

GCSE English Literature
5ET1H/01

To Kill a Mockingbird
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

Included in this pack:

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

To Kill a Mockingbird – Higher Tier

*20 Explore the theme of racism in the novel.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(Total for Question 20 = 40 marks)

Script 1
40 marks

AO1 – Band 5 – 16 marks

AO4 – Band 5 – 24 marks

Racism is a significant theme in the novel as represented through the Tom Robinson case. This case depicts society as a power cradle for the white community. Racism is displayed throughout the novel as the constant occurrence of the word 'nigger' and 'negro' shows. Even the narrator Scout is subject to this racism, as the question 'do all lawyers defend negroes, Atticus?' shows. The racism is certainly displayed, however the simple use of the word 'negroes' shows how Scout is subconsciously racist. The school is seen to be a microcosm for Maycomb county so the fact that all the children are racist even at their age just emphasizes ~~how~~ the extent of the racism in the county with the adults. Atticus goes against society and tells Scout 'don't say nigger', showing his moral values and teaching of the up coming generation. The nativity of Scout reveals also the racism in the teachers towards the closing of the novel another classroom microcosm brought out the racism in the white community. 'Miss Gates' 'hates Hitler a lot' because he is persecuting the Jews, however whilst coming out of the Tom Robinson case she said 'it's true somebody taught 'em a lesson. This just shows how inconsistent people are with their words, and how people know what is right and what is wrong but simply cannot bring themselves to act morally. The inability to act in the community at home shows how powerful racism is within a community. Miss Gates hates Hitler for being

a community. Miss Gates hates Hitler for being racist, yet she cannot stop herself being racist either. This is representative of all adults in the community.

Racism is also evidently the only reason Tom Robinson was condemned and prosecuted. Throughout the court case it slowly became evident through Atticus that it was not possible for a disabled and 'respectable' man to rape Mayella. Lee uses an Ewell as the appellant as she wants to emphasize even if a despicable person accuses a 'black' man then the white person will always win regardless of anything else. The entire community at first despised Tom, however as the court case became clear they became less concerned with Tom and just more despised at Bob Ewell. Nonetheless regardless of what Bob Ewell had done, Tom was always going to lose. Atticus uses this case, which should have only lasted minutes but actually dragged on for hours, to let the community see the extent of the racism. It is not possible for Atticus to change the views of the current community, however by enabling Scout and Jim to see, he is essentially planting the seed for the next generation to hopefully overcome this social prejudice.

Moreover, ~~the~~ racism is profoundly represented through the character Tompkins Raymond. Scout says that he was 'an evil man', depicting how society saw him. However this soon changed as they found out what he was really like and realized he was not the

man everyone made him out to be. The reason he acts 'drunk' is because 'it helps folks if they can latch on to a reason'. This emphasizes the idea that the community are racist to the extent ~~to~~ of not being able to comprehend his actions as they simply 'can not understand'. Dolphus represents acceptance whereas social perception of him simply represents racism and prejudice.

Racism is also symbolic in the chapters regarding the snowman scout and Jem have built of Mr Avery, creating a 'caricature'. As there was not enough snow for a real snowman, ~~the~~ they had to put together mud first and then go over it with white snow. This suggests that regardless of 'black' or 'white', they are one as the snowman was made of both 'black' and 'white' snow. However because the white snow was embodying the 'black' it depicts the idea of how 'white's' have more power of the 'black' people and trap them in a community. This is further accentuated when Miss Maudie Atkinson's

triggers the ~~snow~~ snowman to melt again, where the black and white snow intertwine and fall together. This is symbolic as the 'natural' fire in fact caused the 'white' and 'black' snow to come together. This suggests by nature there should be no racism, ~~however~~ and that all the racism is man-made, much like the ~~snow~~ snowman was initially made by the children. This idea is particularly significant in the novel as it represents the idea of what racism ~~is~~ actually is and what racism actually should be.

Racism however is not only present in the white community, but also in the black community. The fact that Calpurnia changes her speech shows how the black community once again only take in

people whom they consider to be like themselves. This looks back to Dolphus Raymond and how his mixed race children have no sense of belonging anywhere, as both races are racist to one another. This is ~~perhaps~~ perhaps fuelled by social prejudice, the real racism in the world and presenting it as unjust. ~~Thus~~ Atticus is changing the future perception towards racism in a community.

Examiner summary:

The candidate shows a perceptive understanding of the theme of racism in the novel and supports the points made with sustained relevant textual reference. There is also convincing reference to the context of the novel.

Band this response achieves in the mark schemes:

AO1

5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.
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AO4

5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>
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This response receives full marks.

Script 2

*19 In what ways is Scout a significant character in the novel?

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(Total for Question 19 = 40 marks)

40 marks

AO1 – Band 5 – 16 marks

AO4 – Band 5 – 24 marks

Scout is a significant character in the novel a number of ways, the main point being that it is a great lesson for her where her eyes are opened to the World and it's 'bad things'. One of the early stages where a lesson is shown is the significant quote from Atticus, 'You never really understand a person until you consider things from his point of view.' This is Atticus explaining one of his most important teachings, of respect and equality. This of course comes in useful later on - at the trial - when Scout loses ~~a great~~ some of her innocence viewing one injustice of the trial. We see things from her point of view, and as such we are influenced by her opinions, yet also her life-lessons, with her young naive naivety being removed. The trial sequence is very prominent, as it's a shock for both Scout, Tom, and Dill when the trial is held. Scout is also ~~signif~~ significant as some elements of the novel are written in retrospect from her in her adult years, allowing some insightful points to be made at times, separate from the childish humor and naivety, such as the reference to Bob Ewell pursuing them as 'Shuffle-foot' which also brings somewhat of a lighthearted feel to the novel at times.

Scout also plays as the narrator of ^{novel} the book which allows us to feel more involved with the characters, for instance at the trial where she narrates 'Then, Atticus did something he didn't ordinarily do.' Once more it helps show how their family life is depicted whilst helping Atticus be understood as a character better. Another part Scout plays is a younger

sister, giving insight into her relationship with Jem and their love for each other. For instance at the trial when Jem says 'Don't you feel good about this, Scout?' her naivety and ignorance is shown to us. Viewing the novel from Scout's eyes helps us learn from her experience, too. From the lessons from Atticus to her 'scuffles' with Jem and her 'lady lessons' from Aunt Alexandra, Scout remains the singular most prominent character in the novel as a child and learner. Another example of her learning is the Tim Johnson incident where she starts off by describing Atticus as feeble, later on being contradicted when he's revealed as 'the Deadeast Shot in Maycomb' which also reveals to us of their secretive and reclusive father and further sets the theme of family life. Overall, Scout is significant as a character as we view the novel through her eyes, learning from her own lessons which helps develop our own understanding of Maycomb, and its people, as well as her views on the events and people within as she lives it.

Examiner summary:

This response shows a perceptive understanding of both the character of Scout and the context of the novel. The candidate supports the points with sustained relevant textual reference.

Band this response achieves in the mark schemes:**AO1**

5	14-16	<ul style="list-style-type: none">• Convincing responses to text supported by sustained relevant textual reference.• Selection and evaluation of textual detail show perceptive understanding of theme/ideas.
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AO4

5	21-24	<ul style="list-style-type: none">• Convincing reference to context supported by sustained relevant textual reference.• Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>
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This response receives full marks.