

Examiners' Report  
June 2012

GCSE English Literature 5ET1H 01

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# Introduction

## Assessment Overview

This English Literature 5ET1 Higher tier examination consists of two sections and lasts for 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, which is equally weighted with 40 marks for each section.

## Study of Prose Texts

**Section A:** One text from the Literary Heritage (the 4 part question). There is only one question per text and candidates should answer all four parts of the question. The maximum marks for each section of the question are: part (a) 8 marks; part (b) 10 marks; part (c) 10 marks and part (d) 12 marks. Total 40 marks.

**Section B:** One text from Different Cultures (essay). Candidates provide a response to one of two questions. Assessment Objective 1 carries a maximum of 16 marks and Assessment Objective 4 carries a maximum of 24 marks. Total 40 marks.

## Question 1

By far, *Animal Farm* was the most popular choice of text for Section A. For Part (d) of the question, several candidates chose to write about when Boxer was taken to the 'knackers' and how the events that followed demonstrated the pigs' dishonesty.

This candidate gains a total of 9 marks.

(a) we discover that "comrade Napoleon" is in power as he "pronounced a solemn decree: the drinking of alcohol was to be punished by death." we also discover that Napoleon ~~betray's~~ manipulates the other animals on the farm by changing one of the seven commandments because he knows that the animals aren't intelligent and ~~can't~~ ~~read~~ read. "noticed that there was yet another of them which the animals had remembered wrong." Napoleon also betray's the animals as he ~~made~~ pronounced a solemn decree that the punishment to drinking alcohol was death and he goes and changes ~~the~~ the seven commandments &

from "No animal shall drink alcohol"  
to "No animal shall drink alcohol  
to excess."

(b) The pigs and the animals have  
a very ~~horrible~~ <sup>horrible</sup> relationship and  
this is shown through how

Napoleon "orders" the animals  
to do stuff that he wants. ~~and~~  
~~the pigs manipulate~~ The pigs manipulate  
and betray the other animals  
by changing the commandments  
and knowing the animals won't  
say nothing. "seemed to understand  
but would say nothing."

;) Dishonesty is used ~~at~~ throughout  
this extract. From when ~~the pigs~~  
Napoleon changes the commandment  
"they had thought that the  
FIFTH commandment was 'No  
Animal shall drink alcohol' but  
there were two words they had  
forgotten. Actually the commandment  
read: 'No Animal shall drink alcohol  
to excess'."

(Section A continued)

(d) Dishonesty is shown in chapter <sup>1</sup>~~3~~,  
page <sup>16</sup>~~15~~. Where the missing  
milk went. There was "five buckets  
of frothing creamy milk" and the  
animals got sent to work but  
Napoleon ~~and Snowball~~ ~~and~~  
said that "he <sup>will</sup> follow in a  
few minutes" and when the  
animals got back the milk had  
gone to find out shortly later  
that the missing milk "was  
mixed everyday into the pigs  
mash".



## ResultsPlus

### Examiner Comments

Part (a) The candidate has demonstrated a thorough understanding of the character, Napoleon, with points made relating to: power, manipulation, betrayal with 'Napoleon's solemn decree'. The response is supported with a good range of evidence from the extract. Band 2, 4 marks.

Part (b) The response begins with a reference to how Napoleon 'orders' the animals to 'do stuff'. This is too vague and requires closer reference to the extract. The quotation 'Seemed to understand, but would not say nothing' is from the extract, but a sharper focus on the question and more examples from the extract are required to qualify this response for a higher band. A sharper focus on specific language points is required. Band 1, 2 marks.

Part (c) The candidate begins by repeating the question and only makes one point: 'Napoleon changes the commandment'. The rest of the response is a large quotation from the extract. Band 1, 1 mark.

Part (d) Although the candidate begins by providing the wrong area of text (the chosen extract is from Chapter 2), it is an appropriate selection of a relevant part of the novel. The response demonstrates a generally sound understanding and knowledge of the 'dishonesty' theme. The points made lack development. Band 1, 2 marks.



## ResultsPlus

### Examiner Tip

Candidates should select specific words and phrases from the extract and formulate point, evidence, explain answers for each example provided.

Candidates are credited for the development of ideas relating to the examples provided.

This candidate gains a total of 18 marks.

In this particular extract, we can discover a few things about the character of Napoleon. Firstly, it appears that he is a very important character to the rest of the animals as he is the one who makes the rules, this is shown by the phrase 'Comrade Napoleon had pronounced a solemn decree: ~~the~~ the drinking of alcohol was to be punished by death'. In particular, the word 'pronounced' ~~is~~ furthermore suggests he is an important character as it shows he is the one in control. Secondly, the reader gets the impression that Napoleon is very eager ~~and~~ and serious about his work on the farm.

~~This~~ this is illustrated by the fact he recovered very quickly from being unwell instead of dragging the illness on ~~to~~ to get attention and fuss from the other animals. 'By the evening of that day Napoleon was back at work'. Another thing we can learn from this extract about Napoleon is that he is



very selfish, this is highlighted to the ~~reader~~<sup>reader</sup> by the fact he was giving orders to ~~plough~~ plough up a small paddock which was set aside for the animals who were past work as a grazing ground and he wasn't even going to re-seed it, '... but it soon became known that Napoleon intended to sow it with barley.' ~~Finally~~ Finally, at the end of this extract, we learn that Napoleon is very hypocritical as demonstrated by the phrase 'Actually the

Commandment read: "No animal shall drink alcohol to excess", this shows that he is hypocritical as the original commandment read ~~"No animal shall drink alcohol"~~ 'No animal shall drink alcohol'.

1b)

In this extract it is ~~is~~ quite clear that the pigs are the most important animals on the farm, this is demonstrated by the phrase 'The dogs immediately made a ring round squealer, and

escorted him back to the farmhouse. This phrase shows how the dogs are the ones meant to look after the pigs as shown by 'escorted' meaning they helped Squealer back. It also suggests that the pigs are somewhat celebrities on the farm and the dogs are their body guards which is highlighted by 'the dogs

immediately made a ring round Squealer'. Also, because Napoleon is the most important animal on the farm and he is a pig, all the other pigs seem to be more important than the rest of the other animals.

1c)

In this extract Napoleon is very dishonest. He requests for the grazing ~~ground~~ ground for animals who were past work to be pulled up and told the animals that the pasture was exhausted and needed to be re-seeded, but the animals soon find out that Napoleon was intending to sow it with barley. The fact that Napoleon is dishonest to the animals plays an important part



an enemy'. In chapter 10 it becomes clear that obviously Napoleon ~~was being~~ again lied as Squealer had essentially turned into a human, 'It was Squealer walking on his hind legs'. It soon became apparent that all the pigs had gone against the first commandment demonstrated by 'And a moment later, out from the door of the farmhouse came a long file of pigs, all walking on their hind legs'. ~~They~~ This is seen as dishonest as the pigs promised to ban animalism and in the end they just turned into humans.



**ResultsPlus**

**Examiner Comments**

Part (a) This is a perceptive response exploring several points about the character. It begins with Napoleon being 'important' and moves on to other points such as being 'selfish' and ending with 'hypocritical'. The candidate has employed a range of discriminating evidence. The 'eager' point is valid, but ideas are not fully explored. The candidate has developed some points and used point, evidence, explain. There is sufficient evidence and points made to warrant full marks. Band 3, 8 marks.

Part (b) The candidate demonstrates a sound understanding, but only focuses on one quotation when the dogs 'escorted' Squealer back to the farmhouse. The point made is developed and the part which refers to the 'pigs are somewhat celebrities', qualifies this for a mark in Band 2, 4 marks.

Part (c) The candidate opens with a clear focus on the question, but only refers to one example of dishonesty within the extract. Much of the response loses the initial focus and would have benefited from further evidence and examples from the extract. Band 2, 4 marks.

Part (d) The candidate has selected an extract from the end of Chapter 10, but there is a tendency to refer to the whole novel and there is some confusion about the term 'animalism'. The response lacks a sharp focus and analysis of a specific extract. Band 1, 2 marks.



**ResultsPlus**

**Examiner Tip**

In Part (a), candidates will qualify for higher bands if they penetrate the extract for as many examples of the character as possible.

For Part (d), candidates should choose an extract similar in length to the one provided and select specific words and phrases in order to explore the theme.

This candidate gains full marks for each of the parts (a), (b) and (c), despite a few careless errors. In view of how long candidates are given to answer each section, the response is detailed and understandably the presentation has become somewhat untidy.

1) George Orwell explicitly portrays Napoleon powerful and authoritative. He does this by describing how Napoleon 'pronounced a solemn decree' that alcohol drinking was punishable by death. The extreme punishment set out by Napoleon suggests he is wicked-minded and is desperate to stamp his authority on the farm by accentuating the extreme measures to be taken if the men are lazy.

~~Orwell~~ Orwell conveys how just after feeling better before the possibility of his dying, he was 'back to work' the 'evening of that day'. This depicts how Napoleon is seemingly hardworking and determined to be back to his job on the farm as soon as possible. He is desperate to remain feared and remain as the leader and so he ~~goes~~ goes back to work as soon as he is feeling better but better

Napoleon's dictatorial ~~trait~~ trait ~~is~~ is highlighted by how he 'instructed' Whymper to purchase 'some bottles'. ~~At~~ ~~the~~ Orwell indicates how Napoleon did not ask but 'instruct' Whymper portraying how he has power over the animals who possibly fear him and automatically give into his demands.

~~However~~ Orwell <sup>demonstrates</sup> ~~the~~ Napoleon's  
deceit in the extract. He does this by  
announcing how, although it was suggested that  
the retirement paddock was to be 'ploughed  
up' just to be 're-seeded', Napoleon  
unlawfully, and without consulting it, is  
said to be intended to sow it with 'Baking'  
Orwell accentuates how Napoleon works  
for and by himself, letting no one know of his  
ideas, and deceiving the other animals in the  
process. Thus, Napoleon is ~~not~~ conveyed to be  
dishonest and selfish.

(Section A continued)

Napoleon's arrogance is picked up <sup>when</sup> ~~by~~ how  
Orwell describes how it was learned that ~~he~~ (Napoleon)  
had instructed Squealer to do not have the  
decency to tell the animals of what is happening  
himself and therefore he is portrayed to <sup>think</sup> ~~only~~  
himself and feel no need to tell the animals of whom  
he feels ~~is~~ are beneath him.

b) ~~However~~ Orwell establishes a lack of  
togetherness in the farm. By incorporating  
the word 'them' into the extract where  
referring to how Snowball was able to tell  
them, Napoleon was 'on the way to recovery, ~~he~~  
he portrays a distance between the pigs  
and the other animals, as well as a divide.  
The author that the pigs ~~do~~ look down on the  
other animals and this is accentuated by how  
~~Snowball~~ Squealer refers to the other animals  
insultingly as 'them' and not by their names or  
'the animals'.

## ~~Notes~~ ~~Suggests that~~

Orwell depicts the animals arrogant and self-assured superiority against the humans by ~~the~~ depicting how 'the dog ~~was~~ escaped ~~to~~ (Squealer) back to the farmhouse'

The use of the word 'escape' depicts Squealer (and through the rest of the pigs) as feeling that they are the greater <sup>force</sup> ~~power~~, and they want to assert their authority by intimidating and bullying the other animals by 'the dogs'.

Orwell, at this point, depicts how the animals 'rushed' out of the stalls after hearing the call in the middle of the night. The striking verb 'rushed' conveys that the animals want to be back to see the camera with urgency, perhaps to see what was happening but to someone no one was hurt, including the pigs. There is, ironically, despite the ~~fact~~ suffering and pain the pigs bring to the other animals on the farm, the ~~fact~~ animal still ~~to~~ desperately wish to know everything and everyone are well.

~~The~~ The dramatic using the ~~extra~~ helps the reader to understand the manipulation of the animals. <sup>Not</sup> The animals 'could ~~find~~ <sup>find</sup> farm as <sup>the incident</sup> ~~is~~ as to what ~~the~~ meant' Ironically, the reader ~~is~~ <sup>is</sup> ~~is~~ exactly what has happened. This ~~is~~ highlights ~~the~~ ~~fact~~ ~~is~~ the deceit and the exploitation of the animals and truly accelerates the lack of respect the ~~the~~ pigs have for the animals.

3) Dishonesty is conveyed by how Squealer, in the 'moonlight' night, came out a basket <sup>not</sup> wishing to be disturbed. Ironically, the reader knows exactly why this is done - the dead go right but the animals do not, and cannot comprehend this. However the reader understands that Orwell ~~illustrates~~ indicates dishonesty as Snowball, who ended up 'temporary' comes out the basket <sup>at about twelve o'clock</sup> to avoid being caught ~~do~~. He <sup>was pointing</sup> ~~is pointing~~ the wall with alternate candour, exploiting the animals' lack of intelligence and by doing this in the dead of night, Orwell accentuates ~~how~~ how Squealer is being deceitful and denies in his cunning act.

The most significant examples of Dishonesty are implied by Orwell about ~~Snowball~~ Napoleon. Orwell subtly highlights how ~~the~~ Napoleon wishes to <sup>lie to the</sup> ~~deceive~~ ~~the~~ animals by intending to sow the 'grainy-ground' 'with barley'. This is different to

the prearranged idea for the ground which was 'given out' to the animals. ~~This is different to~~ ~~that~~ ~~by~~ Orwell <sup>not only highlights</sup> ~~indicates~~ how the <sup>Napoleon</sup> ~~animals~~ ~~had~~ had deceived the animals, yet accentuates <sup>his lack of</sup> ~~his~~ ~~care~~ ~~towards~~ ~~the~~ ~~animals~~, nevera tells the animals of his change in plan (if it ever really was a change), prompting speculation that Napoleon is compulsively dishonest.







## Question 2

On the whole, responses to Question 2 *Dr Jekyll and Mr Hyde* were confident and often gained marks in the higher bands. A range of examples was provided when exploring the theme of 'fear' in Part (d) of the question. Many candidates chose to explore an extract from the 'Story of the Door' or 'The Carew Murder Case'.

On the whole, responses to Question 2 were well-answered. In this first response, the candidate gains a total of 36 marks.

