

Examiners' Report
June 2013

GCSE English Literature 5ET1F 01

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Introduction

Study of prose texts

The English Literature 5ET1 Foundation 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 prose texts.

The total number of marks available is 89.

Section A:

There are 43 marks available for Section A, which includes 3 marks for spelling, punctuation and grammar assessed in part (d) of the question.

One text from the Literary Heritage (the four-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) 10 marks; part (b) 10 marks; part (c) 8 marks and part (d) 12 marks plus 3 marks for spelling, punctuation and grammar. Parts (a) and (c) are assessed for Assessment Objective 1. Parts (b) and (d) are assessed for AO1 and AO2. Total 43 marks.

Section B:

There are 46 marks available for Section B, which includes 6 marks for spelling, punctuation and grammar (SPaG).

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. In addition, a mark of up to 6 is awarded for spelling, punctuation and grammar (SPaG). Total 46 marks.

Examples for the most popular texts have been included in this report, but due to some questions receiving very few responses, centres are asked to refer also to the 5ET1H (Higher Tier) June 2013 Examiners' Report where all texts and questions are exemplified.

Examiner feedback:

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

Time management continues to improve, with more candidates answering all parts of the question. In some instances, in Section A, part (a) of the question, candidates had not read the question closely enough and provided the key events within the given extract or had selected the wrong section of the text.

For Section A, part (d), candidates should select an extract of similar length to the one provided and explore the named theme or character within it. Points should be supported with examples from the chosen extract. In some cases, candidates tended to provide a general overview of the theme or character, which was sometimes irrelevant and limited the mark that could be awarded.

Another comment received from examiners related to the frequent reference to the social, cultural and historical context (AO4) of a text in Section A. Section A is not assessed for Assessment Objective 4.

There were some very successful essays produced for Section B, most of which were in answer to Question 13, George in 'Of Mice and Men'. Most candidates are now incorporating

the social, cultural and historical context within the main body of their essays and linking the points made to specific examples from the text. Most often, the AO4 is naturally illustrated through the actions and events within the novel.

Overall, centres should be congratulated on their excellent subject knowledge and the delivery of the specification.

Question 1

'Animal Farm'

This was by far the most popular text studied for Section A. The given extract was taken from Chapter 9, when Boxer is being taken away in the slaughterer's van. Candidates were asked to: outline the key events that follow on from the extract up to the end of the novel in part (a); explain how the theme of ignorance is presented for part (b); the character of Boxer in part (c) and Boxer in one other part of the novel for part (d). The most popular options for part (d) were when Boxer is introduced at the beginning of the novel and later when building the windmill.

The theme of ignorance provided a range of responses. It became clear that some candidates did not fully understand the ignorance demonstrated within the extract and interpreted the word as meaning 'rude'. A flexible approach was taken with the marking of this part of the question, even though the word is mentioned within the extract, "stupid brutes, too ignorant to realise what was happening ...".

A full range of marks was awarded.

As this is the most popular text choice, four examples have been included and represent a full range of marks.

The first example is, on the whole, a limited response. More examples are required to qualify the response for the higher bands.

The key events at the end of the novel on life for the animals is worse except for the pigs and dogs. The pigs have abolished the seven commandments and replaced it with "All animals are equal but some animals are more equal than others". At Napoleon and Mr Pilkington have become friends and the pigs are wearing clothes and started walking like humans, so none of the other animals can tell them apart.

The writer presents ignorance in the extract with the two horses pulling Boxer to the slaughter house "But the stupid brutes, too ignorant to realise what was happening, merely set back their ears and quickened their pace."

We learn that Boxer used to be a strong hard working horse but over the years has become tired and weak. The time had been when a few kicks from Boxer's hoofs would have smashed the van to maldwood this shows he used to be strong but he isn't anymore.

Boxer is presented in chapter 1. "Boxer was an enormous beast, nearly eighteen hands high and as strong as any two ordinary horses put together."



ResultsPlus Examiner Comments

Part (a) The candidate identifies three key events in correct chronological order. More key events would be needed to qualify for a higher band. Band 4, 7 marks.

Part (b) A limited response providing one example and little comment. Band 2, 4 marks.

Part (c) This is a limited response. The points of 'tired' and 'weak' are made and supported with an appropriate example. Band 2, 4 marks.

Part (d) The candidate has identified a relevant area of the text and provided a quotation. The response does not go beyond this, so is placed in band 1, 'basic'. Band 1, 2 marks.

SPG: The candidate has met the intermediate performance criteria: 'candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. 2 marks.



ResultsPlus Examiner Tip

Candidates should label each part of the question clearly.
Quotations are not required for part (a) on Foundation tier.

This response demonstrates some understanding.

a) Boxer gets sent to a horse slaughter in Willingdon. The pigs purchase a ~~case~~ case of whisky. ~~they~~ they get drunk. The pigs walk on two legs, seven ~~commandments~~ commandments are replaced. Animals and humans become similar. All these things happen after the extract from chapter 9 to the end.

b) Ignorance is presented in this extract firstly ignorance is shown when Benjamin pushes Muriel aside. This is ignorance because it is rude to push someone out of the way, it also shows that he thinks more of himself, showing that he has the ignorance to make himself appear better than Muriel. Furthermore, in the extract ignorance is shown for example "Don't take your ~~own~~ brother to his death!" said the animals. "Stupid brutes, too ignorant to realise what was happening." This shows the reader that the two other horses were too ignorant to realise what they had let happen. Showing us that ignorance is shown/presented twice in the extract.

c) In the extract you learn a few things about Boxer the horse. Firstly you learn that Boxer doesn't have the strength like he did. This is shown "his strength had left him." He wasn't able to kick as hard or for a long time, "in a few moments the sound of drumming hoofs grew fainter." This is showing that Boxer is getting old and doesn't have the strength that he used to have.

d) In the extract taken from chapter 9, Boxer has been presented as an old useless figure. He is shown to have no strength. "his strength had left him". It shows that Boxer is getting old and is struggling because he doesn't have the strength. Whereas in chapter 6, Boxer is presented to have loads of strength. He is presented to have all the strength, to the extent that all the animals need him for his strength. "Nothing could have been achieved without Boxer." In this ~~quater~~ quote it makes Boxer appear as the strongest animal out of all of them. In this chapter the animals are building a windmill. "Whose strength seemed equal to all of the rest of the animals put together." This then shows the reader how strong Boxer the horse actually is. From this the write makes Boxer to appear to all at that, to appear superior towards all the animals. However in chapter 9, the writer



ResultsPlus

Examiner Comments

Part (a) The candidate has identified two specific points and one vague one, which could refer to previous events. The chronology is occasionally accurate. Band 3, 5 marks.

Part (b) The candidate makes some reference to how the writer achieves effects. 'Ignorance' is explored through both rudeness and being unaware. Two examples from the extract are provided. Band 3, 6 marks.

Part (c) The candidate has demonstrated occasional understanding of the character. One sentence from the extract has been selected and separated with a comment. In order to qualify for a mark in a higher band, more examples and points would be required. Band 2, 4 marks.

Part (d) The candidate begins with information from the given extract, which has lost the candidate precious time. The points relating to Chapter 6 are supported with two pieces of evidence. Comparisons are drawn, which are not necessary. Band 3, 7 marks.

SPG: The candidate has met the intermediate performance criteria: 'candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. 2 marks.



ResultsPlus

Examiner Tip

For part (d) candidates do not need to compare extracts.

The following example is generally sound throughout.

