounded – and left me.

But, when she was gone, I looked about me for a place to hide my face in, and got behind one of the gates in the brewery-lane, and leaned my sleeve against the wall there, and leaned my forehead on it and cried. As I cried, I kicked the wall, and took a hard twist at my hair; so bitter were my feelings, and so sharp was the smart without a name, that needed counteraction.

My sister’s bringing up had made me sensitive. In the little world in which children have their existence whosoever brings them up, there is nothing so finely perceived and so finely felt, as injustice.

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## Great Expectations – Higher Tier – part a)

(a) From the extract, what do you discover about the character of Estella?

Use **evidence** from the extract to support your answer.

(8)

### Script 1 response to part a)

#### Band 3 – 6 marks

6a) Estella is a prominent character in Great Expectations, Charles Dickens has made her appear as a heartless, horrible girl.

In this extract Estella belittles Pip and makes him feel small, as she constantly calls him "boy" although they are the same age. This shows Estella feels more <sup>authoritative than</sup> ~~important~~ <sup>and important</sup> Pip, due to the class she has been fortunatley raised in.

Estella continues to make Pip feel small by ~~repeatedly~~ mentioning ~~Pips~~ his "coarse hands" and "common boots". This continues to bother Pip, he mentions "They had never troubled me before" however after Estellas comments Pip says "they trouble(d) me now." ~~Estella is so cruel to Pip due to his class, although she is so young.~~

Estella continuously bullies Pip and barely looks at him, making Pip feel like a "dog in disgrace". She knows how to make someone feel hurt.

Estella lastly, eventually makes Pip cry. ~~Altho~~ Although Pip is quite young, it would take something ~~as~~ really horrible to make him cry, as he has ~~p~~ had alot worse, for example, ~~being~~ being hit by the tickler, ~~and~~ losing his parents and ~~brothers~~ ~~ers~~, and his ~~dead~~ scary frightfull meeting with Magwitch. Pip also feels that Estella is "delight led" that she is the cause of his tears.

Overall, Dickens has first made out that Estella is a bully, by assuming she likes to talk down to people, and that she is ~~happy~~ majorly happy when she makes someone cry. This shows that Estella ~~is~~ wants to be more important than Pip, and she feels she has "power" over him, due to her higher rank in social class.

The candidate makes perceptive observations about the character of Estella and supports the answer with textual references from the extract.

The candidate does stray outside of the extract at the end of the response by referring to Pip's upbringing from earlier in the novel which would not be rewarded.

#### Examiner summary:

The candidate refers to Estella as a 'bully' and that she 'belittles' Pip which are perceptive comments. There is some confusion around the references to Pip's appearance and the response moves to events outside of the extract.

#### Band this response achieves in the mark scheme:

3	6-8	<ul style="list-style-type: none"><li>• Perceptive understanding of the character.</li><li>• Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.</li></ul>
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**To move up the band:** This response needs to focus more closely on the character of Estella from the extract and refer more accurately to the extract.

**Script 2 response to part a)  
Band 3 – 8 marks**

a) In the extract, we discover that Estella is a cruel and nasty character, there to make Pip's existence a misery. Firstly, we find that she is arrogant and condescending; this is shown ~~by~~ when she refers to him as 'you boy'. This could link back to her own upbringing, as Miss Havisham has brought her up that way, to break the hearts of men. She is also depicted as insulting, ~~with~~ by making Pip feel like 'a dog in disgrace.' This brings the impression that she feels she is too above Pip; ~~not even~~ 'without even looking at me' which again goes back to her upbringing in it's own sense. Another thing we learn about Estella is that she is vindictive, this is shown when; 'the girl looked at me with a quick delight in having been the cause of them', referring to Pip's tears, she appears to have delight in making somebody cry.

The candidate makes perceptive observations about the character of Estella and supports the answer with textual references from the extract.

**Examiner summary:**

*The candidate shows a perceptive understanding of the character of Estella from the extract and uses evidence from the extract to support their response.*

**Band this response achieves in the mark scheme:**

3	6-8	<ul style="list-style-type: none"><li>• Perceptive understanding of the character.</li><li>• Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.</li></ul>
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This response received full marks.

## Great Expectations – Higher Tier – part b)

(b) Comment on the effect of the language used to present the character of Pip in the extract.

Use examples of the writer's language from the extract.

(10)

### Script 1 response to part b) Band 4 – 7 marks

b) Dickens has used very descriptive language to present Pip to the reader.  
~~He uses~~ Dickens uses descriptive language like "coarse hands" and "common boots" to really highlight Pip as being a poor boy. "Common", tells us that Pip is not of any importance and of a low class. Dickens has used words like "common" to automatically tell us Pip's rank in ~~society~~ society.