2a) Stevenson gives a lot of evidence about the character of Mr Utterson. "Bless me, Poole, what brings you here," this <sup>line</sup> highlights Utterson's confusion as to why Poole has turned up in the middle of the night, ~~he~~ <sup>he</sup> ~~thinks~~ <sup>thinks</sup> something is wrong, this is later confirmed when he asks, "Is the doctor ill?". This proves that the character of Utterson can be quite insightful. In the line, "tell me plainly what you want," illustrates Utterson's caring and good nature. This is also conveyed throughout the series of questions <sup>that</sup> Utterson asks Poole in the Extract, "Now my good man... what are you afraid of?". In this extract Mr Utterson is also shown to be a curious man but with his friend's best interests

at heart.

2b) Stevenson uses a range of language devices to present the character of Poole in the extract. He ~~uses~~ uses short clauses to build tension regarding Poole's ~~the~~ night visit, "there is something wrong". He also uses emotive language to convey Poole's fear, "I wish I may die if I like it". This allows the reader to ~~sympathetic~~ feel sympathetic towards Poole and also curious as to what news he brings to Utterson. Stevenson also uses ~~repetition~~ repetition in this extract, Poole repeats the line "I can bear it no more". This highlights his worry for Dr Jekyll's situation but also his ~~worry~~ worry of telling Mr Utterson about it, he is scared. Once Poole begins to get comfortable in Utterson's company, he starts to open up, "I think there's been foul play". The language used in this extract

to present the character of Poole has a sympathetic effect on the reader. Poole's fear contrasts with Utterson's curiosity which leaves the reader with unanswered questions.

2c.) Fear is very significant in this extract as it is the foundation of Poole's emotions. He wants to tell Utterson without giving away too much as ~~he~~<sup>he</sup> is fearful of what might happen next. The line 'you know the doctor's ways, sir', ~~conveys~~<sup>conveys</sup> Poole and Utterson's common knowledge of Dr Jekyll's questionable methods.

However, this time it is different and Poole's confirms this when he says "Mr Utterson, sir, I'm afraid". Now to Mr Utterson this is all normal behaviour, but he can see that Poole is worried. He tries to understand all the details by asking Poole what he is afraid of, but Poole avoids his question. Towards the end of the extract, Poole can no longer contain his fear and he asks Mr Utterson to ~~return~~ go with him so he can witness his worries with his own eyes.

2d.) Fear is also significant in the chapter 'Incident at the window'. ~~Stevenson uses a range of language devices to convey this.~~ In this chapter fear is experienced by Dr Jekyll, Mr Utterson and his cousin Mr Enfield. The line "it is quite impossible; I dare not", highlights Jekyll's fear of the unknown. At this point he understands that he has lost control of Hyde and cannot risk his true evil nature being uncovered. Stevenson uses gothic conventions to convey fear in this chapter, for example silence. Silence allows the mind to wander and create wild imaginations,

"Mr Enfield only nodded his head very seriously and walked on once more in silence."

Stevenson also use religious language, "God forgive us!", this highlights Utterson's fear for what they

have just witnessed. At this time, religion was very important in society which proves Utterson thought this also.



### ResultsPlus Examiner Comments

Part (a) The candidate has demonstrated an assured understanding of the character. A range of points are made about Utterson, such as: 'confusion', 'insightful', 'caring', 'good nature' and 'curious'. Had more evidence from the extract been provided, the candidate could have qualified for the full 8 marks. Band 3, 6 marks.

Part (b) A perceptive understanding is demonstrated in this response. A range of linguistic techniques is explored and there is a mature and sophisticated point made at the end of the response: 'Poole's fear contrasts with Utterson's curiosity'. Band 5, 10 marks.

Part (c) Although a succinct response, this focuses entirely on the question. The convincing opening places 'fear' within the spectrum of Poole's emotions as the 'foundation'. The candidate's use of alternatives, signposted by 'but', 'as', 'however', indicate a maturity of expression. Band 5, 10 marks.

Part (d) The candidate has selected the 'Incident at the Window' as an appropriate choice. This is a maturely expressed response with comments such as: 'Silence allows the mind to wander and create wild imaginings.' Further examples would have qualified the response for the top band. Band 4, 10 marks.



### ResultsPlus Examiner Tip

Succinct and maturely expressed points are credit-worthy.

The following is an example of a full mark response.

2)  
a) Utterson is a good friend of Jekyll and is normally described as a lawyer of a "rugged countenance" and his face was never "lighted by a smile". By this we expect to discover him as a very serious and selfish person.

In this particular extract Stevenson has the tendency to portray Utterson as a lovable and caring person. We get the feeling Utterson feels solitary in his "bachelor house" and therefore is happy and "surprised to receive a visit from Poole". This is why Utterson does his best to placate "the servant" by making him "take a seat" and giving him a glass of wine. He tells him to "take his time" as he wants company.

Utterson is shown as a brave individual, instead of being frightened he tries to get Poole to "be explicit" and gives him alcohol maybe to get him to talk more.

Although Poole visits Utterson to announce there's "something wrong", Utterson comes across very nosy and pushy as he keeps nagging Poole to "tell him what it is". This then makes Poole invite Utterson to "come along and see for himself". Utterson does not hesitate at all and he doesn't come across afraid, but instead he seems curious to understand what Poole is talking about, therefore he rises and gets "his hat a great coat" to set off on the quest to resolve Poole's problem.

b) Stevenson has used a range of figurative language in this whole novel, in this extract Stevenson tries to describe every single feeling and emotion Poole expresses.

Poole seems to be well respected and friendly by Utterson, this is because Utterson's reaction to seeing Poole is a positive one and he is "surprised" to see Poole. This indicates that Poole is popular and his company is treasured.

Stevenson helps us create the mental image of the scene, he does this by including ~~the~~ characters' reactions to other for example instead of Poole confessing ~~something~~ "there's something wrong" Utterson immediately

discovers this. This makes the extract more realistic and helps outline the concern Utterson has for Poole, showing that Poole is cared for.

Poole is "afraid" and doesn't hesitate to confess this, showing he is a man that expresses his emotions. Utterson asks "what he wants?" Poole seems to be in shock as he doesn't tell Utterson instead he wants him to "come along to see for himself" showing he doesn't want to solve this problem on his own. This is portrayed as Poole continues to "disregard the question".

Poole seems to be a caring person and in this extract so does Utterson, Poole claims that "he doesn't like it" and that if he did he would die from the guilt and shame of this displeasing issue.



Stevenson makes Poole ask the question at the end maybe to show how Poole can get people to become anxious and tense. He doggedly disregards the questions showing that he likes to talk and wants to explain at his own pace.

~~to conclude~~ Poole is presented as a friend as he's referred to as "my good man" by Utterson.

c) In this novella "Jekyll and Hyde" is a main theme along with duality, mystery and many more. This novel is a gothic horror therefore, we expect to detect a melancholy mood.

In this extract Utterson does not really show he is scared, in fact, Utterson seems more confident and eager to discover the reason for Poole being "afraid for about one week".

Poole shows many signs of fear by not drinking the "untasted" wine. This shows signs of nerves and fear. Utterson also provides a great deal of care by "sitting" him down and giving him a drink.

Utterson can detect fear and can see there is ~~seriously~~ "something seriously amiss". Poole "cannot look it anymore" and speaks this which shows his fear and worry of this dejecting image he has.

Poole "didn't say" anything as he again is maybe afraid of the consequence. He requests that Utterson comes along which shows that Poole is very disturbed

and needs someone with him or this "fear" will stay with him.

he makes it out to be  
Poe asks and ~~it seems that it's~~ Utterson who wants to come and "see for himself" as he doesn't ask him to come but instead he says "see for yourself". When Utterson agrees we discover that a minor part of Poe's fear has disappeared as there is a "greatness of relief".

Utterson shows no fear as he doesn't hide away from the question, instead he ~~gets up and~~ <sup>"rises"</sup> straight away and observes the surrounding like the "butler's face" and the "full glass of wine".

d) In chapter one "Story of the door" we ~~can~~ can observe and see some fear shown by Enfield when he describes "a small man" walking "over a girl eight or ten".

Enfield begins to "long for a policeman", showing he wants back up to capture this "ugly" thing.

When Enfield is telling the story Utterson's "voice changes", this may be due to the horrific image portrayed in his mind.

Enfield adds "it's nothing to hear" but it was "hellish" to witness, showing the image still haunts

Enfield.

Hyde, or as Enfield says, the "damned juggernaut" "gave" Enfield one look, this ~~was~~ "had brought out a sweat on his <sup>fore</sup> running" showing his feelings of fear and how he was afraid to see this "horrible part of a thing's face".

Enfield also adds the fear of the little girl as she "was not much worse, not frightened according to the sawbones". The language used by Stevenson helps us detect this fear, as the little girl was "screaming" and the horror of a man just walking over an innocent body, without hesitation.

Later on in the chapter when "they do their best" to make him pay there a circle of hateful faces, showing the amount of fear has decreased. But there was a "man in the middle" still "frightened" showing that Hyde put fear into some individuals.



## ResultsPlus

### Examiner Comments

Part (a) This is a perceptive response. There are several references to Utterson's caring and solitary personality. The candidate makes reference to the character not being frightened or afraid and that he shows no hesitation in his actions. Band 3, 8 marks.

Part (b) The candidate begins with a strong focus on language, although examples of 'figurative language' could have been provided. The candidate uses embedded quotations to support the points made about Poole. Several points are made and specific words and phrases are selected rather than longer quotations. Band 5, 10 marks.

Part (c) There is a strong introduction, which mentions the themes of 'duality' and the 'gothic' genre which contribute to the 'melancholy mood'. A perceptive understanding of the text is demonstrated. The response is maturely expressed and a number of points are made, which are supported with selective quotation. Band 5, 10 marks.

Part (d) The candidate has chosen an extract from the 'Story of the Door' and has provided a range of specific language points in order to explore the theme of 'fear'. Band 5, 12 marks.



## ResultsPlus

### Examiner Tip

Encourage the use of selective quotation.

### Question 3

Most candidates approached parts of this *The Hound of the Baskervilles* question confidently. A range of points was made about the characters of Watson and Holmes. Some candidates appeared to have found the 'truth' theme more difficult to answer in Part (c), but often had more success when exploring an appropriate example for Part (d).

The following response gains more success in parts (b) and (d). The candidate gains a total of 18 marks.

a) From the extract I discover Watson is the narrator of the novel. 'Holmes said little more' this is to show that Watson is telling the reader what exactly the characters are doing. I also discover that Watson is trying to be like Holmes by asking lots of questions to show Holmes that he can be a good detective. 'Is it like anyone you know?' This conveys that Watson aspires to be just like Holmes one day but as to prove to Holmes he can do it.

b) The language used to present Holmes is very formal just like Holmes. The author uses language to suit Holmes' personality. 'Holmes said little more.' This shows how Holmes isn't much of a talker. He'll ask lots of questions but having a conversation with him, it wouldn't last long. Whilst Holmes is talking, the author doesn't use words such as good, he uses 'marvellous... succession... evident' this then shows Holmes is more intellectual than the others in the novel. To show how confident Holmes is with his

answers Conan Doyle use the rule of three to back up what Holmes says. 'Prim, hard and stern.' This then shows the reader that Holmes means business.

C) Revealing the truth is significant because this then can later go on to prove how mad Stapleton is. The portraits they find could be the missing link in their investigation into finding out about Stapleton. Holmes seems to think the picture is a portrait of ~~Watson~~ ~~and~~ Stapleton and Watson then replies with 'It is an interesting throwback.' This shows that when investigating anything hidden things always crop up to throw a spanner in the works and confuse things. Holmes seems to think ~~that~~ that this portrait they have found is what they have been looking for. 'We have him, Watson, we have him.' By repeating 'we have him' makes the reader believe they have all the clues now to finish their investigation but they still haven't caught and killed the hound.

D) The truth is revealed in the section where Holmes is found to be the man on the ~~the~~ moor. 'Never more glad to see anyone in my life.' This shows how Watson wouldn't have been able to finish the investigation if Holmes had gone. Also on the same section of novel truth is revealed by Holmes, 'Excellent Watson!' This shows that

now Holmes has trust that Watson can conduct his own investigations but still needs Holmes there to support him in his actions. The truth is revealed yet again in the same section whereby Holmes comes clean about not telling Watson where he was and what he was doing. 'Why keep me in the dark?' This shows that Watson needs to know where Holmes is so he can be there and learn Holmes' skills.



## ResultsPlus

### Examiner Comments

Part (a) The response begins with a statement identifying that 'Watson is the narrator' and links the point to the extract. Further points of wanting to 'show Holmes that he can be a good detective' and 'Watson aspires to be just like Holmes', demonstrate a sound understanding of character. More examples would have qualified for a higher band. Band 1, 3 marks.

Part (b) In this succinct response, the candidate demonstrates a thorough understanding of how the writer achieves effect through the use of language. A number of examples are presented, such as the use of questions, list of three, and formal language - for example 'marvellous' rather than 'good'. Band 3, 6 marks.

Part (c) The first point made does not focus sharply on the extract and the response is only beginning to demonstrate a sound understanding of the theme. There is some confusion relating to the 'interesting throwback' and the response loses focus on the question. Band 2, 3 marks.

Part (d). This response is beginning to demonstrate a thorough understanding, although more examples and analysis from the chosen extract would have benefited this response. The point about 'Watson wouldn't have been able to finish the investigation if Holmes had gone' is assumptive. Band 3, 6 marks.



## ResultsPlus

### Examiner Tip

Candidates should spend more time on Part (d) of the question and examine an extract in detail.

The following response is mostly perceptive. The candidate maintains a sharp focus on each part of the question and provides a wide range of points. The candidate gains a total of 37 marks.

a) From the extract we learn that Watson is a man who is not a natural detective. Whilst Holmes has grasped the fact that the man is a relative of Stapleton, Watson instead looks for more obvious links between the "old roisterer" and Sir Henry claiming that "there is something of Sir Henry about the jaw".

However when Holmes is able to make it clear to Watson that the man is a relative of Stapleton, the doctor is said to have cried "in amazement". We learn that he is a man who is not too reserved and we can infer from him claiming that "this is marvelous" that he is a man who is eager to be successful.