Key events that follow on from this extract is the betrayal of Boxer. The animals gathered that Boxer was going to his death when Benjamin read 'Horse slaughter' on the van. After this extract the pigs had ~~to~~ lie to the animals about Boxer's death in order to still gain power. 'His little eyes darted suspiciously glances'. 'His little eyes' could suggest a squint. ~~which to Squealer~~, It could imply that he realises the animals aren't falling for his story before hand, so squints for a reaction from animal. Squealer's eyes were described to be 'darted'; This could ~~mean~~ imply unease, from the situation. When someone darts away, they want to run away from a situation.

'Darted' could also suggest 'sharp'. Darts have sharp points in which the animals could have found intimidation from Squealer for Squealer to then gain more power over the uneasy animals.

Ignorance is presented in different ways with the extract. When Muriel began to help by reading 'Benjamin pined her aside'. This shows Benjamin's

Ignorance in a way he doesn't care about he he makes people feel so long as he does what he needs to do.

However Benjamin isn't portrayed as ignorant in the rest of the extract as he realised the van state's his old friend is going to get slaughtered. 'Do you not understand what this means?' could imply Benjamin's care at the time. The questioning implies shock and horror to the fact they've just given Boxer to the slaughterers. The questioning also could suggest the other animals' stupidity and ignorance, by not already seeing that their hard working friend was going to ~~their~~ his death.

Ignorance didn't only exist with in some of the farm animals, also other comrades in the extract.

The two horses that belonged to 'the man' were described by Orwell to be 'ignorant': 'The stupid brutes, too ignorant to realise what was happening, merely set back their ears and quickened their pace.'

The way in which the horses 'quickened' the pace could suggest hierarchy. Orwell shows ignorance by the

amount of power the horses think they have. The way they speed up ignoring their own comrades implied a juxtaposition on the way the pigs only think about their selves due to the power.

Boxer is portrayed as a fighter in the extract. The way Boxer gave 'a tremendous drumming of hoofs inside the van' suggested Boxer's might and will to save his life. Orwell's use of 'tremendous' implied Boxer's strength also, which then gives an optimistic side to the tragic event, due to Boxer being weak in the extract before.

Boxer isn't known to be one that gives up so easily so the fact that Orwell writes 'drumming hoofs grew fainter and died away' suggested that Boxer tried with all his might and didn't give up when he became weaker. The way in which Boxer's hoofs 'died away' foreshadows the death of Boxer himself.

Great care but there should be some small animal concealed in the straw. The way in which Boxer walks slowly

could imply the age of the horse as he could become more vulnerable at an old age. The speed in which he walks could also suggest the care of the horse. ~~He~~ ~~could~~ Orwell maybe implying that his so very polite that walking in slowly could prevent harming another animal. Slowly could also suggest the mood and personality of Boxer. 'Walking very slowly' could imply Boxer is a peaceful ~~or~~ character in which he likes to take things slow in which juxtaposes the rush Boxer takes to complete tasks later on in the novel.

Boxer's 'vast hairy hoofs' could also suggest age again. The hoofs could be 'vastly hairy' because they've been growing for the long period of time in which Mr. Jones has been mistreating his animal.

The way in which Boxer takes 'great care' to be seat could show his strenght. Without meaning to, Boxer's strength is so vast he doesn't want to unwilling lay upon a small comrade showing his ~~care~~^{ing} and kindness personality. The way Boxer has to watch his strenght on the comrade

foreshadow the pain boxer
bring upon a human when
he forget his strenght and
injures somebody later on in
the novel.



ResultsPlus Examiner Comments

Part (a) The candidate has provided more language analysis rather than exploring the key events. One main developed point has been provided. Band 2, 4 marks.

Part (b) The candidate explores how 'ignorance' is presented in the extract. Three examples have been provided; the points are generally sound and mostly relevant. Band 4, 8 marks.

Part (c) This is a detailed response and the candidate refers to a number of points, supporting these with relevant textual evidence. The comment towards the end of the response explores a possible cause and effect. Band 3, 7 marks.

Part (d) The candidate helpfully guides the reader to the chosen extract, although only one small section has been explored. Some points are repeated, but the candidate tries to unpick the language. The best fit is 'generally sound' as more examples could have been included. Band 4, 9 marks.

SPG: The candidate has met the intermediate performance criteria: 'candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. 2 marks.



ResultsPlus Examiner Tip

Candidates should be reminded of the requirements for each question. Language points are assessed in parts (b) and (d).

The following response gained full marks, apart from the SPG mark.

This is a sound response throughout.

A key event that follows on from this part is Boxer dies, Squealer lies and says he died in hospital, however the real reason is they sent him to be killed. As years went by, Muriel, Bluebell, Jessie and Pincher are all dead as well as Jones. All the pigs start walking on their hind legs, in chapter 10 which is another commandment broken.

The commandment 'All Animals are equal' is changed to 'All animals are equal but some animals are more equal than others'. Napoleon had a party to meet up with Mr. Pilkington in the farm house, the animals can't tell who's pig and who's human. The farm's name is changed back to 'The Manor Farm' by Napoleon.

1b) In this extract, the writer uses many language features to present ignorance. Boxer is just been taken to the knacker's, however all the animals think he is going to the hospital. When Boxer is inside the van, Benjamin notices that Squealer and Napoleon was lying about Boxer being taken to the hospital. Benjamin starts to get impatient as he 'pushed' Muriel aside so he could read the 6 words on the van instead. The 'pushed' shows how angry and ignorant he is being as he is being aggressive and mean just to show how dumb and naive the other animals were.

Benjamin knows that the other animals can't read however still chooses to ask them rhetorical

questions 'Do you not understand what that means?'. He is doing this to make them feel guilty and also makes them quite ignorant as the use of the rhetorical question that it's not his fault that they aren't not but theirs. We know from other parts of the novel that Benjamin is normally a nice, calm ^{donkey} ~~animal~~ that chooses not to get involved with anything, even though he is clever. Benjamin may know in the inside that it is too late ~~but~~ chooses not to show it to the other animals.

When all the animals ~~start~~ realise that Benjamin is right they all start to shout out 'Boxer!' and run after the van. Clover, especially repeats 'Boxer' over and over again and uses all her strength to make Clover listen. The repetition of Boxer show how ignorant she is being because she is choosing not to focus on the fact that it is too late ~~but~~ ~~surely~~ and that she may never see Boxer again.

The animals at the end of the extract are too ignorant to realise what was happening. They did not notice that Boxer had gave up and that they wouldn't be able to make it.

i.c.) From this extract we notice how close Boxer was with most of the animals. We know this by the fact that Benjamin doesn't start to act the way he normally does because of the fact that he notices Boxer may be killed. "Benjamin pushed her away". This shows us how close they

were and that Boxer most of all had a nice unloving character for Benjamin to actually start have a say in something and use his intelligence for once.

Boxer is a very brave and strong character. 'sound of tremendous drumming of hoofs inside the van'. Even though Boxer is very ill and hardly has no strength he still tries his best to get out the van and listen to the other animals.

All the animals are so desperate to get Boxer back because without him they wouldn't have anyone to motivate them or encourage them to work harder.

'Boxer! Boxer! Boxer!' 'Get out! ~~Get out~~ This shows us that the animals must think high of him and want a character like Boxer, which is someone who always thinks high and thinks big.

However Boxer's character is a bit too naive and dumb. He did not question Napoleon about the van or even reading it. This may show us that he trusts Napoleon and believes a bit too much.

1 d) The extract I am looking at comes from Chapter and it is just when the rebellion started.