Pip is also said to be "sensitive". This language makes us really feel that Pip has been hurt a lot in his life. ~~Dickens has used this word to highlight the point that~~

Dickens has used words such as "humiliated, hurt, spurned, offended, angry and sorry" to ~~to~~ tell us in depth ~~how~~ how Pip is feeling. These words show a lot more emotion than other descriptive words that could have been used, for example sad, upset etc. This is because they are more descriptive, and tell you he isn't just sad, he is hurt.

"Wounded" I feel is the strongest word in the extract. ~~is~~ Pip being described as wounded ~~say~~ is a strong adjective, and I feel Dickens has used this in the early stages, to show what effect Estella actually has on him.

The candidate makes assured observations about how the writer presents the character of Pip and uses examples from the extract to support their arguments.

### Examiner summary:

*The candidate makes some assured observations about how Dickens presents the character of Pip by describing his appearance and how he is feeling.*

### Band this response achieves in the mark scheme:

4	7-8	<ul style="list-style-type: none"><li>• Pertinent reference to how the writer achieves effects.</li><li>• Assured understanding of linguistic, grammatical, structural and presentational features of language.</li><li>• Assured use of relevant examples from the extract.</li></ul>
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**To move up to the next band:** This response needs to build on the response and discuss how the writer presents the character of Pip in more detail.

Script 2 response to part b)  
Band 5 – 10 marks

b) Pip's character is shown to be rather fragile in the novel extract. The way in which he describes his hands as 'coarse' uses the adjective to make him appear to be ashamed of them. Another way in which he is presented is the way he describes how he was feeling: 'humiliated, hurt, spurned, offended, angry or, sorry' the use of the list implies he's indecisive and confused about how he feels, and ~~has~~ the writer has deliberately used juxtaposition to make him appear such. The way in which he describes his upbringing, is also effective in how he is presented in the extract. How he is 'sensitive' making the reader feel sorry for him by using such an adjective, this is furthered when he cries, over-exaggerating it slightly for effect.

The candidate makes perceptive observations about how the writer presents the character of Pip and uses examples from the extract to support the arguments.

**Examiner summary:**

The candidate makes some perceptive, and sometimes sensitive, observations about how Dickens presents the character of Pip with reference to language features throughout the response.

**Band this response achieves in the mark scheme:**

5	9-10	<ul style="list-style-type: none"><li>• Convincing reference to use of text by writer to achieve effect.</li><li>• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li><li>• Perceptive use of relevant examples.</li></ul>
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This response received full marks.

## Great Expectations – Higher Tier – part c)

(c) Explore the significance of injustice in the extract.

Use **evidence** from the extract to support your answer.

(10)

### Script 1 response to part c)

Band 4 – 7 marks

c) Injustice is very significant in the extract. Estella would not have made such an impact on Pip if she was so pleasant, the fact she doesn't treat him right makes the story more interesting and makes us want to read on.

It is also significant because such injustice in Pips life, has made him feel "sensitive". Pip feels that "children have their existence whosoever brings them up" Pip is ~~fine~~<sup>having</sup> to agree with this but deep down he disagrees, and doesn't feel that just because someone is brought up into a class, doesn't mean they should have a better "existence" than someone who has been brought up in a world, where they are poor and of a ~~slow~~ low class.

Injustice is very significant to this extract as it is ~~not~~ the main reason why Pip has these "Great Expectations" because he wants to become a Gentleman to impress Estella, the events in this extract are the main kick for Pips later descions.

The candidate makes assured observations about the significance of injustice in the extract with some examples from the extract

### Examiner summary:

*The candidate makes some assured points about the injustice in Pip's life and Stella's behaviour with some good examples from the extract. The response is rather general in places and needs to have a sharper focus on the extract.*

### Band this response achieves in the mark scheme:

4	7-8	<ul style="list-style-type: none"><li>• Pertinent reference to extract supported by relevant textual reference.</li><li>• Explanation of significance of theme in the extract shows assured understanding.</li></ul>
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**To move up to the next band:** This response needs to expand on the points made about the theme of injustice in the extract by referring more closely to the text.