It is also clear that he is not an unintelligent man as he soon grasps that Stapleton is after the wealth of the Baskervilles when he correctly mentions that he has

"designs upon the succession".

Despite this the extract is proof that Watson does rely upon Holmes both as a detective and as a friend. Watson only realises the portrait is of an ancestor of Stapleton after Holmes' support and guidance. He also claims to have "not heard (Holmes) laugh often" and that it has always "boded ill to somebody". This shows us that he knows Holmes well but that he also has a fairly dry, dark sense of humour.

b) Holmes is depicted as a man who has a deep, academic fascination with things that interest him that is evidence from Conan Doyle describing Holmes as being in a state of "fascination" with his eyes "continually fixed" on the portrait. Watson also mentions that he was at first unable to follow the "train of his thoughts" that emphasises the difference between Holmes and other men.

Holmes is also shown to be athletic and lively in the extract through the use of an exclamation mark when Holmes cries "wait an instant!" He then "stood upon a chair" immediately afterwards making it evident that

he had done these things in quick succession and with vigour.

Holmes also appears to have traits not usually seen amongst most men. He refers to "his eyes" as if they are separate to him and that they have "been trained" as if he considers himself to be a tool for deciphering puzzles; which as well as making him seem to be an eccentric, makes him appear rather arrogant and ~~stuffy~~ with no lack of self confidence.

He then "burst into one of his rare fits of laughter" that again emphasises his strangeness and pleasure in successfully solving a case.



c) The revealing of the truth is significant in this extract as it leads to Holmes entering a "rare" fit of laughter. This tells us that ~~the~~ a success like this ~~case~~ is something that has been hard to come by and that this section of the novel is very significant in the progress of the case.

The use of ~~more~~ superlatives like "magnificent" and "amazement" make this incident appear all the more extraordinary. The fact that the truth has suddenly become clear when

Stapleton's face is said to have "sprung out of the canvas" suggests that this dramatic moment is a major moment in the success of the investigation.

The significance of this truth being revealed is also made more obvious by Holmes announcing that Stapleton "is a Baskerville" and that ~~the~~ "that is evidence". We are now left in no doubt of Holmes' assurance that Stapleton is the murderer whom they have been searching for and so much of the mystery in the novel has been removed because of it.

d) When Watson and Sir Henry discover Barrymore looking out of the window with the candle the reader is initially led to suspect Barrymore to be in a plot ~~and~~ against Sir Henry.

When Watson and the Baronesse declare that

Barrymore is up to no good and when he announces what he was doing he initially denies anything by quickly uttering "Nothing Sir". This, as well as making it clear that so far Watson and Sir Henry see nothing of his intentions (and so making the moment when the truth is revealed

all the more significant) makes it clear that Barrymore is up to no good as this line is clearly a lie.

He then lies again when claiming that he was fastening the windows. Sir Henry then talks to him "sternly" and ~~he~~ says to him "~~Come now!~~ "Come, now! No lies!". It is therefore obvious unlike in the other extract that there is deceit and so we know the revealing of the truth is not far away. However the tension continues to mount after Barrymore who continues to be full of "horror and astonishment" refuses to tell Sir Henry and Watson the truth.

When Watson and Sir Henry discover that the candle was used as a signal and Watson ~~then~~ ~~starts~~ cries "There it is!" we can sense the mounting tension between them and Barrymore but we are also discovering much of the truth.

However when we are shocked to hear Mrs Barrymore who was "paler and more horror struck" we know she the truth is ~~she~~ inevitable. When she announces that her brother is Selden she

does so with quite an unnatural pause and hyphens are used by Conan Doyle twice to emphasise this. The revealing of this truth is very dramatic and helps to clear the Barrymores and prove that they have been one of the many of the novel's red herrings.



**ResultsPlus**

**Examiner Comments**

Part (a) A range of points are made about Watson's character and these are supported with examples from the extract. Band 3, 8 marks.

Part (b) The candidate has used selective quotations and has identified a number of language points in order to present the character of Holmes. At times, the points made could have been developed a little further. The response is convincing. Band 5, 9 marks.

Part (c) There is an assured understanding of the theme, although few points have been made. Band 4, 8 marks.

Part (d) The candidate has selected an extract when Watson and Sir Henry 'discover Barrymore looking out of the window'. This is an appropriate choice and clearly provides the candidate with a range of points that can be made in relation to the theme of 'truth'. The response is both perceptive and convincing. Band 5, 12 marks.

## Question 4

A number of confident responses were seen for *Felicia's Journey*. In part (a) of the question, candidates were asked to focus on the character of Johnny and how he is revealed within the extract. Most candidates correctly identified his capacity to deceive and provided examples of how he uses flattery. The most successful responses identified several layers of Johnny's dishonesty and engaged with the authorial process of characterisation, rather than simply describing the character.

In part (b), candidates demonstrated a clear understanding of Felicia's character.

The candidates' responses to the relationship theme in part (c) varied, depending on whether they had recognised Johnny's dishonesty, but more confidence was often demonstrated when selecting another extract to explore in part (d).

This strong response is confident and perceptive throughout. The candidate has included a range of examples from the extract and has maturely expressed some ideas. This candidate gains a total of 38 marks.

a) Despite having only just met her, Johnny is very familiar with Felicia: "It was great running into you, Felicia". He uses her name to make their relationship closer, to make Felicia feel more important than she actually is to <sup>him</sup> her. ~~Even~~ Johnny also emphasises on <sup>the pronoun</sup> "you"; pausing after to point out his feelings for her.

Even through small gestures, he is very intimate with her; "Under the table one of his knees brushed hers". He uses his physical presence to appeal to her as he knows she is not used to male attention; even something insignificant like their knees touching excites Felicia, and Johnny knows this.

He is also very suggestive, "I'm glad you weren't the bride, Felicia". Even though he only wants a sexual relationship from her, he lulls her into the mindset that he has strong feelings for her and wants a serious long-term relation-

ship. Again the repetition of "you" and "Felicia" makes her feel special and wanted - so she will be more <sup>and willing</sup> eager to his sexual ideas.

Johnny also repeats the adjective "great" <sup>as</sup> and he wants to emphasise to her how much he wants to spend time with her.

He compliments her "You're beautiful" as he knows this will increase her self confidence and make ~~her~~ her more likely to make ~~the~~ love to him. The final point which fully indicates Johnny's sexual desire towards Felicia, is that he takes her to "the field next to the old gasworks", a very unromantic setting. Johnny is ~~not~~ <sup>preying</sup> on Felicia's vulnerability and naivety <sup>for his own gain, ignoring what will</sup> <sup>romantic</sup> <sup>mean</sup> <sup>for her</sup>

b) Felicia is portrayed by William Trevor as a <sup>romantic</sup> <sup>mean</sup> <sup>for her</sup>

d) Top of page 19, to the bottom of the same page. "Thanks again" is the final line of the extract.

Mr Hilditch, similar to Johnny, takes an interest in Felicia as <sup>she</sup> ~~he~~ will bring him personal gain. He views their relationship in a different light to ~~Felicia~~ <sup>the</sup> ~~what~~ way Felicia sees it.

"You didn't have any luck?" demonstrates this; Mr Hilditch (having only met Felicia once before) instigates the conversation as he wants to know about Felicia, he wants to ~~be~~ get to know her, to have a relationship with her. However Felicia only notices that he is a "fat man", indicating she does not want a new friendly relationship with him.

Mr Hilditch is tireless in his efforts; "Keeping pace with her". He ~~the~~ does not leave her alone.

Felicia goes on to reply to his string of questions with short replies; "I'll stay here". She does not want a relationship with him. The short sentences <sup>show her reluctance to engage in conversation</sup> with this overweight stranger.

This extract is ~~also~~ an example of two people in the novel, both wanting (and expecting)

(Section A continued)

different <sup>things</sup> from the same relationship.

Mr Hilditch offers her advice and help, suggesting a place for her to stay; "marshing ... that's where a lot of the accommodation is". The fact he took time out to find out where it was, shows his interest in her. He is very predatory, wanting to know how she is and where she will stay.

Both Felicia and Mr Hilditch both have their own assumptions about the other person, too, and what they will achieve by starting a relationship.

and

Felicia views Mr Hilditch as a jovial, <sup>and</sup> over-  
weight; "smiling at her". She presumes he is  
only concerned about her, therefore she doesn't  
see him as a threat. However, Mr Hilditch  
is a predator, and she is very ~~that~~ vulnerable.  
~~and~~ Although she does not see him as a threat  
and accepts his help, she is ~~is~~ risking a lot  
by entering into their "relationship". ~~Mr~~ Mr  
Hilditch sees it as much more than just  
friendly advice.



## ResultsPlus

### Examiner Comments

Part (a) The candidate immediately recognises Johnny's deceit and explores his 'physical presence' in order to 'appeal to her'. His 'suggestive' comments and true intent, and the mature point that he 'lulls her', confirm a perceptive understanding of the character. The candidate continues with more examples in order to secure a mark in the top band. Band 3, 7 marks.

Part (d) The candidate helpfully guides the reader to the selected extract and provides a range of examples in order to explore the relationship between Hilditch and Felicia. Some language points are made and a perceptive understanding qualifies this response for a mark in Band 5. Band 5, 12 marks.



## ResultsPlus

### Examiner Tip

It is always helpful to guide the examiner to the extract selected for part (d).

The candidate's response is confident and keeps focus on each part of the question. A range of examples supports the points made. This candidate gains a total of 30 marks.

a) Johnny is carefully presented by Trevor to seem as an ~~old~~ idealistic boyfriend; the repetition of 'great' in the extract supports this idea, as it implies that Johnny is genuinely enjoying the romantic evening himself and Felicia are having. His 'dream'-like manner is portrayed again when Trevor describes 'neither of them dancing with anyone else'. From this we can learn that their supposed 'love' is a mutual feeling and not just one that Felicia has fantasised over.

Johnny radiates confidence and control, he is often depicted as making the first move with Felicia: 'he took her hand' is an example of this. This ~~confident~~ possibly relaxed exterior we see on Johnny may be down to ~~the fact~~ a large amount of experience he might have gained with other ladies; therefore we can assume that unlike Felicia, this is not Johnny's first lover.

Johnny's manner towards Felicia could also be analysed as controlling. He hugs 'her to him', and he is described as 'guiding her hand' onto his flesh. Despite these acts involving a certain degree of love and companionship, there is also ~~an~~ a more aggressive, dominant side of Johnny Lysalt in the extract.



b) ~~Felicia~~ From what we learn in the extract, Felicia is not a particularly attractive woman. Trevor uses the adjectives 'fat arms' and of a 'flat' chest. It is fair to say that these attributes would be unlikely to gain a large amount of attention from the opposite sex; however Johnny appears to be ~~in~~ in 'love' with her. This suggests that it is perhaps not her appearance, but her vulnerability that ~~is the~~ seduces Johnny.

Felicia's vulnerability is again highlighted when she needs assistance to get through the 'barbed wire'. This use of violent imagery implies a lack of confidence, ~~and~~ strength, ~~and~~ self and perhaps self-respect.

In juxtaposition with the previous ideas of a 'flat' chest, Johnny repeatedly describes Felicia as 'beautiful'.

This adjective clearly describes Felicia's physical appearance, however we cannot be sure whether this is Johnny's honest opinion of her looks, or just an attempt to seduce the young 'child'.

c) From what we can learn from the text, there is no evidence to suggest that Felicia and Johnny have ever met before the wedding; however this seems irrelevant to the ~~couple~~ <sup>couple</sup> as they appear to be in 'love'. ~~Johnny repeatedly says that it was 'great' that they met~~ This rapid spark of emotions could be translated as love at first sight; however it is far more likely that this is an example of the male dominance and trickery

that is repeatedly described throughout the novel. Johnny has successfully gained the apparent 'love' of Felicia, but seemingly only to ~~have~~ enjoy the company of her body for the night.

Johnny's control over events is made very clear by Trevor: he 'hugs her to him', 'guides' her hand to his flesh and even 'helps her through the barbed wire'. All of these quotes support the idea that Johnny is a very dominant figure in this relationship, with Felicia being almost a disposable object, ~~one~~ <sup>one</sup> ~~with~~ <sup>with</sup>, which he will leave as soon as he is finished with it.

In the extract we can also learn that Felicia's ~~relations~~ relationship with Johnny is not taken kindly by her family. The description of 'brass plates unpolished' and her brothers eating 'without speaking', suggest that an air of disapproval is present. Likely, due to the 'troubles' which took place at the time, Johnny had joined the British Army, this was what Felicia's family spent their time fighting against, therefore this news would not have been accepted.



**ResultsPlus**

**Examiner Comments**

Part (a) The candidate identifies that Johnny appears to be the 'idealistic boyfriend' and goes on to say that he is confident and controlling. Each point is supported with a relevant example from the extract and is beginning to demonstrate a perceptive understanding of the character. Band 3, 6 marks.

Part (b) There is some assured comment, such as at the end of the first paragraph, suggesting it is Felicia's 'vulnerability that seduces Johnny.' There is a focus on language. Band 4, 8 marks.

Part (c) A range of examples has been provided and there is some assured comment relating to the theme of relationships, such as when referring to Felicia as a 'disposable object'. Band 4, 7 marks.



**ResultsPlus**

**Examiner Tip**

Candidates should be encouraged to use short, embedded quotations.

## Question 5

The responses to *Pride and Prejudice* were often successful, with many awarded marks in Bands 4 and 5. Candidates were confident writing about the characters of Elizabeth and Darcy and the theme of love provided candidates with a wide choice of possible extracts to explore when responding to part (d).

In this response, the candidate demonstrates an assured understanding of the novel and has presented a range of points supported with appropriate examples from the extract(s). This candidate gains a total of 33 marks.

A great deal of time has been spent on Section A, hopefully not at the expense of Section B. Time management is an important consideration.

a. Elizabeth's character in this extract is portrayed as being forceful towards Darcy, she uses questions 'did you admire me for my impetulance?' to include Darcy in the dialogue, however Darcy's answers are very short, and Elizabeth dominates the conversation, this shows the strength of her character and that she is not afraid of Darcy, regardless of his higher class.