In this extract Boxer is shown to be someone everyone looks up to. The adjective 'tremendous' is used to describe his muscles. ~~Boxer uses his strength in a very~~ This shows us that Boxer is very strong and chooses to use it in the best way possible - to help all the other animals from doing less work. Boxer is presented as someone with a good heart ~~on the~~ in this novel as his muscles ~~helped~~ 'always

pulled them through'.

Boxer ~~likes working~~ is also presented as someone who is dedicated and works hard. 'From morning to night he was pushing and pulling'. This shows us that he never stops working and that he wants to help the rebellion to work and to show that things are better off without Mr Jones. The verbs 'pushing' and 'pulling' shows how serious he is taking his strength and the work.

Boxer always thinks high and never stops doing what he's best at until he can no longer move. 'some volunteer labour at whatever seemed to be most needed'. This shows us how he never takes a break and that he enjoys working and helping others. ~~The adjective~~

Overall Boxer is a very hardworking, nice character. He is presented as someone that inspires everyone.



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Examiner Comments

Part (a) A number of key events have been identified in correct chronological order. Band 5, 10 marks.

Part (b) The candidate explores a range of ideas, including the ignorance of understanding and ignorance shown in the treatment of others. Band 5, 10 marks.

Part (c) The candidate has made a range of points, including: brave, strong, a motivator, naive and trusting. Band 3, 8 marks.

Part (d) The candidate consistently uses relevant examples and demonstrates a clear understanding. Band 5, 12 marks.

SPG: The candidate has met the intermediate performance criteria: 'candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. 2 marks.



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

Question 2

'Dr Jekyll and Mr Hyde'

This text has gained more popularity since the previous series and was the second most popular choice. The given extract was from 'Search for Mr Hyde', when Utterson awaits the arrival of Mr Hyde.

In part (a) candidates were asked to outline the key events that follow on from the extract up to the end of the next chapter, 'Dr Jekyll was Quite at Ease'.

Most candidates attempted this question and, on the whole, it was answered well with most candidates referring to events after the extract. In some cases candidates demonstrated little understanding of 'key' events or gave examples from the extract.

The theme for part (b) was 'suspicion'.

Many candidates interpreted the term 'suspicion' correctly thus were able to make sound reference to the extract. In many cases there was clear understanding of the term with some scoring maximum marks. However, in some cases the relevant textual information was selected but candidates found it difficult to explain how the writer presented suspicion.

For part (c) candidates were asked to comment about the character of Utterson from within the extract.

Candidates mostly used relevant textual information to show their understanding of the character.

In part (d) candidates were asked to explore the importance of suspicion in one other part of the novel.

Candidates chose from a range of examples with many commenting on the 'Incident at the Window' or 'The Story of the Door'. Some were able to select relevant examples but not able to say how it showed suspicion.

In the first example, the candidate starts reasonably well, but loses strength. There is no response to part (d) of the question.

In the extract of search for Mr Hyde there are some quotes from Mr Utterson that leads up to him saying that he Promises to find Jekyll that he will look after Hyde, so he don't get caught up in any trouble.

"Things can - not continue as they are!"

That quote suggests suggests to me that Mr Utterson is concerned about his good friend Jekyll and doesn't want Hyde ^{giving} Jekyll a bad reputation. Also that he feels sorry for him.

~~"Ag I must put"~~ "Utterson, I wish you to promise me that you will bear with him and get his rights for him." ~~This suggests to a~~ In this quote Jekyll is getting Mr Utterson to make a promise also to show that in knows Utterson will keep the promise.

"Mr Utterson had been some minutes at his post, when he was aware of an odd, light footstep drawing near". This quote suggests to me that ~~Mr~~ Mr Utterson is suspicious and catch on to what is going on and sort of knows that something not right is going on.

"Mr Utterson stepped out and touched him on the shoulder as he passed, "Mr Hyde, I think". That shows me he is getting to know what's going on.

In this extract I think that Mr Utterson is a very suspicious person. "In the course of his nightly patrols, he had long grown accustomed to the quaint effect with which the footsteps footfalls of a single person". This quote proves to me that he is suspicious about some things that go on because he does nightly patrols. Also



ResultsPlus Examiner Comments

Part (a) This response begins by repeating the information that is stated in the question, so giving the feel of an essay introduction. There are two clear points made here and these are backed up by what is unfortunately unnecessary quotation. The response is placed securely within the 'limited' band.

Band 2, 4 marks.

Part (b) The candidate begins with appropriate evidence and there is an attempt to reference specific words and phrases. Two key points are made with supporting evidence – although the candidate relies on the evidence rather than providing explanation. Due to the occasional understanding it just reaches band 3, 5 marks.

Part (c) The candidate makes use of material recycled from Part (b) and although this is permitted, the candidate only shows a 'limited' understanding of Utterson's character. There is only one supported point made. To move to a higher band the candidate would have needed to provide more evidence.

This response is placed at the top of band 1 – 3 marks.

Part (d) There is no part (d) response. Band 0, 0 marks

SPG: As there is no attempt to answer part (d) a mark cannot be awarded for SPG.



ResultsPlus Examiner Tip

For part (a), candidates can either list, bullet or write in continuous prose.

The 'key' events do not need to be detailed, but do need to include 'key' specific events.

Quotations in this part are not required.

The response does not need to read like a 'mini essay' to be an answer.

In this example, the candidate uses the extract(s) well although other points could have been included or, where appropriate, language points made.

2A ★ Mr Utterson remembers of his meeting with Mr Hyde and debates to himself ~~that~~ there is more about Mr Hyde than he has found.

★ He regards Mr Hyde as dwarfish and deformed.

★ Mr Utterson goes to Jekyll's house to see ~~the~~ him but he was not there.

★ He questions Poole about Mr Hyde but he says he has never seen him.

★ Mr Utterson ~~was~~ starts to worry about Dr Jekyll.

★ Utterson receives a letter from ~~the~~ Dr Jekyll saying that he is safe.

★ ~~the~~ Utterson is given ~~the~~ Jekyll's will which states that if he disappears that he will look after Mr Hyde.

★ Utterson is nearly forced to accept

C From the extract it portrays that Utterson is a very brave and ^{motivated} ~~motivated~~ character.

In the extract he is waiting for Mr Hyde to return to his home, this is dangerous ~~due~~ due to the past of Mr Hyde which is quite violent.

~~Using this extract it shows that he is~~
Mr Utterson uses the element of surprise to
Confront Mr Hyde, this may seek a reaction ^{from} Mr
Hyde as he is such a suspicious and venerable
character. An example of this is the "hissing intake
of breath", this what a snake does when it is
~~about~~ about to attack or is frightened but Mr
Utterson still continues with ~~the~~ Composure This
demonstrates the bravery shown by Mr Utterson
in this extract as he is willing to put his
life on the line to ease his suspicions of Mr
Hyde.

Also in the extract Utterson approaches ~~Mr Hyde~~
Hyde with a well mannered and friendly
gesture. This implies that Mr Utterson is a
well mannered and educated person as
he opens the conversation with "May Mr Hyde,
I think?". ~~As~~ AS he would like to find more about
Mr Hyde, by opening the conversation in this manner
welcomes Mr Hyde to reply. This means he can
start questioning him early in the conversation without
being rude.

Also ~~the~~ Utterson mentions Dr Jekyll straight
away in his conversation, this shows a high
level of ~~into~~ ~~intell~~ intelligence as he would
like to see the relationship between Jekyll
and Hyde and also Hyde's reaction to ~~the~~
Jekyll. By saying "I am an old friend of Dr Jekyll's"
he makes Mr Hyde react and ~~would~~ want to

retreat to his home. This shows that there is more than meets the eye between Jekyll and Hyde.