## Script 2 response to part c)

### Band 5 – 10 marks

c) Injustice is displayed within the extract in two ways; one from Pip's point of view as he's being hurt by Estella and his upbringing, and one from Estella's own upbringing. Estella is shown to have ~~a sense of good within her~~ on the one hand ~~being~~ be cruel and nasty purely from her upbringing. The main point is Pip however. He's shown to be treated as such for no real reason besides it other than Estella's contempt and attitude. When he questions his ~~to~~ hands and ~~to~~ boots on the line: 'They had never troubled me before' it gives the impression he is ~~confused~~ ~~yet~~ hurt at the same time, describing them as 'vulgar appendages' in disgust for his own belongings. Estella is also shown to be attempting private justice, yet misunderstanding that her intentions are unjust and is participating in injustice. 'Having made sure I was that I was so wounded' gives the idea that she is even trying to harm Pip, for Miss Havisham and their cruel ideology. The way Pip describes the way he children are brought up also links back to injustice. 'In the idle world in which children have their existence whoever brings them up,' which is quite a sensitive line from Pip, showing how their is injustice everywhere, with children unable to choose who brings them up, as Pip's been brought up by his equally vindictive sister.

The candidate makes perceptive observations about the significance of injustice in the extract with relevant examples from the extract.

### Examiner summary:

The candidate makes some assured points about the injustice in Pip's life with some good examples from the extract.

### Band this response achieves in the mark scheme:

5	9-10	<ul style="list-style-type: none"><li>• Convincing reference to extract supported by sustained relevant textual reference.</li><li>• Explanation of significance of theme in the extract shows perceptive understanding.</li></ul>
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This response received full marks.

## Great Expectations – Higher Tier – part d)

(d) Explore the significance of injustice in **one other** part of the novel.

Use examples of the writer's language to support your answer.

(12)

### Script 1 response to part d)

#### Band 4 – 8 marks

D) Injustice is also shown in when Joe comes to London. Pip begins to become more snobby, and although Joe does not judge Pip ever, it soon becomes clear that Pips views are different.

Joe refers to himself as Pips "servant" and he is very fond of Pip. This is due to the fact Joe respects Pip and he has no injustice in any way towards Pip.

However, Pip gets annoyed more easily as he notices that Joe's hat is falling off the "chimney piece" "at intervals."

Pip continuously loses his temper with Joe and picks up Joe on the fact he calls him "Sir" alot. He also leaves quite quickly due to the fact Pip mentions "Miss Havisham" wants to see him.

Joe and Pip used to have alot "in common" however now Pip looks down on Joe, and feels he is much more important, he later feels guilty.

This shows injustice as Pip is now looking down upon his upbringing, even though once he related to Joe and the fact they were "both brought up by hand".

The candidate makes assured observations about the significance of injustice in one other part of the novel.

The response moves away from the other part of the novel towards the end but this does not detract from the other valid points made.

#### Examiner summary:

*The candidate refers to a relevant part of the novel and makes assured use of relevant examples from the text to discuss the significance of justice. The response does move away from the chosen part of the novel and become more general in places.*

#### Band this response achieves in the mark scheme:

4	8-10	<ul style="list-style-type: none"><li>Assured use of relevant examples from the text to demonstrate knowledge about theme/character.</li><li>Assured understanding of linguistic, grammatical, structural and presentational features of language.</li><li>Pertinent selection of textual detail to support interpretation.</li></ul>
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**To move up to the next band:** This response needs to explore the writer's use of language in more detail and build upon the points made about Pip's treatment of Joe.

Script 2 response to part d)  
Band 5 – 12 marks

d) Another significant extract where injustice is significant is where Magwitch describes his dealings with Compeyson to Pip. When Magwitch describes that 'his punishment was light' shows that being a gentleman can get you undeserved positions, and even reduce the punishments for crimes, as shown. How Magwitch was sent down for life - the gentleman Compeyson got off for doing the same crime, if not worse. This in itself is an injustice as the law system at the time is wrong and corrupt. This could even be Dickens implying such from his own experiences at the time. As well as that, in the same extract it is revealed that; ~~Young Havisham's~~ name 'Compeyson is the man who professed to be Miss Havisham's lover.' This is another sense of injustice in the sense that Miss Havisham did nothing wrong to deserve such, yet she has been entangled in the web of Compeyson like so many others. This also ends up affecting the lives of Estella, Pip, and others because of Compeyson. Injustice at it's finest. Magwitch describes Compeyson's character as 'so good' which also implies that abrupt decisions were made concerning the trial and assumptions were made based purely on a changeable attitude of a character.

The candidate makes perceptive observations about the significance of injustice in one other part of the novel with convincing selection of textual detail.

**Examiner summary:**

The candidate refers to a relevant part of the novel and makes perceptive use of relevant examples from the text.

**Band this response achieves in the mark scheme:**

5	11-12	<ul style="list-style-type: none"><li>• Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character.</li><li>• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li><li>• Convincing selection of textual detail to support interpretation.</li></ul>
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This response received full marks.