Tripling is used by Elizabeth to enforce ideas on Darcy 'sick of civility, of deference, of officious attention' which also shows the reader that she is not sycophantic unlike many other characters in the novel, but instead teaches him a lesson of how other people may regard him.

Elizabeth attempts to enter Darcy's mind

saying that he was 'disgusted with the women who were always speaking' and that he was only interested in her because she was 'so unlike them.' Showing that she is a good judge of character.

Exclamations are used 'Dearest Jane!' to enforce the idea that Elizabeth feels like she is having an argument and defending her actions towards Darcy.

b.) Darcy's character doesn't speak much in the extract as Elizabeth dominates the conversation however when he does talk, they are short phrases such as either agreeing with Elizabeth's point, or asking a question to encourage her to go on 'was there no good in your affectionate behaviour to Jane... at Netherfield?'

Darcy is described by Elizabeth to be 'uncivil' in his action when talking about the public ball held at Meryton because he did not socialise much with anyone outside his own party. He explains he was embarrassed 'and so was I:'

His character could be argued, that despite him being high up in society, class and wealth, he is shy 'gave me no encouragement' and needs this to be able to take anything through.

Elizabeth says 'fall in love' which suggests that he loves Elizabeth, and that how she described him earlier in the extract as 'disgusted with the women... uncivil' showing that inside, beyond the fierce exterior, he has proper feelings of any other man.

Darcy understands Elizabeth 'liveliness of your mind' and he sees that her imagination is a little extravagant but accepts it because he has fallen in love with her 'when they fall in love.'

c) In this extract, we find out that Darcy has 'fallen in love' with Elizabeth. However, Elizabeth doesn't seem to share these affections and rather than just accepting these feelings she decides to criticise Darcy in every way she can. She talks of his behaviour towards other people 'sick of civility' supporting his anti-social behaviour at the assembly.

There is only one sentence when 'love' is mentioned which refers to 'you knew no actual good of me' then

a resolution showing reality 'but nobody thinks of that when they fall in love; this is an example of an antithesis where the two sides of the sentence show different views of the idea of love.

There is no narration in this extract it is entirely dialogue, so there is no space to stop and see what each other is thinking, and at the end whether or not Elizabeth regrets what she has said to Darcy. We therefore see very little of Darcy's opinion on love apart from the fact that he needs

'encouragement' to take any actions further.

Elizabeth portrays the opposite of love towards Darcy stating 'wishing to give you pain.' This extract rather than two people declaring love for each other is more like a confession 'I was embarrassed' and Elizabeth states 'assiduously courted you' perhaps reflecting that she didn't want anything to do with him.

'Beauty' and 'manners' are what other people see in each other first. Elizabeth has both of these, however Darcy seems to have made everyone hate him because of his actions that could not be described as 'affectionate behaviour' towards anyone.

d) I am going to explore the significance of love when Mr Collins proposes to Elizabeth from 'Believe me' to ~~terrible qualifications~~ 'qualified for the situation.' decline them

Mr Collins is the cousin of the Bennet family and the heir to their Longbourn house as he is the only male relative. He feels that it would be right to marry one of the daughters who lived there. His 'reasons' for marriage are nothing to do with love, instead he feels that he is obliged to get married. 'Almost as soon as I entered the house I singled you out as the companion of my future life' this is a humorous comment as earlier he had wished to marry Miss Jane Bennet.

Free indirect discourse is used as we see Elizabeth's feelings which are humorous 'the idea of Mr Collins, being run away by his feelings, made Elizabeth so near laughing.' Elizabeth cannot take Mr Collins' proposal seriously.

Mr Collins uses all the wrong ideas for marriage which do not include love at any step. 'My reasons for marrying'

he believes that 'every clergyman' should set an example to his parish. If a man is going to list 'reasons' for marriage the first, and only one should be love. 'Love' takes a small role and 'happiness' - not 'love' is only <sup>comes</sup> 'secondly.' We therefore see that Mr Collins has only mentioned 'my happiness' & is a selfish character as he doesn't bother to ask Elizabeth about her feelings.

Mr Collins thinks that his 'patroness' a 'very noble lady' would add to why Elizabeth wants to marry him. He does not understand love or the significance and role that it is supposed to take in an important action that is marriage. He says 'my motive' again enhancing the strangeness of his mind and makes it sound like a deal.

However Mr Collins does use the word 'affections' just not in the right context 'violent affections' which is a juxtaposition where two contrasting ideas are put together.

In Elizabeth's reply she tries to



flatter him initially 'sir, thank, compliment'  
However Elizabeth does believe in love  
as a basis for marriage, so decides to  
upset her family and decline Mr Collins'  
offer of matrimony.

We therefore learn from this that  
the significance of love does not  
necessarily fit in with marriage and that  
there are many different views on it from  
the characters in the novel.



## ResultsPlus

### Examiner Comments

Part (a) The candidate makes a range of perceptive, maturely expressed points. A number of ideas are explored within the first paragraph. The candidate recognises that Elizabeth is 'not sycophantic' through her choice of language. A number of examples from the extract has been selected. Band 3, 7 marks.

Part (b) There is an assured understanding of the character and the candidate has supported points made with a range of evidence. Closer analysis of specific words and phrases would have qualified the response for a mark in Band 5. Band 4, 8 marks.

Part (c) This is a sustained response, which includes a number of examples from the extract. A sharper focus on the question would have qualified the response for a mark in a higher band; more explicit reference to the question would have benefited this response. Band 3, 6 marks.

Part (d) This response selects an appropriate section of the novel and explores the theme of love in great detail. There is some excellent use of embedded quotations and the skilful use of ellipses in order to select a run of specific words from longer examples. Band 5, 12 marks.

In view of how long candidates should spend on each part of Section A, this is an impressive response.



## ResultsPlus

### Examiner Tip

Remind candidates to spend approximately:  
10 minutes for each of the parts (a), (b) and (c)  
and about 15 minutes on part (d).

## Question 6

Responses to this *Great Expectations* question were often astute and tended to gain marks in the higher bands. Candidates were able to discuss Estella through her behaviour and speech. Language devices such as the juxtaposition of nouns and adjectives used by Pip proved a secure tool in helping candidates to attain higher marks for part (b) of the question. The theme of 'injustice' was successful for most candidates, who were able to select a number of examples from the extract in part (c) and gave them a range of possible extracts to choose from when exploring injustice in another part of the novel.

In this response, the candidate has employed a number of examples from the extract in order to support a wide range of points. Occasionally, the candidate makes references to other parts of the novel when responding to parts (a) and (b), which do not gain credit, but do not negate the valid points made. This candidate gains a total of 31 marks.

a) In this extract, Estella is portrayed as controlling & demeaning; something that is not expected of her at such a young age. She finishes a demand with the words "you boy" which is belittling to Pip & implies that she is very much in control. The word "boy" suggests that he is inferior to her, despite them being the same age. Pip had never complained about his life and accepted that he was not as wealthy, but Estella's hurtful although simplistic words made Pip ~~to~~ re-evaluate his life & the 'luxuries' he thought he had. This is shown in the quote "they troubled me now" which emphasises the power that Estella has over him; something that never worried him before has now become the only thing he thinks about. Estella's harsh approach to Pip is ~~only~~ reinforced

when Pip feels as though he was "a dog in disgrace." This supports the injustice that Pip was treated with as although he was meant to be an equal, he has ~~not~~ been shown that he is clearly an outsider & Estella wanted to make sure of this. We also see Estella portrayed as a spiteful little girl who takes pleasure in other people's pain. "looked at me with quick delight" emphasises the lack of guilt she felt for upsetting Pip & seeing him hurt. Later in the novel, we learn that Estella's behaviour is due to her upbringing ~~by~~ <sup>by</sup> a harsh ~~and~~ adoptive mother who seeks pleasure in ~~in~~ hurting the male sex & Estella has learnt from this, feeling powerful & controlling over males.

b) In this extract, we begin to see Pip as the naïve & innocent little boy that he is & his innocence is shown through the sudden ~~hurt~~ he feels when ~~he is~~ he is teased by Estella. Dickens use of the words "coarse" when describing Pip's hands & "common" when describing his boots emphasises the simplistic life that Pip & his family led. The description of his hands implies that he was not well-kept & that he worked a lot; thus

making his hands dry & ~~to~~ torn. The word "Common" to describe his boots suggests that Pip is not very wealthy & ~~also~~ also does not care much for ~~poor~~ clothing. Dickens emphasises the ~~poor~~ youth of Pip by saying <sup>he felt</sup> "humiliated, hurt, spurned, offended, angry, sorry." The confusion in Pip's emotions emphasises his lack of maturity as he is unsure of how Estella has made him feel. He is unable to form a fixed emotion of the way he feels & the word "humiliated" implies that he values Estella's opinion a lot & ~~is~~

he is hurt that she could think so lowly of him. Later in the novel, we see Estella gain respect for him & Dickens use of language affects this as Pip becomes more appealing to Estella throughout the novel.

c) Injustice is a significant theme throughout the novel & it ~~is~~ is used by Dickens to portray the differences in social class. In this extract, Pip is clearly shown to be inferior to Estella which outlines the significant difference in class. Pip is treated badly by Estella "as if I were a dog in disgrace." The comparison of a human to a dog

highlights the injustice used by Estella & emphasises the lack of emotion ~~she~~<sup>Estella</sup> feels for ~~the~~ the way she treats Pip.

Pip appears to be very hurt by the way he is made to feel not worthy enough of Estella & he tries his hardest to appear like it does not phase him. "power to keep them back" highlights this as it shows that Pip is fighting back the tears to ~~try~~ try & overcome injustice. Injustice was very apparent in these days, and a child's upbringing & family deeply affected the way they were treated by other people. This is highlighted when Pip says "there is nothing so finely perceived

or so finely felt, as injustice". This supports the point of injustice being due to old social class & despite the battle people face to prove it doesn't phase them, many do not succeed.

d) Chapter 27, page 186

Injustice is apparent throughout the novel & signifies the difference in ~~class~~ social class. In this extract, ~~Pip~~ Joe comes to visit Pip in London & almost immediately Pip begins to judge Joe. "I knew it was Joe, by his clumsy manner" implies that Joe is not deemed good enough by Pip anymore & ~~the~~ Pip is immediately creating ~~the~~ the barrier to separate himself from Joe. Pip's unjust approach to welcoming Joe continues as he says "time it took him to read the names". Again, Pip is highlighting the differences between himself & Joe. Due to good fortune, Pip was given the opportunity of a better life, but ~~the~~ he treats this disrespectfully when he ignores the fact that he was once like Joe. ~~The~~ The level of injustice that Pip treats Joe with is unfair as Pip too was once made to feel worthless & judged. Joe understands that himself & Pip are of different classes & he almost notes this when saying

Section A continued  
"how AIR you Pip?" This suggests that Joe is accepting himself but trying to impress Pip at the same time. However, the difference in social class overrules this, as Pip treats Joe as though he is stupid which considering Pip's part of Joe's fatherly figure, is unfair & cruel towards Joe.



## ResultsPlus

Examiner Comments

Part (a) A range of points has been made about Estella's character, beginning with her being 'controlling and demeaning'. The candidate goes on to explain that she is 'belittling', has an air of superiority, is 'hurtful', has 'power', is 'harsh' and 'spiteful'. Towards the end of the response, the candidate refers to 'Later in the novel' and the points at the end repeat those made earlier. Overall, the response is perceptive despite the irrelevant comments at the end. Band 3, 7 marks.

Part (b) The candidate has selected a number of appropriate examples from the extract, although at times more language analysis would have benefited this response. For example, the quotation: 'humiliated, hurt, spurned, offended, angry, sorry' could have been explored in more detail. The last part of the response is irrelevant as it refers to 'Later in the novel...'. Nevertheless, this is a sustained response working towards demonstrating an assured understanding. Band 3, 6 marks.

Part (c) There is a sharp focus on the theme of 'injustice', which is referred to throughout the response. The candidate explores the use of 'comparison' to 'highlight the injustice' and Pip's 'tears to try and overcome injustice'. This is an assured answer rooted in the extract. Band 4, 8 marks.

Part (d) The candidate begins by helpfully guiding the reader to the selected extract, which is sharply focused on the question and the injustice shown towards Joe when he visits Pip in London. An assured understanding of the novel is demonstrated through the selection of appropriate examples and concluding that Pip's treatment of Joe was unjust because he was 'unfair and cruel'. Band 4, 10 marks.



## ResultsPlus

Examiner Tip

Remember in Section A to focus on the given extract for Parts (a), (b) and (c). Points made outside of the extract do not gain credit.

## Question 7

There were very few responses for *Anita and Me*. A full range of marks was awarded, although the character question 'why Anita and her family are important in the novel' was the least popular option.

The response is rather brief and lacks development; however, there are some comments which demonstrate a 'sound' understanding. This is a Band 2 response.

Anita and her family are a very important part of this novel, they are a family with a <sup>who's never there</sup> male ~~present~~ and a mother who is very interested in men who would runaway with a man by the click of his fingers. When meena moves to this country meena is living next door to anita and after a while they start to become friends and two teenage girls are going to be very cheeky and get up to mischief. "for the last time, did mr omerod give you those sweets for nothing? or did you take that shilling from mommy's bag and spend it on yourself?" meena would never have done this unless influenced.

Anita's father is a greasemonkey who works on cars all day. "i happened to see anita's dad, Roberto, standing at the village bus stop. he had his blue dunlop tyre factory overalls on and was ~~drooping~~ deeply on a butt end" Anita's father has been through alot,



he has seen many things and doesn't really like talking about it.

Anita's mother is a loud-mouthed racist mother who never really looks out for her kids, she is only there because she has to be, not because she wants to be there.

"Debra appeared ~~on the door~~ on her stoop and leaned over, patting her hands on her chubby knees to beckon the dog.

"Nigger! Nigger! Here, darling! come to mummy!"

Anita is being brought up by a mum who is racist and who doesn't really care for her daughter and a father who is never there.

Anita's family are important to the novel because meera tries to change Anita like her protest, she is working on Anita's attitude to life.