B) The writer has used a lot of ~~variety~~ language variety in this extract to develop suspense. This is very fitting as it builds up to the climax of when Utterson finally meets Mr Hyde.

The writer is very descriptive about ~~the scene~~ ^{the sounds} in this part of the novel, this helps the reader become more ^{connected} ~~connected~~ with what is about to take place. An example of this is "the foot steps drew swiftly nearer". This tells the reader that Mr Hyde is in a rush and will not take nicely to be confronted, this ~~more~~ makes the reader suspicious of what Mr Hyde has been doing and ~~at~~ how ~~he~~ how he will react to Utterson.

Another example of language is the way that the writer says that "he shrunk back with a hissing intake of breath". This is not a normal reaction to ~~to~~ ~~to~~ a stranger and ~~more~~ helps the reader develop a more suspicious view of Mr. Hyde due to his abnormal behaviour towards Utterson.

Also it makes the reader suspicious of what is going to happen next as he is starting to become unpredictable due to his abnormal behaviour.

~~The~~ Another use of language is the description of Hyde's chosen route across the street, "he made straight for the door, crossing the roadway to ~~make~~ save time". This makes the reader suspicious of what he has been doing to ~~make~~ ~~him~~ cause him being in such a rush. This makes the reader think maybe he has ~~to~~ done something and he has rushed home to hide or maybe that there is something or someone in the house he ~~is~~ does not want anyone else to ~~find~~ find.

D) Another part of the novel which suspicion is important is the Carew Murder Case. At the start of this chapter the ~~the~~ writer describes the scene of a man stood in the street. ~~at~~ The man is 'beautiful' and is not the type of person you would see standing in the street at that time of night for no apparent reason.

The description of Sir Danvers Carew is that he is "an aged beautiful man" and that he is meeting a small gentleman. This allows the reader to suspect that the smaller man in the meeting is Hyde. This is very suspicious to the reader as a ~~upper~~ upper class man such as Carew is meeting with a dwarfish, deformed man such as Hyde for no reason in the middle of the night in the street.

Also the way that Carraway communicates with the yacht at the start of the meeting suggests - suggests there is no apparent reason for the meeting as he was 'only enquiring his way'. This adds to the suspicion of the gathering as now they have met for no apparent reason. This ~~not~~ suggests to the reader that something else is going to happen adding to the suspicions ~~to~~ in this part of the novel.

Overall the crew murder case ~~very~~ uses descriptions of the meeting to ~~great~~ great detail to arouse suspicion to the reader about what is going to take place later.



ResultsPlus Examiner Comments

Part (a) This response contains some inaccuracies, but credit is given for what has been achieved. Examiners are reminded of the limited amount of time candidates have to respond and to look at what is there. The points made move some way beyond 'occasional understanding' and so fall into the 'generally sound' category.

Band 4, 7 marks.

Part (b)* The candidate makes a confident attempt to address how the writer achieves effect, zooming in and explaining with appropriate evidence how Stevenson uses 'sounds'. To move to the top of band 5 the candidate could have explored Utterson's suspicions and given a little more attention to the unpicking of specific words and phrases. However, giving credit to what has been developed meant it fell into band 5, 9 marks.

Part (c) The candidate makes a series of wide ranging points, embedding evidence while going along. It is here that the candidate begins to unpick specific language points - this is not a requirement for this part of the question. However, remember once again that the aim is to mark what is correct rather than focus on what the candidate did not need to do. This response reaches the top of band 3, 8 marks.

Part (d) The candidate begins by clearly identifying a relevant part of the text (outside of the extract). Clear textual evidence is embedded throughout this response. While there are two references to the chosen extract there is also a feeling of a missed opportunity to move beyond the mark awarded. The candidate could have included, for example, the maid, fog and moon. This falls securely into the 'generally sound' descriptors and so band 4, 9 marks.

SPG: 2 marks for SPG due to accuracy and control of meaning evidenced by the candidate's response.

*It is useful to note here that the candidate answered (c) before (b).



ResultsPlus Examiner Tip

Short points and more examples from the extract(s) are often a more successful approach to parts (b), (c) and (d).

Question 3

'The Hound of the Baskervilles'

This is the third most popular text. The extract was taken from Chapter 14 'The Hound of the Baskervilles', just after Sir Henry is chased by the hound and the creature has been shot.

In part (a), candidates were asked to outline the key events that follow on from the extract to the end of the novel. A full range of marks was awarded, but a number of candidates either summarised the key events within the extract or the events leading up to it.

Part (b) focused on the theme of fear.

Better responses referred to the description of the beast and Sir Henry's reaction. Some candidates gave very relevant examples but with little explanation.

For part (c), candidates were asked what they had learned about the character of Holmes within the novel. Many candidates gained marks in band 5 for this part of the question.

Part (d) asked candidates to describe how Holmes is presented in one other part of the novel. Again, many candidates showed a sound understanding and used relevant examples; however, in some cases there was little understanding or no response. Many candidates chose the same example and referred to the introduction to Holmes at the beginning of the novel.

In this exemplar, the candidate gains full marks in two parts of the question, demonstrating some sound understanding.

A1

- They saw that the front door was left opened and whilst they was looking Mrs Stapleton was seen on the floor in front of them.
- Whilst walking through the zigzagged path they then find Sir Henry's missing boot.
- They find Mortimer's dog's skeleton.
- The baronet tells about the family hound and warns them about his own death.
- They see the hound 'that huge black creature'.

b) The writer Arthur Conan Doyle presents fear in the ~~book~~ extract by

First of all when he wrote about Sir Henry saying 'My God!' and also 'What was it? What, in Heaven's name, was it?' by reading this quote it shows us a lot about Sir Henry is feeling he sounds scared and fearful about what is going on and is really unsure on it. Arthur Conan Doyle again presents fear to us during the extract when he writes about 'You saved my life' just by reading that it automatically tells me that something big has happened where someone could of died and was scared.

Throughout the extract Arthur Conan Doyle uses emotive language and lots of descriptive words like when he refers to Holmes 'sniffing at the dead animal' The writer here has told us what the character is doing he hasn't just said smelling the dead animal he told us how he was smelling it he was 'sniffing' the dead animal which again gives me as a reader what he's doing and gives me a picture in my head of Holmes 'sniffing the dead animal. Again the the extract given Arthur Conan Doyle has ~~told us~~ gone into detail when he says 'but he was still ghastly pale and trembling in every limb' This part of the extract is telling

us now pale he was looking. These signs we are told about like being 'ghastly pale' and 'trembling in every limb' this shows fear as well he is trembling with fear perhaps and due to that it has made him pale.

c) From the extract we learn that the character Holmes is a helpful person who is willing to help others. In the extract Holmes says 'Having first endangered it. Are you strong enough to stand?' This shows that he is caring about Sir Henry and is making sure that he is all OK after being exposed to the fright.

In the extract we also learn that Holmes is a very keen worker and wants to keep on working. During the extract this is shown from when he says 'The rest of our work must be done and every moment is of importance' this is showing us that Holmes is eager to get back to work and finish the case and find the man.

From my point of view Holmes seems to come across to me as a loyal man and eager to work and help his fellow friends.

d) In another part of the novel Holmes is presented very unreliable as it is said that 'Mr Sherlock Holmes,

who was usually very late in the mornings.
Here it shows us that he's not very reliable for timing. It also mentions about him ^{not} staying up all night where it tells us by saying 'not infrequent occasions when he stayed up'. I think that Holmes here is presented to sound very lazy.



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Examiner Comments

Part (a) This response starts well with the candidate identifying three key events and writing them in the correct order, although the point about Mrs Stapleton being on the floor is not entirely accurate as she was on a chair.

The point about the Baronet is also not entirely accurate as this information came from Holmes himself and these last two bullet points are not chronologically correct. This response therefore receives a mark of 7 for three developed points made in the correct order. Band 4, 7 marks.

Part (b) The first paragraph of this response focuses on how we can tell Sir Henry is afraid by his dialogue. It uses a range of evidence, embedded into the paragraph and explained to answer the question directly. The next paragraph starts confidently, talking about emotive and descriptive language but on the second page it becomes a little repetitive. There is a good range of points mentioned, which are well evidenced. A lot is achieved in the time available and is deserving of the top mark. Band 5, 10 marks.

Part (c) The candidate tells us that Holmes is 'helpful', 'caring', a 'keen worker', 'loyal' and 'helpful', so a good range of character points are identified. These are backed up by references to the text rather than specific evidence at times, but the response is focused and so gains full marks. Band 3, 8 marks.

Part (d) This section is weak in comparison to those that go before it and suggests that the candidate may have run out of time due to the quality of the previous sections. There are two points supported by quotations, but the suggestion that Holmes is 'lazy' due to 'staying up all night' is a misinterpretation of the character. Band 2, 5 marks.

SPG: The candidate has met the intermediate performance criteria: 'candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. 2 marks.



ResultsPlus

Examiner Tip

Rather than copying longer quotations, use specific words or short phrases, as one sentence within the extract may provide more than one example.

Question 4

'Felicia's Journey'

There were very few responses to the 'Felicia's Journey' question. For an exemplar, please refer to the 5ET1H report.

The extract was taken from Chapter 23 and the question asked candidates to outline the key events that follow on from the extract up to the end of the novel in part (a). The theme in part (b) was obsession. Part (c) asked candidates to say what they had learned about Felicia from the extract and part (d) about Felicia in one other part of the novel.

Question 5

'Pride and Prejudice'

There were fewer than 20 responses for this question. Centres are asked to refer to the 5ET1H report for an exemplar.

The extract was from Chapter 29, when Mr Collins introduces the guests to Lady Catherine. Candidates were asked to outline the key events that follow on from the extract to the end of Chapter 31 for part (a). In parts (b) and (d) the theme was first impressions and the character question, part (c), was based on Lady Catherine De Bourgh.

Question 6

'Great Expectations'

Although there were fewer than 40 responses seen for this question, one exemplar is included in this report.

The extract was taken from Chapter 49, when Pip visits Miss Havisham and she expresses her regret about her actions. In part (a), candidates were asked to outline the key events that follow on from the extract up to the end of Chapter 51. In part (b), there was the theme of guilt. For parts (c) and (d) the candidates were asked what they had learned about Miss Havisham from the extract and one other part of the novel.

A range of responses was seen, which on the whole gained marks in the top two bands.

In the following exemplar, the candidate has achieved full marks for the first two parts of the question, but this is not sustained.

a) The key events that follow on from the extract up to the end of Chapter 51 when Mr. Jaggers and Wemmick go to work again are that firstly, Miss Havisham reveals that Mr Jaggers brought Estella to her after ~~she~~ telling him that she wanted a little girl. Another key event that follows from this extract is Miss Havisham

death. She is caught afloat by fire and dies in Pip's arms. "I saw a great flaming light spring up. In the same moment I saw her running at me, shrieking."

This quote shows that the fire caught on Miss Havisham's dress catching her afloat. She ran to Pip for safety and help but the fire had already caught her and she died.

The next main event is the reveal of Estella's father. Pip is told that the convict that was down by the river was Estella's father. We know this because Pip is told 'And the man we have in hiding down the river, is Estella's father.' This is Magwitch because he is hiding as he has escaped from transportation in Australia.

b) The writer presents guilt in the extract by the language Miss Havisham uses towards Pip. Miss Havisham says "What have I done! What have I done!". She repeats this phrase a lot throughout this extract and is trying to show Pip how sorry she is. She also says to Pip "My dear! Believe this: when she first came to me, I meant to save her from misery like my own. At first I meant no more." This quote shows that Miss Havisham used Pip to teach and to protect Estella from ever suffering what she went through.

She feels guilty for hurting Pip but meant no harm to him. She soon realises that she hurt Pip the same way Compeyson hurt her and starts to realise her mistake. She done it through Estella's protection. The quote " "Better," I could not help saying, " to have left her a natural heart, even to be bruised or broken." "

This quote shows that Miss Havisham should have never replaced Estella's heart with ice and that she would have been better off with her natural heart, even if it did get broken or bruised.

Throughout the extract, Miss Havisham continues to repeat 'and then burst out again, what had she done!' She continuously repeats how sorry she is.

She also says towards the end of the extract "If you knew all my story", she pleaded "you would have some compassion for me and a better understanding of me."

Miss Havisham is trying to say that if you knew what she has ~~been~~ through, Pip might of understood more about why she acted the way she did. She is throughout the extract acting guilty about her actions.

c) from this extract, we learn that the character of Miss Havisham is a thoughtful but cold-hearted character.

She explains that she had made mistakes in the past but is sorry for them. We know this because she continuously repeats "What have I done! What have I done!" She is starting to realise how bad her actions were in the past and didn't mean to hurt Pip in the way that she did. We learn that her actions in the past have been cold-hearted, but she has learnt from them. She wants Pip to understand her reasons for the mistakes she made in the past. We know this because she says "If you knew all my story," she pleaded, "you would have some compassion for me and a better understanding of me."

~~d) In another part of the novel, Miss Havisham is presented as a quite scary character. She is described as a 'skeleton in the ashes of a rich dress' Pip describes her as this because that is what she looks like. She also says 'rest upon me' when she dies. Her relatives only want her for her money, they don't care about her whether she dies or lives.~~

d) In another part of the novel, Miss Havisham is presented as a quite scary character. She is described as a 'skeleton in the ashes of a rich dress' Pip describes her as this because that is what she looks like. She also says 'rest upon me' when she dies. Her relatives only want her for her money, they don't care about her whether she dies or lives.



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Examiner Comments

Part (a) The candidate has demonstrated a sound knowledge of the key events. The ideas have been detailed, but there are enough key events to qualify for a mark in band 5, 10 marks.

Part (b) This is a sustained response. The candidate focuses on the question and provides a number of points supported with relevant evidence. It is useful to highlight the quotations and references to the question. A sound understanding is demonstrated. Band 5, 10 marks.

Part (c) A generally sound understanding of Miss Havisham's character is demonstrated. The candidate suggests that Miss Havisham is 'thoughtful', 'cold hearted', 'made mistakes' and is 'sorry' for her actions. There are two quotations. Band 3, 6 marks.

Part (d) It appears that the candidate is running out of time, as the response to this part of the question is rather brief. There are two examples from the chosen extract with a little comment. Band 2, 5 marks.

SPG: The candidate has met the intermediate performance criteria: 'candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. 2 marks.



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Examiner Tip

For every example you include in your response, say what these tell us about the theme or character.

Question 7

Section B

Anita and Me

There were very few responses to this question. Please refer to the Higher tier report for an example.

In this question, candidates were asked to consider the importance of Nanima in the novel.

Question 8

'Anita and Me'

Although there were few responses to this text, one example is included here.

The question asked candidates to explain the importance of Meena's childhood in the novel. The three prompts guided candidates to include: Meena's childhood experiences, how Meena grows up and how Meena's childhood is different from Anita's.