## ResultsPlus

Examiner Comments

The candidate begins with a focus on the question, but there are some inaccuracies and long quotations used. When the candidate discusses Anita's father, the long quotation is followed by a very brief comment; there is no reference to the question nor an attempt to explain why he is important in the novel.

The point that Anita's mother is there 'because she has to be, not because she wants to be' is a sound point, but could have been supported with some evidence from the novel.

The long quotation referring to the mother calling the dog to her could have been supported with more comment linking it back to the question.

The final paragraph, again, shows some sound understanding, although ideas lack development.



## ResultsPlus

Examiner Tip

Candidates should be reminded to refer frequently to the key words in the question in order to maintain focus.

## Question 8

Of the two *Anita and Me* questions, this was the most popular, with over three times the number of responses seen. The theme of 'racism' was the subject of the question. Often, responses did not include enough examples from the novel and were not sustained. A number of candidates referred to the casual racism of Anita and her family, whilst higher achieving candidates looked at Meena's naivety and discussed how it was used as a tool for exposing racism within her society.

Although just two sides long, this response demonstrates a convincing and perceptive understanding of the novel. There is a clear focus on the question and the social, cultural and historical context is integrated within the response. This is a Band 5 response.

In 'Anita and Me' the theme of racism is very important to the plot and to the way the readers view certain characters and situations. Meera Syal has chosen to make racism a recurring theme throughout the novel in order to emphasise the troubles faced by the first generation immigrants, and the ignorance of the English society.

The first time the reader sees Meena directly experience racism is a particularly strong and shocking situation. A 'sweet-faced elderly ~~old~~ woman' makes the remark "Bloody stupid wog. Stupid woggy wog. Stupid." This leaves Meena feeling incredibly hurt and upset and the shock is especially shown because of the inoffensive description of the offender, creating a false sense of security. The repetition of the word "stupid" suggests that the woman feels as though she is more intelligent than foreign people, just because she is British which is an obviously ridiculous assumption. The term 'wog' links to a toy called a 'golly-wog' that was ~~banned because it was deemed~~ depicted a black character but was later banned because it was deemed offensive although in the 1960/70s a lot of people didn't realise that the term was offensive. In modern society, most people would never even think of saying something so offensive, especially to a child. This is the first time that Meena learns a bit about racism and leads on to her experiences throughout

the novel.

Later in the novel, the reader sees Sam Howbridge ~~later~~ be incredibly racist despite the fact that Meena and Mr Kumar ~~are~~ are present. He uses phrases such as "darkies we've never met" and "wogs' handout" very carelessly, almost as if he doesn't realise the impact of his words, making the reader feel as though he is perhaps just doing it for attention and not meaning to offend anyone. Regardless, the statements are shocking and it is the first time that there is an openly racist attack with so many people around, which just adds to the humiliation felt by Meena and Mr Kumar. ~~The~~ The way

that Sam uses the terms so carelessly shows that ~~racism~~ the idea of racism had not yet been fully understood whereas today, people are very careful and aware of the effects of racist words.

At the very end of the novel, the reader sees Meena finally understand the racism among her friends and it even leads to her getting seriously hurt. Anita is bragging about beating up an Indian man ~~or~~ using the phrase "we went Paki bashing, it was boosting!". This statement truly shows the ignorance of Anita and the use of the casual statement "Paki bashing" makes the reader feel shocked and appalled. The description 'boosting' suggests that Anita enjoyed the experience which highlights her cruel, realistic side. The exclamation mark has the effect of making the event seem exciting rather than horrific and suggests that Anita doesn't understand the full impact of what she has done. Meena is seen to be physically sick from hearing of the experience and ends up getting hurt, which is really the turning point of the entire novel as it allows her to grow up and learn from her mistakes. ~~And~~ The contrast between the views ~~or~~ and understanding of young ~~between~~ people in the 1960/70s and the young people of today is drastic as there is far more awareness of other cultures and far more education and increased numbers of immigrants.

In conclusion, the theme of racism is highly significant in the novel because it allows Meena Singh to send a message through a story line ~~that~~ that is shocking, interesting and educational.



## ResultsPlus

### Examiner Comments

The candidate begins with a clear and focused introduction, which integrates some brief, but appropriate social, cultural and historical context.

The first example of racism from a 'sweet-faced elderly woman' is explored and the impact is made even more significant through the 'innocent description of the offender'. The strength of the point is that it is succinct and effective. The candidate then explores specific words and phrases to illustrate ideas further. The AO4 point about 'Golly Wogs' is both appropriate to the example given and demonstrates an assured understanding. The social, cultural and historical context is used for support rather than a 'tag-on'.

The next example relates to Sam Lowbridge and his casual use of racist remarks which are a cause of humiliation for both Meena and Mr Kumar. The candidate offers some suggestion as to why Sam would be so openly racist and appropriate examples support the points made.

Anita's abusive comments are then explored and selective quotations are used to support the points made.

The whole response is focused and confident, ending with some authorial intent 'through a story that is shocking, interesting and educational.'



## ResultsPlus

### Examiner Tip

AO4 The social, cultural and historical context should be integrated into a response and not as 'stand alone' or 'bolt on' comments.

This is most often assessed through the candidate providing relevant examples of character or theme within the novel.

## Question 9

*Balzac and the Little Chinese Seamstress* did not generate as many responses as some of the other set texts, but candidates who wrote about it often demonstrated a clear engagement with the novel, its characters and themes. For this character question, based on the *Little Chinese Seamstress*, the focus on theme threatened to over-shadow the focus on character and candidates tended to explore her solely through education, rather than exploring her role in any other way.

This is a maturely expressed response which gained full marks as the candidate explores *The Little Chinese Seamstress* through a range of themes and does not limit the response to education. This is a Band 5 response.

The little Seamstress is a very important character as she embodied the themes & the context of the novel through her speech & actions.

She is significant to the theme of education because the narrator and his try to educate her with books. This is significant because they are supposed to be being re-educated but they try to make her "more refined, more cultured", the way they believe people should be. This tells us a lot about peoples' attitudes, they believed that being able to read and be educated in that sense made you more cultured and this is significant because

it goes completely against Mao's communist ideals of everyone being educated as peasants. She also plays a significant part in education, in the sense that she does re-educate the boys that there is more to life than books, for example when she makes love "against the trunk

... Standing." because she is showing him that there's a different side to life.

This is significant because it shows us that to a certain extent, the boys' re-education did work, but it also shows us that the Seamstress subconsciously fits in with communist ideas of being 'cultured' in other ways than education.

She is also important to the theme of politics & communism. At the start of the novel, she is very much an ideal peasant woman who worked at home on the mountain. This is however countered by the fact she is described as the "princess of Phoenix mountain" showing that there is hypocrisy to communism, and re-education is equal however hard

Mao tries. This is significant because it shows communism to be ridiculous from the start of the novel, as being described as a "princess" ridicules the intended equality. This however does change at the end of the novel. The Seamstress leaves Phoenix mountain saying "a woman's beauty is a treasure beyond price" showing us that in fact, Mao was right that you could live a full life without books if you have been cultured. This is however

ironic as it took her being educated to show that she doesn't feel it's worth it.

The little Seamstress also represents human nature to an extent because she wants the books, wanting what she cannot have, suggest that her & the narrator "steal" the books for her to read. This is significant because the display of people's innate desire for knowledge again ridicules Mao's ideals of people getting back to their peasant routes because people will always want

to better themselves if given the opportunity.

The Seamstress is, throughout the novel, almost a metaphor for re-education, because we are able to see her progression as she becomes more "educated" by the two boys. She starts off almost constricted by not being educated, with her hair tied in a "long pigtail" down her back, showing that the long hair is metaphor for her potential, but without being educated it will constrict her. We see the change in the Seamstress when after they have read "Uncle Minoniet" to the Seamstress, she becomes more mild suggesting she steal the books and also embracing her love

the Phoenix mountain was chosen for the re-education for a reason as their beliefs haven't moved onto modern medicine as we know it.

Overall, the Seamstress embodies communism in the novel, she appears to be an ideal "princess" but also has the side led by her human nature,

showing us the flaws in Mao's communist plan. She is also significant to the re-education of the narrator and his as without realising, she does re-educate and culture them. The irony of her education leading to her final decision shows that we often need to have something to realise we don't need it.



### ResultsPlus Examiner Comments

This perceptive response explores the character of The Little Chinese Seamstress through a range of themes: education, politics, communism, human nature, beliefs and Chinese culture. The character is also explored as a metaphor for re-education.

There is a range of perceptive points, such as the irony of The Little Chinese Seamstress being referred to as a 'princess' in an 'equal' society and the comments on page 4 referring to her long hair.

The response systematically explores the character through a range of viewpoints and all ideas are supported with relevant references to the novel.



### ResultsPlus Examiner Tip

The importance of a character can be explored through the themes, chapters or key events.

## Question 10

The question asked for candidates to explore the theme of love in *Balzac and the Little Chinese Seamstress*. Several candidates identified different kinds of love within the novel which was not always related to human love, but also the love of literature. Effective responses did not simply describe examples of love; they analysed them perceptively and also recognised the centrality of love as a theme within the novel.

This is a mostly sound response to the text which is supported with some relevant textual evidence. There is a generally sound understanding of the theme. This is a Band 1 response.

The novel was written about the time when the Cultural Revolution was going on. Around ~~that time~~ The two boys, Luo and Mao, discover a hidden suitcase packed with Western Novels. These books change their lives and not only ~~there~~ theirs but the Chinese little Seamstress too.

The significance of love occurs through many events, in ~~this book~~ such as for example when Luo reads the books to the Little - Seamstress. ~~This~~ ~~change~~ Luo reads them to her because he is in love with her.



Also ~~when~~ towards ~~the~~ the end when the Chinese seamstress tries to explain to Luo that she is pregnant. Now, during the cultural revolution it was illegal to have sex without being married. When the Chinese seamstress explained, tears started to well up in her eyes and it says that Luo's "heart sank to see the tears well up in her eyes". This shows that he has a lot of feelings for her because when you're in love your heart feels bad if something bad happens to the person you're in love with.

After the abortion the Chinese Seamstress leaves Luo and once he found out ~~she~~ he "broke away and started running, faster and faster". This shows that he was devastated to ~~found out~~ find out that the little Chinese seamstress left. ~~because~~ We also know he wasn't very happy once finding out this news because he questioned Mao saying 'Why didn't you stop her?', Luo lamented, in a barely audible voice.

however the reader, will start to ~~start~~ dislike the little Seamstress because she leaves at the end. ~~and~~ In addition because of Luo's loving feelings for ~~it~~ her, it ~~changed~~ transformed her so much that Luo was heartbroken, because the transformation made her leave.



### ResultsPlus Examiner Comments

Most of this response is narrative and few points relating to the question have been made. The points made are superficial and require greater analysis. The candidate needed to explain *how* the examples are significant.

The response lacks a sharp focus on the question and perhaps the candidate would have benefited from a little planning in order to develop ideas and to help structure the response.



### ResultsPlus Examiner Tip

Encourage candidates to plan their response for Section B, but not to spend too much time on doing so!

## Question 11

There was a range of responses to this *Heroes* question exploring how Nicole was a significant character within the novel. Almost all centred on how Nicole was the driving force for the character of Francis. The candidates often looked at key moments, focusing not only on the rape scene as one would expect, but also the initial meeting of the characters and how Nicole still played a vital role in both Francis' and Larry's lives until Larry's death.

This is a brief response and, due to the lack of specific examples, it is kept in Band 1. There is a generally sound understanding of the text demonstrated. In order to qualify for a mark in a higher band, more examples would be required and more comment as to how Nicole is a significant character within the novel.

At the beginning of the novel Francis seems to be deeply in love with her "I thought of Nicole Renard, Realizing I had not thought of her for, oh, maybe two hours"; this shows that she is always on his mind and has had a major impact on his life. On pg 9 there is then a flash back from the first time he had ever met Nicole, this also shows that it was love at first sight and that this novel was not only about Francis but also about her.

Towards the end of the novel Nicole is raped by Larry Kasalle (a man who she trusted). While the rape was happening Francis was standing outside the door listening to everything that was happening to Nicole. Nicole then ran out the door

and blamed Francis for everything that happened to her "you were ..... Just go away", this shows the amount of ~~real~~ pain and anger she felt at that point.

I think the reason why she is such a significant character is because she is the reason why Francis came back to French town and she is the reason why Francis follows his dreams towards the end of the novel. She also has a major impact on most of these characters, by the way in which they behave and ~~react~~ the way they are as a person.



## ResultsPlus

### Examiner Comments

The candidate begins with a reference to the beginning of the novel, but could have made more reference as to *why* this would make Nicole a significant character. There seems to be a greater focus on Francis.

In the second paragraph, a key event from the novel is considered, again without any reference as to the importance of the character.

The final concluding paragraph is more focused, but the points made could have all been developed further.



## ResultsPlus

### Examiner Tip

Remember to keep a sharp focus on the question. If selecting a character question, the candidate should refer to key areas of the text where that character features. For each of these examples, the candidate should explain *how* and *why* the character is significant or important.

## Question 12

Candidates answering this *Heroes* theme question were asked to explore 'betrayal' within the novel. Many candidates focused on Larry's betrayal of both Francis and Nicole. Often, those attaining marks in higher bands considered how Francis betrayed Nicole, not only allowing the rape to happen but in the aftermath too. The effects of betrayal were occasionally considered, often referring to events during the two major confrontations between Francis and Larry and Francis and Nicole.

This response gains marks at the top of Band 2. It is a sound response, although there is some generalised comment. More examples and closer reference to the novel would have benefited this response.

Betrayal is one of the main themes in the novel 'heroes'. One of the main people, Larry Lasalle betrays Francis. ~~Francis~~ Francis <sup>also</sup> betrays a girl named Nicole.

Larry betrays Francis in a way that is so cold and manipulative. Larry helped Francis become the 'hero' he helps him win over the girl of his dreams, Nicole. However near the end of the novel Larry betrays Francis and rapes ~~the~~ Nicole, the girl who Francis was in love with. Larry knew exactly what he was doing, and so did Francis which makes every thing much harder, especially because Francis looked up to Larry, thought of him as a friend. The way that Larry betrays Francis makes Francis want to die, and that is ~~how~~ why he joined the army. Larry helped Francis through a lot of things, but the

main thing that Larry helped Francis with was winning over Nicole so to then have ~~the~~ <sup>Larry</sup> rape Nicole was a massive stab in the back.