In this exemplar, the candidate demonstrates a sound understanding of the novel and deals with each bullet point of the question.

Meena experiences an odd childhood, she is racially abused, she steals from Mrs Ormerod's shop and she switches between friendships. Meena is racially abused accidentally when Anita's mum, Deidre calls the dog "Nigger" because of the colour of its hair, but Tracey does not know that this is offensive to Meena so sticks with the name - however towards the end of the Novel, Meena has finally had enough of it and tells Tracey that she does find it offensive and asks her to change its name. She switches between friendships when she fell off Tracie - before the accident she was friends with Anita and while she is recovering in hospital Meena makes a new friend - Robert, who is intensively ill. Meena then forgets about Anita.

~~Near the start of the novel~~

Near the start of the novel we learn that Meena is good friends with Pinky and Baby who are a lot younger than her, she is therefore immature and does childish things, however when she starts hanging around

with Anita Rutter she immediately matures to try and act grown up in front of Anita to try and show off to her. Also to make herself in Anita's good books she starts stealing sweets from Mrs Ormerod's shop so that she can impress Anita. However as the novel goes on we learn that Anita is not very mature as she participates in the Peeing competition. After Anita has her "go" we ~~learn~~ ^{see} the bad side of Anita, picking on her own sister because of her "poo stripe", however her authority is shown because [REDACTED] the rest of the gang don't do anything until she does. She also shows her authority when Meena knows she has to go next so that she doesn't get picked on.

Meena's childhood is different to Anita's for many reasons; Anita's mum leaves Anita and Tracey whereas Meena's Mum is reluctant to even let her play out with Anita. Therefore the two parents contrast each other, Anita's mum doesn't care who she hangs around with but Meena's mum wants to know who, where, what and when. Anita is the leader of the "Tollington Wenchies" whereas Meena wants to be like Anita. Anita then gets involved with the wrong people - Sam Lowbridge's gang whereas Meena goes back to being close friends with Pinky and baby.

Therefore Meena's childhood is very important in the novel as the main theme of the ~~book~~ ^{novel} is her childhood. The ~~book~~ ^{novel} shows the ups and downs of her childhood and what she did which she could regret. This therefore makes Meena's childhood significantly important.



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Examiner Comments

The candidate provides a sound understanding of Meena's childhood. There are many points within the response which at times would have benefited from further development. Each of the bullets in the question has been addressed and a number of points have been made, including how Meena is racially abused; her relationships with Pinky, Baby and Anita; stealing from Mr Ormerod's shop; Meena's lack of maturity and why Meena's childhood is different from Anita's.

The social, cultural and historical context is illustrated through the events and characters' actions.

AO1: Band 5, 15 marks

AO4: Band 5, 22 marks

SPG: 'Candidates spell, punctuate and use the rules of grammar with considerable accuracy'. 5 marks.



ResultsPlus

Examiner Tip

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

Question 9

'Balzac and the Little Chinese Seamstress'

There were fewer than five responses for this question. Please refer to the 5ET1H report for an exemplar.

The question asked candidates to explain the importance of Phoenix Mountain in the novel.

Question 10

'Balzac and the Little Chinese Seamstress'

There were fewer than five responses for this question. Please refer to the 5ET1H report for an exemplar.

The question asked candidates to explain the importance of journeys in the novel.

Question 11

'Heroes'

In this question, candidates were asked to consider the importance of St Jude's in the novel. The bullet points guided the candidates to discuss the events that take place at St Jude's Church, School and Club and how these are important to many of the characters. The final bullet asked candidates to consider how these settings affected Francis's life.

A full range of marks was awarded. There were instances where candidates confused the Wreck Centre with St Jude's Club where the veterans meet for a drink and a game of pool.

This response demonstrates a generally sound understanding of the text.

St Judes church is a very important place throughout the novel. This is where Francis saw Nicole for the first time, as it quotes 'I saw Nicole Renard for the first time in the seventh grade at St Judes Parochial School.' Francis cares alot for Nicole "It would always be Nicole Renard" Therefore meeting her at St Judes is an important place for him.

St Judes Parochial school is where both Francis and Nicole attended, the place that Francis fell in love with her "I love her with all my heart" however he has only just met her, Francis believes its love at first sight.

St Judes church has effect Francis's life alot because if he had never of met Nicole he wouldnt of ended up where he is now, he would

not of wanted to kill himself and would not of jumped on the bomb, however he wouldnt of met his true love Nicole Renard, or earned the medal for being a hero, however the title of the novel heroes is ironic because infact Francis is not a heroes he did not intend to go to war to save lives' when jumping on the bomb he done it too take his own life.

Therefore St Judes church us one of the important places throughout the novel as without meeting Nicole and falling in love Francis would not of gone to the wreck centre *to see Nicole, he would then not met Larry LaSalle, the rape would not of happened and finally Francis would not of gone to war intending to die.



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Examiner Comments

In this response, the candidate identifies that St Jude's Parochial School is where Francis meets Nicole and falls in love with her. The candidate refers to St Jude's Church, where Francis considers suicide, but the St Jude's Club is not referred to. The candidate does mention the Wreck Centre and may have confused this with the club.

Overall, a generally sound understanding is demonstrated.

AO1: Band 4, 12 marks

AO4: Band 4, 18 marks

SPG: 'Candidates spell, punctuate and use the rules of grammar with considerable accuracy and there is general control of meaning in the context of the demands of the question'. 4 marks.



ResultsPlus

Examiner Tip

Candidates should include a range of examples from across the text and deal with all bullet points.

Question 12

'Heroes'

This was the more popular of the two 'Heroes' questions. The question asked candidates to consider the importance of reputation in the novel.

The three bullet points in the question guided candidates to consider: Francis's reputation; how Larry LaSalle gains a good reputation and why some reputations are false. Some candidates went beyond the bullet points and included points about Nicole's and the veterans' reputations.

A full range of marks was awarded for this question. Most candidates included a good range of evidence and often, answers were sustained.

In this first response, a generally sound understanding is demonstrated.

Reputation is a very important factor in this novel, as this book is based around the war period, there are lots of war heroes which have good reputation. Larry LaSalle gains a good reputation by coming home a war hero people respect him and love him where he lives. He has a good reputation because people respect him and know things he is a good & good man who only does right. But his good reputation is fake as Francis finds out when he rapes Nicole. Francis has a good reputation from his friends and family he may of gained this good reputation when he beat Larry at table tennis.

Larry cares about his reputation alot and only wants people to think of him as a war hero, when he rapes

Nicole, he makes her feel low and bad about herself, so she wouldn't tell anyone as he ~~didn't~~ doesn't want anyone thinking bad things about him and his reputation to go down.



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Examiner Comments

A generally sound point is developed about how LaSalle gains a good reputation as a 'war hero', but this turns out to be 'fake' when he rapes Nicole. The candidate mentions the reputation of Francis also and has therefore addressed all 3 bullet points of the question.

This response is short, but it is relatively focused and shows a generally sound understanding, thus gaining marks in band 4.

AO1: Band 4, 12 marks.

AO4: Band 4, 18 marks.

SPG: On the whole, spelling, punctuation and grammar are used with considerable accuracy. This is showing 'intermediate performance'. 3 marks.



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Examiner Tip

The wording of Section B questions state: 'In your answer you **must** consider' and then lists the three bullet points.

You must address all three bullets in order to access marks in the top band.

The following is an unusual and different style of response. Overall, the candidate demonstrates a sound understanding.

Reputation is one of the Main attractions to this book. Reputation is Important for everyone. Whether it be Good or bad. But when someone has a reputation, that's when things go bad. People begin to talk about you. Come up with stories about you which aren't even true! Just a fascination of drama fixating in their heads. Francis Cassavant's reputation was one of a selection. He had a good reputation with many people, awarded for his bravery, determination and modesty. Putting his life at risk to save his fellow men! Was the story, he jumped onto a bomb to protect the other men. ~~He~~ He disfigured his face. Broke his freedom to lead a happy life. Some people would call it suicide? But how could you question someone with such bravery? How could you doubt them without putting a mark on your own reputation. When he arrived back to Frenchtown he did not have an identity. Just a bandage, scarf, clothes and a bag with the remains of his belongings. Many of the village people greet Francis with warm welcomes in the book. Smiling, shaking hands and polite conversation. ~~Pop~~

Respecting him for what he had become.
But in his dark thoughts which
Suffocate his ~~thoughts~~^{mind}, does he deserve
it? No, No he does not. He thinks
himself as a cheat! A cheat with
dirty, dirty secrets. But no one
knows other than him and his
presumed friend and the other, respected
Soldier, Larry La'Salle.

Larry LaSalle, walks around as though
nothing could hurt him. Could anything
hurt him? He served for the Country
became the Hero of Frenchtown.
Excepted Gifts, excepted Prays.
Excepted a life of forgotten Guilt.
Larry gained a good reputation for joining
the war. Children, Adults and the
elderly worship his bravery. Not
knowing his false pretention.
A rapist? A Medaler? A Liar and a
Fraud? ~~Then~~ Larry is all of these things.
Defending young children and
young adults against abuse.
Would you trust him with your child?
No one would consider Larry as
a pedophile though. As one of the first
men to enlist in the armed services
he was a Hero. A tiny figure of a
man hibernating his untold secrets
in the Wreck Centre. Larry gains
respect from the community for

his peritential. But its false.
His reputation is a cloud growing
down over his racing heart.

Marking the absence of a love.
Francis wants to escape the sickening
truth of Larry raping his true love.
He joins the Army as well and jumps
on a bomb. Not out of compassion
for his fellow workers but out of
selfishness. He wanted to escape
the horror of his cowardness. He
does not deserve a good reputation.
Everything he does in the book is
for him self. He goes to war to kill
him self, and comes back to french
town to try and find Nicole, to try
and gain her trust. Thoughts of
flickering hope scatter his mind.
Maybe she'll forgive him. Maybe she
doesn't know he heard. All these things
are for him self. He is not a hero.
He is a beacon of disgust.

Francis goes to Frenchtown to find
Larry LaSalle. Francis intends to
kill him. To get revenge for his
Nicole. But when it came to it, he
could not pull the trigger. He begins
to believe that actually him
and Larry are very similar.

Both cowards protected by the
shine light of war. A reputation no

one would question. No one would doubt. But be the really cowards of the war which God threw out, so that they could live with there disgusting guilt.

They believed as long as they had a good reputation, no one would doubt them as bad people.



ResultsPlus Examiner Comments

This is not a standard response to the question as parts of it, especially at the beginning, read like a creative writing response and it expresses some personal opinion. At times it is a little too narrative. Through the candidate's exploration of the theme, a range of examples have been provided, although these need to be sought. There is reference to the text rather than selected evidence. The response builds to a considered conclusion and is definitely 'sound' overall.

AO1: Band 5, 15 marks.

AO4: Band 5, 22 marks.

SPG: The candidate demonstrates 'intermediate performance'. SPG are used with considerable accuracy. 4 marks.



ResultsPlus Examiner Tip

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

Question 13

'Of Mice and Men'

By far, this question was the most popular option in Section B. The question asked candidates to consider in what ways George is an important character in the novel. Candidates were provided with three bullet points to guide them. These were: what George says and does; how George is affected by his relationship with Lennie and how George's relationship with other characters affect him.

There was a wide range of responses from the limited to those showing sound understanding. The majority of candidates used the bullet points to structure their responses. Many candidates showed a sound awareness of the importance of George in the context of the novel, supported with appropriate references to the text. No one commented on George being a dreamer but they commented how the dream is used to keep Lennie in line and give Candy hope. Some weaker answers tended to focus mainly on Lennie or took a narrative approach.

In this report, three examples have been provided to demonstrate a range of marks.

In this first example, the candidate offers a limited response.

George is an important character in the novel because he is the one who looks after Lennie, tells him what to do and says to people. George is affected in his relationship with Lennie because he ^{carries} ~~carries~~ has a separate life on his own because he doesn't want to carry Lennie on his. He wants to do things ^{that} ~~that~~ just require him but he carries because he ^{has} ~~has~~ Lennie on his shoulder to carry. George's relationships ^{come to have} ~~with Lennie is~~ a good relationship with the other characters because Lennie is always ~~to~~ there for him beside George.



ResultsPlus Examiner Comments

The candidate makes some attempt to address all bullet points and is given credit for doing so. There is a limited understanding shown of the relationship between George and Lennie and the effect this has on George's life, with the point made about 'Lennie on his shoulder'. There is no real evidence used, but this response moves just beyond the parameters of 'basic' to achieve 'limited'.

A01: Band 2, 5 marks.

A04: Band 2, 6 marks.

SPG: There is some accuracy in applying the rules of grammar. Where errors do occur, meaning is not hindered. 2 marks.



ResultsPlus

Examiner Tip

Candidates should remember to provide specific examples from the text.

The following example demonstrates a response which gains marks at the top of band 4 for both Assessment Objectives 1 and 4.

In the novel of mice and men, George is an important character to the novel. George is an important character because he is in control of Lennie. Without George you wouldn't be able to see how relationships between people develop and evolve. Lennie, George and Candy's relationship grows because George tells Candy about their American Dream. "Well, it's ten acres," said George, "Got a little windmill. Got a little shack, and a chicken run. Got a kitchen, orchard, cherries, apples, peaches, 'cots, nuts, get a few berries." This shows George telling Lennie and Candy about their dream. This then shows George becoming more open to the idea of letting Candy on the ranch with them. George also appears as a strong dominant character. He gives out orders, "George says I ain't to have nothing to do with you," said Lennie. This shows that Lennie remembers an order given to him by George. In the relationship between Lennie and George, Lennie is the "baby", George is the "father" that has to look after and look out for Lennie. Lennie says to George "Where we going George". George says "I'll tell you again, I ain't got nothing better to do. Might just spend my time telling you things and then you go and forget them." This is then showing how important George is

as an character because without him Lennie would forget everything. In chapter 1 it also shows that George is needed to keep Lennie from killing things "It's a dead mouse in my Pocket." Confrontation between Curly, Lennie and George. "By christ, he's gotta talk when spoken too." said Curly. "spose he doesn't want to talk" said George. This shows that George is important as he's the leader out of the two. Showing that George is important to be an important character in the novel. George is also important in the novel because he keeps Lennie happy and out of trouble. Throughout the novel George is shown to be an important character because he is able to keep Lennie in line and out of trouble. Also Lennie is important because he has effects on everyone.



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Examiner Comments

The candidate identifies early in the response the importance of George in the novel beyond his relationship with Lennie. The key words of the question are repeated regularly giving the piece a focussed feel although they are overused, particularly at the end of the response. Relevant evidence is provided by the candidate throughout this response.

Although many relevant points have been made, the piece was prevented from moving into the higher band because of a lack of further development and comment. Overall there is a 'generally sound' understanding of the character demonstrated.