Francis betrays people too though. He betrayed Nicole because he promised her that he will look after her no matter what, but he did not stop the rape from occurring. Francis's betrayal to Nicole, is not what I would personally call a betrayal as there was nothing Francis could have done to have prevented the rape from occurring, and Nicole realised that after Francis had ~~be~~ come back from war, and after Larry had killed himself 'you weren't to blame for what happened'.

Cormier uses betrayal in the novel to ~~help~~ help people see that there will be times when you will betray people. Some may forgive you whilst others may not, however you should always say sorry to the person you betrayed.

Cormier uses rape as the big betrayal as it is a life ruining event to have happened to you.

The significance of betrayal in the novel is so strong because, so many people have been hurt

and betrayed in the novel and yet the people who get betrayed deal with it for instance Francis and Nicole deal with what has happened in their past, but the people who betray others do not know how to deal with it, for example Larry, he cannot cope anymore ~~the~~ knowing how many young girls he has taken advantage of and so, in the end he kills himself.

Cormier has put a lot of betrayal into the novel to get across that we must become like, Nicole and Francis in the end <sup>of the novel</sup> and forgive and forget ~~and~~ about what has happened in the past.



### ResultsPlus Examiner Comments

After a brief introduction, the candidate begins with some valid points, but each one could have been developed further. For example, the candidate could have explained *how* Larry was manipulative and how this led to him betraying Francis.

The candidate gradually moves away from providing specific examples from the text and engages in a more generalised discussion. There is, however, an attempt to explore authorial intent.

Holistically, there is a sound understanding of the novel demonstrated.



### ResultsPlus Examiner Tip

Use specific examples from the text and refer these back to the question.

### Question 13

With over 20,000 responses, *Of Mice and Men* was clearly the most popular text, but this character question based on the importance of Curley was the least popular option. Most candidates explored the importance of Curley and his actions, obviously focusing on the fight scene in the third section of the novella and his reaction to the death of his wife. Those attaining higher bands also looked at how Steinbeck built his character from the description of Curley to the way he spoke and moved. They also looked at the reactions towards Curley by other characters both to his face and behind his back. Some candidates considered the hierarchy on the ranch and Curley's role within it. There was a small number of candidates who misread the question and responded about Curley's wife.

This response is assured throughout and beginning to show a perceptive understanding, which is why it has been placed at the lower end of Band 5 for both assessment objectives.

Curley is shown as a significant character due to his power on the ranch and his very horrible ways, that it cause ~~other~~ dreams and ideas to end.

Curley is shown as evil and cruel from the first time we meet him. His horrid attitude toward others and his nasty emotions immediately make him stand out from the others. Even a guy like Lennie can spot him from the others. Lennie says to George, "I don't like it here" just after Curley left them. This tells us that even a man like Lennie, who has few emotions and lacks any knowledge of the world around him, can spot this man out. This emphasises his nasty attitude and bad temper he has. Curley behaves in this way due to his power on the ranch. He is shown to have been like this due to the fact that there will be

no consequences for him. Power was rare in the 1930's and a man with it wouldn't have been careful when using it. Curley obviously wants to intimidate the new arrivals, and by "sizing Lennie up" it makes us and Lennie wonder what he may do. Although Lennie is a big guy, we know that Curley doesn't care about that. He will use his power to his advantage, and make sure Lennie immediately fears him.



Curley is shown as a ~~dream~~ <sup>dream</sup> killer, as his name always pops up when a ~~hand~~ <sup>hand</sup> bad event occurs. For example, <sup>in</sup> when ~~George~~ Lennie squashes Curley's hand, even Lennie knows that this may jeopardise his chance of a ~~dream~~ <sup>dream</sup>. George Lennie says to George, "Will I still get a ted the rabbits." ~~This~~ This tells us that Lennie knows he has done wrong, and he realises that this could change ~~the~~ <sup>his</sup> ~~own~~ <sup>own</sup> future plans he had. As dreams were so rare in the 1930s, one coming true would be almost a miracle, and so George and Lennie obviously knew the chances were ~~so~~ <sup>so</sup> slim, and that a man like Curley, may prevent the dream from happening. ~~George~~ As George is the wiser of the two men, he ~~inform~~ <sup>inform</sup> tells Lennie to, "stay away from him." This ~~tells~~ <sup>tells</sup> hints to us early on that he may have something to do with the ~~own~~ <sup>own</sup> dream and that he may be the reason that it doesn't come true. All men in the

30's knew that money was rare and the Wall Street crash had prevented them from getting to their dreams, and George was one of those men. The advice to Lennie shows how aware he was of the obstacles he faced, and Curley was one of them.

Curley has a passion for ruining dreams, and seems to take ~~great~~ <sup>great</sup> pleasure in ~~the~~ <sup>the</sup> stopping people from getting away and completing their dreams. When Lennie runs away after killing Curley's wife, Curley ~~finds~~ <sup>finds</sup> ~~out~~ <sup>out</sup> ~~about~~ <sup>about</sup> ~~the~~ <sup>the</sup> ~~trouble~~ <sup>trouble</sup> his wife, ~~he~~ <sup>he</sup> takes ~~over~~ <sup>over</sup> ~~the~~ <sup>the</sup> ~~job~~ <sup>job</sup> ~~of~~ <sup>of</sup> ~~happily~~ <sup>happily</sup> decides to go after Lennie and kill him, instead of staying with his wife a mourning over ~~the~~ <sup>the</sup> tragic loss. He says to Slim, "I'm going, I'm gonna shoot the guts outta that

big bastard myself." This tells us that he cares more about revenge whether it is for the murder of his wife, or the crushing of his hand, than he does for more caring emotions. It also signifies the point at which ~~reality~~ the dream reaches its end. This is the moment at which ~~reality~~ the dream ends, and it becomes survival instead of an idea. George knows at ~~that~~ this point that the dream has finished, and that reality has taken over. This event would have been very common in the 1930's and people would often ~~dream~~ <sup>dream</sup> of land, however whether it would be a person or a money problem,

no dream would ever ~~make~~ come completely true.

George knows that Curley has put an end to their imaginary idea, and his body language shows his disappointment and shows how let down he is. George is said to have "moved slowly after them, and his feet dragged heavily." This tells us how reality has landed on his shoulders and he is pulling down. ~~and~~ It tells us how it is slowing all his thoughts down as he realises it is all over. A bond with a five finger is rare for the 30's, as these sort of dreams usually pulled bonds apart. ~~At~~ At some point a bond will break, and this is it. Curley symbolises the brewer and it is he who stop it from happening.

Curley is always the one who is in the way of the dream and always starts something that will lead to the end. When Curley begins the fight with Lennie, we know that this may jeopardise the dream, and so does George. George asks Slim, "Will we get canned now" This shows how

George fears for what may happen, and knows that this could potentially get in the way of their plans. An event like this could lead to them being fired, and in the 1930's, the employment was low, which meant there were loads of men who could have done a better job, so two men starting fights could have easily be disposed

of. there would be no need for people that could be replaced. And any bosses would know this, and due to George's past work experience, he knows that this can easily happen, and that a boss could easily get new employees and staff that may do a better job than the original.

Curley is a man who is shown to ruin and end dream dreams. He breaks any bonds in the book and ruins the hope and imagination of many people around him.



### ResultsPlus Examiner Comments

The candidate begins with a brief but focused introduction and goes on to explore Lennie's reaction to Curley after he first met him.

The candidate then goes on to explore why Curley is a 'dream killer'. The events of the fight and after Curley's wife's death are explored and appropriate examples are provided. The candidate could have referred to other characters in addition to George and Lennie, but the focus of the question is maintained and the candidate concludes by saying why Curley is a significant character.



### ResultsPlus Examiner Tip

Stronger responses will end with a short conclusion that explicitly answers the question.

## Question 14

As there were over 16000 responses for this *Of Mice and Men* question, a range of examples has been provided. The question asked about George and Lennie's dream, which gained a full range of marks. Some candidates explored dreams as a whole, rather than discussing George and Lennie's dream specifically, whilst other candidates successfully discussed the dreams of others by linking them with Lennie and how his naivety in discussing his own dream led to those around him revealing their own dreams. Some candidates discussed the setting of the dreams with insight and looked at how Steinbeck indicated their failure from the start.

This response is an example of a candidate demonstrating a 'Sound' understanding. Although this is a lengthy response, comments are often too vague thus restricting the response from moving into Band 3 'Thorough'.

Throughout the novel there is a high importance of the dream it is shown at the beginning when Lennie demands George to tell him. 'Go on, George!' This is Lennie's childish side as he begs George to tell him the story of what they're going to have.

He also shows his excitement when interrupting George 'An' live off the fatta the lan' as George and Lennie have this dream they're reluctant to the work they have, due to it being a hard time in the 1930's.

~~It is not the usual that they go around together as~~

As the pair travel around together they have a very good friendship due to George looking after Lennie after his 'Aunt Clara died'. Although this was unseen or heard of as it was hard getting a job after/during the war.

Although their dream is very important to them George is like a Father figure to Lennie when George demands for Lennie to 'give it here!' regarding the mouse, as he wants what best for Lennie and for their dream to come true. By being like a parent to him he shows authority over him.

Lennie also tells Crooks about their dream and repeats himself when saying 'we're gonna have rabbits' by doing this it shows the importance to Lennie and how he broke down the barrier of racism and

marginalisation as Crooks was black this was a big issue in the 1930's, it was also unseen that white people would talk to him

The dream is important to George and Lennie but also to Candy. He also tries to include himself even though 'I ain't much good c'nny one hand'. Therefore they're accepting him for who he is, and was trying to get his American dream something what everyone aimed for in the 1930's.

When arriving at the ranch George does all the talking and because of Lennie's 'mentality' although they're questioned 'an' you won't see the big guy talk' due to Lennie's disability this was discriminated in the 1930's as they had no time for people like him.

In the novel Lennie confessed his dream to Curley's wife too being

her about 'the issue place', 'algebra' and  
also to find excitement being about  
'renaming the rapists' although she is  
also had a dream and didn't  
pursue it therefore goes more disappoint  
Lennie Although it is unclear that he  
is seen talking to her as she is the  
only woman on the farm, she is  
discriminated by the others and is  
classified as a 'tart' as this is how  
times was.



**ResultsPlus**

**Examiner Comments**

The candidate begins with a focus on the question, but the points made are not forceful or convincing enough. Examples are not explored in enough depth and there are some 'grey' or irrelevant areas, such as 'getting a job after/during the war'. The paragraph which begins at the bottom of page 2 relating to Crooks begins with a focus on the importance of the dream, but there is more comment on racism and there is some 'tag on' historical information.

The paragraph about Candy on page 3 could have explored how Candy's compensation made the importance of the dream more of a reality. Comment is too brief and the candidate has again ended the paragraph with another historical comment. The following paragraph relating to 'Lennie's mentality' lacks relevance to the question and the final paragraph is more about discrimination.

This is a sound response, but the candidate would have gained more success if specific examples had been explored in more depth and detail; and if a sharper focus had been kept on the question.



**ResultsPlus**

**Examiner Tip**

A brief plan or mind map would help to keep ideas focused on answering the question.

This example was awarded marks in Band 3. The response is sustained and holistically the candidate has demonstrated a thorough understanding, even though some examples provided lack comment.

Throughout the ~~the~~ novel the dream is repeatedly spoken about and even shared with other characters, ~~as~~ I will be exploring the significance of the ~~the~~ dream of Lennie and George.

The first time we hear the dream, ~~as~~ we are in an instant understands that it means a lot to both Lennie and George. 'Lennie was delighted' and it is shown to us that it means a lot to George because of how ~~of~~ well thought out it is, "when it rains in winter, we'll just say the hell with goin' to work".



In another part of the novel we are also shown how excited Lennie gets about the dream "Lennie almost shouted".

When Lennie and Candy are sharing the dream with Crooks he is very negative about it at first. "Crooks interrupted brutally, 'You guys is just kidding yourself'" but the more Lennie and Candy explain the more Crooks also begins to believe in their dream and wants to become a part of it "why I'd come an' lead a hand". The dream that George and Lennie share seems to bring people closer together.

Lennie and George also share their dream with Candy. Candy seems just as excited as Lennie as he "sat on the edge of his bunk". When George is talking of the dream he begins to believe it more when Candy tells him he has money. "Jesus Christ! I bet we could swing her' Mis eyes... full of wonder."

At the end of the book when ~~George~~ George is calming Lennie down he uses the dream. At this point George understands that the dream will never become reality but ~~George~~ Lennie is still under the illusion that it will, "Lennie begged, 'let's do it now!'"

George promises Lennie he can look after the rabbits but only if he behaves. This makes Lennie panic a few times in the novel. "Now I won't get to tend the rabbits" At this point Lennie is feeling both sad and angry.



### ResultsPlus Examiner Comments

After a focused introduction, the candidate presents a range of examples from the text where the importance of George and Lennie's dream is significant. There is some lack of comment following some quotations, which is a pity as more analysis may have benefited this candidate.

When the candidate refers to Crooks wanting to join the dream and appropriately provides evidence from section 4 of the novella, a thorough understanding is being demonstrated - as a candidate really must know the text in order to provide this evidence. The candidate could have developed the idea that dreams 'bring people closer together'.

The range of examples provided does demonstrate a thorough understanding of the text and the response is sustained. Had the candidate developed some of these ideas and commented more on the examples provided, this could have qualified the response for a mark in a higher band.



### ResultsPlus Examiner Tip

Always make a comment about the evidence cited.

The following response gains full marks. This response is convincing and the evaluation of textual detail shows a perceptive understanding of the theme.

The significance of the dream in "Of Mice and Men" is to present the apparent American dream, and then for Steinbeck to show its flaws and how it only leads to tragedy.

George and Lennie ~~rely~~ rely on the dream for comfort. It keeps them going as migrant workers they have few prospects. Steinbeck writes about the lives of the male working class who live in poverty and cannot improve their lives due to a lack of education. Therefore George and Lennie keep the dream to offer them some hope for their future. In a life where they do not have to work for anyone but themselves and are able to live off the fatta the lan'.

The American dream for them is a humble one, merely a plot of land. The dream seems more real to them because they have catchers

company. Though Lennie cannot see further past the ability to keep his own rabbits cropped than mice, George sees the dream as a whole new life.

It was a universal quest to be your own boss to work hard but for yourself.

The American dream of land and freedom to George and Lennie becomes their creed. Lennie says to get told it almost constantly. Though George feels irritation at being asked he ~~has~~ comes to hear it for himself.

'George's voice became deeper, he repeated the words rhythmically as though he had said them many times before' To Lennie and George the dream is the most important thing in their lives though others like Crooks respond to it in disdain. The prospect 'no body never gets to heaven and no body gets no land' - this is the voice of a defeated, bitter, resigned man' and Lennie and Old Candy's insistence of his view persuaded him of its possibility. The prospect is so attractive to not be fired so easily, induced to not have to go to a brother down the road for the only show of human presence or physical affection.

The American dream is a way out of forced poverty. George says about prisons 'like they done when I was a kid' this brings in the idea of the dream reminding him of his childhood, a happier time

where there was liberty and happiness.

However there is also present in George and Lennie the impossibility of the dream. Lennie threatens 'the future rats which might dare to disturb the future rabbits' this suggests that they are too drawn into the dream, a dream which they will not reach because of the obstacles they face in the novel.

They 'each mind was popped into the future where this hereby they should care about' even here ~~the reader~~ (as George and Lennie have told Candy of their dream) the reader is aware of the oddity of it and the impossibility. Because of the Holstonian period during this time, it was unusual for such camaraderie to take place and the reader is suspicious of it just knowing that the dream will not work out.

The presence of the American dream in the novel also presents the selfishness and cruelty of others, which prevents the happy ending the reader wants for George and Lennie.

It is the ~~defensiveness~~ defensiveness of the men against Curley's wife 'you don't know that we got our own ranch to go to!' their protectiveness and exaggeration while George is not their friend and that they will never find the dream.

The significance of the dream in George and Lennie is to show that it brings people together but as individuals

can make mistakes or be wrong this can ruin the group's vision.

Lennie and George tell the dream at the start of the novel and it is abruptly ended as George is shot by the river.

This is significant because Steinbeck wants to show that in a matter of days dreams can be shattered and essentially a dream is possible only where two or more people can come together, to work together.

It all feels deposable in Crooks' room until Curley's wife enters.

'I think I knowed you from the very first I think I knowed he'd never do her' George is resigned in the end to know that he will never ~~himself~~ obtain the dream without Lennie because part of that dream was the presence of friends.

Migrant workers in the 1930s and 40s find it difficult to create relationships because they are 'working for a month' and then quitting so often. This creates the overriding theme of loneliness.

Poor men without an education had no prospects other than to work doing menial jobs until the day they died.

There was obviously desperation for the dream as the only hope in their lives.

~~George and Lennie cannot do~~



## ResultsPlus

### Examiner Comments

This maturely expressed response is convincingly perceptive. There is an air of sophistication throughout the response. The candidate offers evaluative comment and integrates the social, cultural and historical context into the answer. There are a number of examples provided and references are made to the writer's craft, such as on page 4 where the candidate refers to Steinbeck's intentions.



## ResultsPlus

### Examiner Tip

Stronger responses often refer to the writer's intentions or the writer's craft.

## Question 15

There was a balance of both character and theme questions for *Rani and Sukh*. The character question focused on the character of Divvy and the theme question explored the significance of family relationships.

For Question 15, most candidates focused on Divvy's relationship with his sister, but often lacked an exploration of generational prejudice that he had inherited. Often there was a lack of textual evidence to support the points made.

In the following response, the candidate has demonstrated a sound understanding of the novel, but ideas are not sustained. This is a Band 2 response.

~~Divvy~~ The character Divvy is ~~is~~ ~~significant~~ significant in the novel, if it wasn't for Divvy the feud between both families would have probably been forgotten, but Divvy is the one that is keeping ~~the~~ both families at war. page 204 - 205. 'I ain't got nothing against you, Divvy' 'You're a fucking Bains, that's enough...' this shows Sukh trying to end the fight that Divvy started, and the only reason Divvy doesn't want to end is because Sukh is a 'Bains'. This shows the significance of Divvy because he could end the feud, but chooses not to. So Divvy is the main reason

that both families can't be at peace.  
"You and me ain't nothing but enemies, Bains - remember that. This again shows Divy's hatred towards the Baines family and also shows him again not choosing to let it go. 'I was trying to stop you. You could have killed Mani...' this quote shows the reasons why both families fight, Divy fights for the pure thrill and adrenaline and Sukh only wants to protect his friends and family and most importantly, Rani. Page 295  
"But not to fight, Divinder it is my place as your father to sort out this mess." Do what you like, old man! But that Baines boy is mine" this even shows Divy's father wanting to resolve the feud that has gone on for so long, but it almost seems ~~quite~~ fait that Divy wants to kill Sukh and successfully does that towards the end of the novel. So ~~quite~~ Divy is a very important character in the book



because if it wasn't for him there would be no feud and he is the only one who can end it, and the only way to end it is by killing Sukh to try and restore pride for Divy, but he is the only ~~one~~ one who wants it. So Divy is the key to restoring peace as well as Sukh's death also being the key.



### ResultsPlus

#### Examiner Comments

The candidate begins by making some valid observations and a range of examples have been included in the response; however, if the quotations are removed, there is little comment made and this is sometimes repetitive. Had the candidate explored in more detail specific episodes where the character featured, the response could have qualified for a mark in a higher band.



### ResultsPlus

#### Examiner Tip

Development of ideas from the examples provided, and some thoughtful engagement, are necessary for a response to qualify at higher bands.

## Question 16

This question focused on family relationships in *Rani and Sukh*. Most responses concentrated on Rani and her brother. Some candidates explored the different relationships within both families and the fathers' differing attitudes towards their children.

This response is both sustained and thorough. The candidate has benefited from some initial planning. This is a Band 3 response.

On pages 110 - 113 we see just how strong family relationships can be. In this extract Resham is confronting his brother Billah, after catching him in the woods having sex with Kulwant. Family & izzat is so important in Punjabi culture, the most people would have alerted the elders immediately, but not Resham he says when asked by Billah if he will tell "And see you killed? How can I? My own blood will be forfeit before such a thing could happen" He loves his Brother

so much that he goes against the most highly regarded thing in Punjabi culture, 'izzat' and stands by his brother, even if it means losing his own life. The rhetorical question "How can I?" shows that he is unable to comprehend, turning his brother in, and ~~see~~ watching die for the sake of 'Izzat'.

4  
On pages 26~~4~~<sup>4</sup> - 267 we see Rani's relationship with her Dad destroyed, after Piy discovers her and Sukh, holding hands and kissing. We see her Dad say things like "Shut up! Khungeri & (whore)!" and "I don't have a daughter now." This just much little family ~~relationship~~ relationships compare in importance to honour and pride as far as Rani's Dad is concerned. He is acting like an extreme ~~parent~~ punjabi father, dishonouring his only daughter, because of something like honour. We don't see Rani's dad ~~goes~~ go as far as to kill her, as some Punjabi fathers would (These are called honour killings) but ~~we do see~~ he does watch as Piy slaps her across the face. Showing that for a traditional punjabi man like Mohinder, honour and pride are a lot more important than family relationships.

(Section B continued)

On pages 203<sup>-205</sup>, we see how in the novel, large families such as the Bains and Sandhu are close, cousins are known as well as brothers, however in a feud situation close family relationships can ~~be~~ get you into trouble. We see that in this extract. A fight is about to ~~kick~~ kick-off at a football game, between the Bains and the Sandhus. Sukh tries to escape, only for Ranjit (Sukh cousin) to grab him and say "This is our business, Sukh. Bains business". The aliteration of Bains business shows the unity of the Bains family, showing that no matter how far you may branch out, if you wear the family name, we will be expected to fight ~~with~~ for your family's honour, this is further emphasised making Bains is trying make peace with Divy, Divy says "You're a fucking Bains." "That's enough...". This shows that in Punjabi culture, large families are close, and you are judged by your name. It is part of who you are.

On page 43, we see how strong the relationship is between Sukh and Parvy. Both of which are coming away from Punjabi traditions. Rani is shocked to learn that Parvy has given Sukh the keys to her flat. She says "she gave you the keys". The italics on 'you' emphasising she can't believe that Parvy trusts Sukh that much. Another reason that Rani is perhaps shocked by this, is that probably compares Sukh and Parvy's relationship to her and her brothers. The relationship with Sukh and Parvy, who are both in disagreement with Punjabi culture, whereas in the Sandhu household, where Punjabi beliefs are still strictly up-held, relationships are weak. Suggesting that in Punjabi culture, family relationships are weak.



## ResultsPlus

### Examiner Comments

The candidate has provided a range of examples from the novel and keeps focus on the question. There are some comments which demonstrate a thorough understanding, such as Mohinder believes that: 'honour and pride are a lot more important than family relationships'.

Had there been more examples, the response could have realised further success.



## ResultsPlus

### Examiner Tip

Candidates should try to provide a range of examples from different areas of the chosen novel.

## Question 17

*Riding the Black Cockatoo* is the least popular text and, as a result, there were few responses to this question. The character question asked candidates to focus on the ways John is changed by the past. The majority of responses demonstrated an assured understanding of the text. Responses often demonstrated some sensitivity and were maturely expressed.

This response is beginning to demonstrate a thorough understanding of the text. It is placed just into Band 3 as often points made could have been explored in greater detail and more examples could have been provided.

(17) In 'Riding the black cockatoo' ~~is~~ in 2005, written by ~~the~~ author 'John Danalis', ~~in~~ in this autobiographical, 'true story' book, ~~we~~ we discover that Danalis and his 'white world' ~~was~~ has made him drastically changed. In chapter seventeen, pages ~~258~~ to 258-259, the theme of healing is expressed from Danalis as he felt 'healed'. With the support of 'Jida', an aboriginal fellow person, she ~~can~~ could possibly be one reason. Danalis past has changed as he mentions 'Mary's Journey is a story about love', as Danalis and Mary had a strong bond with each other. ~~In~~ In chapter ~~of~~ one, pages ~~258~~ <sup>1-3</sup> ~~258~~, Danalis discovers that the story that Danalis 'blurt' out, ~~that~~ was that this story

goes way back', this also gives us ~~stat's~~ facts and statistics that this story happened '40 years ago'. Danelis also mentions that it 'became part of my family dreamings'. Danelis knew that ~~that~~ if he was to tell the story then his past would be affected and his future would change drastically as it says 'Still trying to find my path'. In Danelis ~~Danelis knew the~~ past he previously wanted to become ~~a teacher~~ 'a teacher' as he enrolled in a class called 'indigenous writing'. This affect his ~~op~~ past as his interest for 'indigenous writing' for Aboriginal people was massively interesting to him. The social context ~~costs~~ of this that Danelis has studied in the university of Brisbane as there he enrolled to do 'indigenous writing'. The historical context of this book is that Danelis ~~he~~ knows knowledge of the Stolen Generation. The cultural context of this book is when they ~~at~~ this ~~held~~ held a ceremony for Mary and the burial for the skull. Finally Danelis knew that he 'was a man' and that he knew the difference between the

'white world' as the alliteration is used, and  
the 'Aborigines'.



**ResultsPlus**  
Examiner Comments

The candidate has provided some examples from the text, but the response is a little disjointed and would have benefited from some initial planning. The candidate, at times, seems to be struggling for ideas. The use of evidence indicates the candidate's knowledge and navigation of the text.

The response is a little mechanical when it looks at the social, cultural and historical context of the text, which should be integrated into the response through the examples provided, rather than deliberately adding these comments and phrases.

The candidate has selected a number of relevant examples and has kept focus on the question, but would have benefited from more examples and development.



**ResultsPlus**  
Examiner Tip

The social, cultural and historical context should be integrated within the response and illustrated through the examples provided.



## Question 18

The question asked candidates to explore the significance of learning in *Riding the Black Cockatoo*. Although there were few responses, candidates tended to explore the 'learning journey' John made through his learning about Aboriginal culture and how it broke the stereotypes that he had grown up with. Again, some mature and sophisticated responses were seen and these were a pleasure to read.

This response is convincing and perceptive. Ideas are maturely expressed, sensitive and sophisticated. This is a particularly good example of how the social, cultural and historical context has been used to present ideas and examples from the text. This is a Band 5 response.

In *Riding the Black Cockatoo* the significance of education is constant in the text as John Danalis is learning throughout about the Aboriginal culture; the racism in Australia; during his university studies and ~~and~~ about his own 'family's dreaming'. Danalis learns through out his journey in three different contexts, he learns firstly about the ~~social~~ racism towards Indigenous Australians from his childhood and still in the present, this represents the social context as it views how he learns and understands the Aborigines place in society <sup>against</sup> ~~over~~ his 'white world'. He Danalis starts pointing out all the racism towards 'the other' right in character one as he says he 'viewed Black Australia through the same smugged lens' and that 'Abo-lovers' were despised'. Danalis also realises how much <sup>could</sup> ~~is affected~~ the Aboriginal <sub>this racism</sub>

community as people keep 'attempting to kick his legs out from beneath him,' and how many of his society would have felt that 'they would've been better off if we'd wiped 'em all out.'

He also learns about the history of the Aboriginal people and more about ~~the~~ Australia's history with the Aborigines. Danalis learns about the 'stolen generation' from Big Rob (Jo Cuttabut) as he was one of the 'Aboriginal babies and children who were removed from their mothers, family and culture and placed in government and church-run institutes'. He also learns about the 'Yara baby' and through this learns 'just how deeply Aboriginal people respect their dead kin' which pushes him forward, emotionally, even more in his efforts to get Mary back home. He also finally begins to understand that the racism ~~and~~ <sup>toward</sup> Aborigines that his 'white' Australian had inflicted by 'keeping them under its heel for the last 200 years.' When he visits Fiona and she lives 'halfway down Cook Street' it was named after 'the legendary English seafarer who'd claimed her ancestors' country' and begins to understand just how silly it was to claim to have found a country that's been inhabited already for thousands of ~~thousand~~ years.

Whilst visiting Fiona he learns a lot about the Aboriginal culture that he becomes very interested in. He learns about the 'red tailed black cockatoos' being Mary's tribes totem and how the birds are 'They're our messengers'. However Danalis becomes ~~more~~ nervous when meeting her as she was a woman 'who positively radiated her culture' and about how they were ~~linked~~ as 'a fellow writer' but as he ~~met~~ <sup>saw</sup> her ~~at~~ <sup>first</sup> at the 'Wick writers festival'. This shows that Danalis' white society has become more accepting of the Aboriginals culture, ~~which means they~~ this is also shown during the countries national sorry day they have every year to say sorry to the Aboriginal people and he learns how much they appreciate it and how forgiving the indigenous people are as they felt 'they owed me'.

Danalis also learns a lot about the indigenous culture from Gary, ~~and~~ Jason and Jida, and he describes Gary as 'a masterful communicator' and Jida as 'the natural educator' as Jida tells Danalis all about the Aboriginal culture during their journey to visit Mary one last time. ~~When~~ Danalis became desperately depressed because of the mistreatment of Aboriginal people ~~that he~~ in

history, <sup>which</sup> ~~that~~ he learns ~~from~~ <sup>from</sup> a history book, including <sup>the</sup> indigenous history, 'Blood on the Wattle' ~~that~~ <sup>it</sup> described to him the masaka that happened during the invasion by the British empire. Because of this he experiences depression and a nightmare including a dreamtime with Mary ~~later~~ <sup>later</sup> in the past alive ~~with~~ <sup>with</sup> his tribe).

(which would ~~not~~ <sup>otherwise</sup> have been left out in school)



### ResultsPlus

#### Examiner Comments

The introduction clearly states that learning and education is a 'constant' throughout the text. The candidate skilfully and sympathetically explores the text through the social, cultural and historical context by providing a number of examples for each, which this text lends itself to.

A wide range of evidence has been included to illustrate a number of ways John learns, such as he learns: 'of the stolen generations'; how the Aboriginies 'respect their dead kin' and how he has learned about the 'discovery' by a 'legendary English seafarer' and later refers to the massacres that occurred. The response continues to explore how John learns about the indigenous culture and how to 'appreciate it'.

The response is engaging to read and clearly deserves full marks.



### ResultsPlus

#### Examiner Tip

As this response clearly demonstrates, the social, cultural and historical context can be used as a method to explore a text.

## Question 19

The responses to *To Kill a Mockingbird* were often very successful. This particular character question asked candidates to explore how Scout is a significant character within the novel. Often, candidates explored how Scout's innocence and naivety was a tool for the author not only to expose the culture of the period, but also allow the audience a character with which to empathise. Key moments for Scout, from education to the attempted lynching in the jail to her near death, were often included. The relationship between Scout and her father, Atticus, was often explored in order to explain how this affected Scout's outlook on life.

This example is a sustained and thorough response to the question. This is a Band 3 response.

19) *To Kill a Mockingbird* is a bildungsroman novel, set in Southern state Alabama in the 'tired old town' of Maycomb. It was set in the time after the Great Depression, when towns like Maycomb were ~~struggling~~ <sup>suffering</sup> from harsh prejudices, including racism. White people were the highest class, followed by "white trash", and at the bottom of society, black people - "niggers".

The story follows young narrator six year old Jean Louise "Scout" Finch and her brother Jem as they learn the different ways of life, and how they mature from innocent, naïve children

to mature and intelligent teenagers.

Scout's father Atticus is a ~~man~~ principled man who carries with him certain maxims, which are ingrained on Scout throughout the novel.

Scout's failure to understand why Walter Cunningham 'drowned his dinner in syrup' is a first example of her naivety. She does not understand that he is not used to simple luxuries like this.

Scout and Jem's belief of Boo Radley as a 'malevolent phantom' shows that they too have caught 'Maycomb's usual disease' of prejudice, as they could not accept somebody living in a way 'alien to Maycomb's ways'.

Scout's significance to the story is that she influences the reader's opinion of characters as she is <sup>usually</sup> non-judgemental, as usually children are, and also adds a sense of humour, through her childish ways, for example when she gets 'dizzy' after deeply reflecting on the view of the neighbourhood.

In the scene where Dill and Scout meet Dolphus Raymond, we discover that Scout had also picked up on the usual belief that 'Mr. Dolphus Raymond' was 'an evil man'; although she later realises that she simply fell <sup>under</sup> for the same category as everybody else, failing to "understand that I <sup>(Dolphus)</sup> live like I do, because that's the way I want to live."

Jem and Scout are open to new experiences, which is clear when they visit Calpurnia's church; and her wonder why she 'talked like they did in Church' - "nigger-talk", however she teaches them that she is only trying to fit in and beat the prejudices of Maycomb county.

Towards the end of the novel, the reader notices that Scout has learnt Atticus' most important dictum, that "you never really understand a person until you... climb into his skin and walk around in it", when she slipped her hand 'into the crook of his arm' to make it appear as if he was being a gentleman, and when she realises she 'had never seen our neighbourhood from this angle'. ~~etc~~

In conclusion, Scout is a significant character, as her innocence as narrator develops to a mature approach on life and why different



### ResultsPlus Examiner Comments

The candidate begins by presenting some thoughts in order to show an understanding of the novel, but does not begin answering the question until the second paragraph. A thorough understanding is demonstrated, although ideas could have been developed more and further examples of what Scout says and does could have been included in the response. More reference to the question could have benefited this response by saying *how* the examples provided present Scout as a significant character in the novel.



### ResultsPlus Examiner Tip

Refer to the question throughout the response and answer it in the conclusion.



## Question 20

The responses to the question based on racism in *To Kill a Mockingbird* covered the full range of marks. The biggest issue with this question was that many candidates provided a social, historical background to the period, but had not provided enough specific examples from the novel. When responding to the novel, the key areas of focus were Tom's trial and the children's attendance at Calpurnia's church. Candidates often explored the casual use of racist terms used throughout the novel.

This is an example of a convincing and perceptive response. Examples are rooted in the text and authorial intent is considered. This is a Band 5 response.

Although the plot isn't solely about racism, it is one of the most prevailing themes as it was simply part of 1930s American culture. However, it is not just that only white people are racist, or that all white people are racist, but more that racism as a whole is stopping the society from fruitfully developing. Harper Lee includes characters such as Atticus to demonstrate proactive combat of racism (which perhaps she included to inspire readers to think about change in 1960s America) and also a young, impressionable Scout who experiences racism, fights it and comes out stronger as a character rather than being destroyed by it.

Racism is shown to be embedded deeply in the mindset of Maycomb's citizens and this is first clearly highlighted by the children of Maycomb school condemning Scout simply because

Her father is a "nigger-lover". This is quite shocking as children have connotations of innocence and love, yet these children have obviously been affected by their parents' racism and rather than question it, they agree with it, even though they may not fully understand the intricacies of it; Scout is told by Atticus that "Nigger-lover" doesn't mean anything. The large number of children at school and the fact even children are racist gives an impression that racism is just simply part of life.

Rather than saying one type of person is superior, Harper Lee gives several examples of both black and white people where some are racist and some fight against it. Miss Caroline, Scout's teacher ironically ~~often~~ speaks out against Hitler even though she is heavily prejudiced against black people and indoctrinates this to her students: "one asks why Hitler hates the Jews? They're white ain't they?" Lee's use of Hitler not only was relevant for her audience, as the war was quite recent when it was written, but also highlights how unguarded much of the racism was at the time and gives the impression that racism is foolish and for stubborn and ignorant people. It is further ironic that Scout is taught to read and write by a black woman as black people at the time were seen to be uneducated and intellectually inferior to white people; in fact Calpurnia is a much better teacher as Scout is shown to have "been reading ever since she was born". Lee uses Calpurnia as a motherly figure as well as Scout's moral compass.

to show that all are equal and that they only have slight differences (demonstrated by Scout asking Calpurnia why she spoke "Nigger-talk") which would encourage readers to want equality and to appreciate all in society.

Lee uses both Christianity and the court system to highlight the hypocrisy of racism in people striving to follow Jesus' way. At the church, the character of Lula May is used to show racism is in both communities and the scorn of the rest of the church community. "Don't pay no 'tention to Lula" shows universal condemnation of racism in all of society. Calpurnia's statement "It's the same God, aint it?" emphasises how racism is against the teachings of Christianity, showing that it's wrong and that all should be equal in society as God loves all the same. For readers of the time, this would be relevant as most Americans were Christians and it forces them to think about their own lives and ways.

Lee uses Atticus to both show how racism affects the judgment of decent people like the Cunninghams and to give important messages about how to deal with racism. When talking to Jem, who is furious about injustice, Atticus replies he hasn't had "anything to object [to] reasoning", which implies that racism simply hinders one's ability to think clearly <sup>and</sup> is wrong and like a disease. The way that Atticus is re-elected each

year as long as the people "Trust him to do right" is used to justify the point that "... reasonable people go stark raving mad when anything involving a negro comes up" because it is only the fact that he helped Tom Robinson that ~~that~~ he became unpopular, owing to the prejudice inset within Maycomb. Lee does this to make people think and to try and make them reason that racism is just ignorance passed down. Atticus is also used as Lee's spokesman ~~against~~ ~~the~~ against racism and to do so, he ~~is~~ ~~the~~ ~~best~~ ~~person~~ gives him qualities so the reader trusts and ~~then~~ respects him so his message of equality gives a greater impression upon the readers. He seems wise as he "sat in the living-room and read" and he is older, giving him an aura of studiousness and wisdom. This makes readers feel what he has to say is important. Furthermore, he is one of the only characters that is not a hypocrite as he gives good examples of following his own teachings. For example he shows his definition of courage by "seeing [Tom's case] through no matter what" even though he knows he is "likened". This makes readers trust him and therefore respect his message. This message of equality and empathy: "you never really know a person until you consider things from his point of view [...] until you climb into his skin and walk around in it", which is Lee's message to the readers is therefore embedded as Atticus is the perfect spokesman. The message itself, although in the novel is for Scout, is very clear as it uses striking visceral imagery to make readers truly empathise and

therefore makes them think and potentially promotes equality.

Although the children are affected by the injustice of racism (particularly Tom ~~Wells~~ and Dill, shown by emotive language and strong responses "Suddenly [Tom's] eyes widened", Lee shows that they have come through positively and have learned a lot from the experience. Scout's statement of there being "only one type of folks: folks", although innocent and simplistic, highlights Lee's message of equality and empathy for American society and therefore gives the ~~novel~~ book a positive ending, showing that although racism in society is detrimental, if you do have empathy and strive for equality, there could be positive change in society.

In conclusion, racism is shown <sup>only</sup> throughout the novel to highlight that it is an important issue to work on in American society, but it is not impossible to overcome - a relevant and realistic account of racism in American culture in the 20th century.



## ResultsPlus

### Examiner Comments

This response includes a wide range of maturely expressed points. A perceptive understanding is demonstrated and ideas are fully developed. For example, when discussing the use of racist language by the children of Maycomb, the candidate develops the point by explaining that this is even more shocking as children 'have connotations of innocence and love'.

The candidate continues by exploring how Miss Caroline ironically 'speaks out against Hitler' and the irony of Scout being taught to 'read and write by a black woman'.

A wide range of examples is presented, which often refer to the writer's intentions and purpose. The conclusion explores Lee's moralistic message of 'equality and empathy'.

This is a very strong and sophisticated response demonstrating a convincing and perceptive understanding throughout.

## ***Section A***

There are no examples for this, as answers in this section are where candidates have not identified the question number on their response. There were 176 candidates who had forgotten to identify the question they were responding to and a general reminder to candidates to do so would be appreciated.

## ***Section B***

As with Section A above, there are no examples for this section as these are responses where candidates had forgotten to identify the essay question number. 341 candidates did not identify which question they were answering.

Some candidates also crossed the incorrect question number. Basic reminders to check that the correct question number has been selected would assist examiners. Thank you.

## Paper Summary

A full range of marks was awarded and most candidates were able to demonstrate their knowledge, understanding and appreciation of the texts they had studied. In many cases, candidates demonstrated enthusiasm and engagement in their responses. Marks are awarded in relation to key areas of the mark bands and whether a candidate demonstrates a generally sound; sound; sustained and thorough; pertinent and assured; or convincing and perceptive understanding.

As in previous series, the most popular texts were *Animal Farm* for Section A and *Of Mice and Men* for Section B. Some excellent responses were seen for the less popular texts, such as *Balzac and the Little Chinese Seamstress* and *Riding the Black Cockatoo*. An example for each text has been provided in this report.

For Section A, candidates must remember that they should only use the information from the extract provided in order to answer parts (a), (b) and (c) of the question. Candidates who made several points, and supported these with examples from the extract, qualified for marks in the higher bands. The only section of the four part question that requires candidates to explore another area of the text is part (d). Centres are reminded that AO4 is not assessed in Section A and marks are not given for the social, cultural and historical context. Some candidates need to remember to deal with each part of the question separately and to ensure that they label each section clearly. Examples from the extract used for one section can be re-used in another, if they are relevant to that part of the question.

For Section B, successful responses were those that developed their points fully, showing insight and analysis and kept a sharp focus on the question. On rare occasions, rather than exploring *Curley* in Question 13, candidates wrote about *Curley's wife*.

Some candidates are still writing their Section B response in the Section A answer space. Centres should remind candidates to write their answers in the correct area of the answer booklet.

There were a few candidates who attempted two or three questions from Section A or both questions relating to their chosen text in Section B. Another occasional error was that some candidates only used a specific extract for their essay in Part B. Please remind candidates that they should only answer one question from Section A and one question from Section B. The response for Section B should relate to the whole text and not an extract.

In Section B responses, more candidates are integrating the social, cultural and historical context of the novel with specific examples from the text, rather than adding them as an afterthought or stand alone background to the novel. AO4 is best approached through examples of characters, events or themes within the novel and not treated separately as background information that is often irrelevant to the question.

Centres should be congratulated on their excellent subject knowledge and delivery of the specification. Thank you.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>





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