AO1: Band 4, 13 marks.

AO4: Band 4, 20 marks.

SPG: This response is written with reasonable accuracy and general control in the context of the demands of the question. 4 marks.



ResultsPlus

Examiner Tip

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

The essay must be literary, not historical.

AO4 is more often assessed through the characters, events and themes within the novel. For example, in this response, "George tells Candy about their American Dream".

In this final example, the candidate provides a sustained response, which gains marks at the top of band 5 for both assessment objectives.

The character George is ~~an~~ very important in the novel *Of Mice and Men*. George ~~signified~~ signifies ~~at~~ most men in 1930's America (California). George supports one of many themes throughout the ~~book~~^{novel}, the main being dreams.

George is very important because he represents the context of men in the time setting in the book. The context being that most men in America in the 1930's dreamed about owning ~~there~~ their own farm. This resulted in men travelling to California to get a highly paid job. But because of the sudden rush of work needing men, jobs started to become less and less from the effect of the wall street crash. The character ~~of~~ George represents one of these men. Because he travels to a ranch for a job and luckily he finds one, unlike many men in that time.

George is a very important character because he brings a lot of colloquial ~~language~~ language to the book, to give a time and setting effect on the reader. For example when he says: "ain't" and "ought" this makes the reader read the words with an accent which ^{also} gives the reader a personal relationship with the reader.

Which makes them feel more emotional and more understanding about George.

George is affected by his relationship with Lennie because he thinks that his life would be so much better with him: "My life would be so much better without you." This supports my judgement also George states that he could have more money, have a wife and that he wouldn't have to keep running all the time. The central feature of the novel is unlikely relationship between George and Lennie. George is like a ~~center~~ ~~corner~~ for Lennie ~~as he is~~ because of his mental immaturity, and is completely reliant on George for everyday services however George relies on Lennie for companionship, because without Lennie George would be lonely. Loneliness is a main theme in the ~~best~~ novel and the evidence that George suffers from it is when he has the conversation with Lennie and says "...guys like us, that work on ranches, are the loneliest guys in the world". But the reality of the social situation means that the 'American dream' cannot ~~be realized~~ come true. This shows the importance of George.

George is kind and loving character

who only has the best, for Lennie and himself at heart. George shows this by going through and putting up with Lennie for a long time and ~~re~~ resolving the problems that ~~the~~ Lennie got them into for example when they move from Weed because Lennie scared a girl ~~their~~ their because she thought that Lennie was going to rape her ~~because~~ because of Lennie's actions "so he reaches out to feel this real dress an' the girl lets out a squeak". This is ~~slim~~ ~~ret~~ George has a conversation and tells Slim everything. This is when Slim realises that Lennie has the mentality ~~of~~ of a child. This shows the importance of George needing to make a true friend (Slim) and be able to have a ~~convos~~ proper conversation to someone who will understand ~~to~~ and give advice unlike Lennie would be able to. This also shows how having a simple friend (character) can have an effect on George.

George is very protective over Lennie because he wants to keep the promise to Aunt Clara to look after Lennie. The main ~~conflict~~ controversial evidence for this is ~~where~~ at the end of the novel when George shoots Lennie: "He pulled the trigger" I think that

~~the~~ killing Lennie was the best thing George could do because if he didn't Curley would have made his death more painful and full of suffering. Curley wanted to kill Lennie to gain revenge for killing his wife. George made Lennie's death as painless as possible. On the other hand there is a part of me that thinks they should have run but if they did they would always be running and as jobs ~~would~~ being in short supply it would be hard to find a good paid one. There would be no doubt in my mind that if George didn't kill Lennie that they would be running until they die. To illustrate George thinks about Lennie's needs before himself because the effect of Lennie's death would be greater on George because he has to live his life knowing he killed his best friend so really Lennie got the easy way out.

To conclude ~~George~~ George is an important character. This shows the context of the 'American dream' and that he is a loving character that the

reader can get an emotional ~~and~~ attachment with George. George is affected by the relationship between himself and Lennie and himself and the other characters (Slim).



ResultsPlus Examiner Comments

In this sustained response, the candidate provides a range of examples from the text. Often ideas are explored through the themes of the novel. Each of the bullet points has been addressed, although there is not a great deal about George's relationship with other men on the ranch, apart from Slim. A sound understanding has been demonstrated throughout the response and ideas are mostly developed.

AO1: Band 5, 16 marks.

AO4: Band 5, 24 marks.

SPG: The candidate achieves 'intermediate performance'. Candidates spell, punctuate and use the rules of grammar with considerable accuracy. 4 marks.



ResultsPlus Examiner Tip

Candidates can explore character questions through where the character features in the text, chapter-by-chapter, or through the themes of the text.

Question 14

'Of Mice and Men'

This was the second most popular question in Section B. The question asked candidates to consider the importance of animals in the novel.

A full range of responses was seen.

The bullet points were used to structure responses and these were often supported with relevant textual detail. There were some impressive responses; however, in some cases the ideas were not developed coherently or were too narrative. There were a number of candidates who referred to Lennie's obsession with 'rats', rather than mice. A few candidates referred to the novel as a poem or play and there was some evidence that some only remembered a film version.

Three examples are included in this report.

This first example is very brief, gaining marks in band 1 for both assessment objectives.

in the novel Carlson takes Candy's dog and shoots it because it is old, smells and is in a bad way "Tell you what I'll shoot him for you!"

Lennie is linked to animals because he likes soft things like mice and rabbits, he always likes to pet them



ResultsPlus Examiner Comments

In this very brief response, the candidate makes two points. The first point is supported with a relevant quotation from the novel. The second point is relevant but undeveloped.

AO1: Band 1, 4 marks.

AO4: Band 1, 5 marks.

SPG: The omission of some capital letters and full stops in this short response demonstrates 'threshold performance'. There is reasonable accuracy and any errors do not hinder meaning. 2 marks.



ResultsPlus Examiner Tip

It is possible that this candidate ran out of time.

Remind candidates of recommended timings for each section of the paper.

This is an example of a response that gains marks just into band 5. The candidate is beginning to demonstrate a sound understanding of the novel.

Animals are very important in the novel of mice and men. On different occasions animals are mentioned. Lennie's ~~stupidness~~^{simplicity} is represented by how he likes to stroke things that are soft, for example in chapter one George realises Lennie had a mouse in his hand. Although the mouse is ~~dead~~ dead, the writer uses this to foreshadow the death of Curley's wife in the novel, this is shown on more than one occasion. It also foreshadows Lennie crushing Curley's ~~hand~~^{hand} just like a mouse.

The writer also uses bears as a metaphor for Lennie, "and he walked heavily, dragging his feet a little, the way a bear drags his ~~feet~~ paws. This gives us an idea of what Lennie looks like and how big he really is. And although Lennie is big like a bear he is simple.

In chapter three of the novel we get faced with the decision of Candy having his dog shot. His dog is described as 'stinky' and 'ancient'. Carlson then says that the dog "ain't no good to, Candy. An' he ain't no good to himself." When Candy decides

to let Carlson shoot the dog we realise that the writer is foreshadowing Lennie's death at the end and the relationship between Lennie and George. Lennie wasn't any good to himself just like the dog and he was only keeping George behind. Animals reflect on the bigger story and what will happen to Lennie and Curley's wife.



ResultsPlus Examiner Comments

This is a sound response. A number of 'foreshadowing' points have been made and the points about Candy's dog and the bear metaphor demonstrate sound understanding. It is a pity that the response ends so abruptly. It is possible that the candidate ran out of time.

The candidate is beginning to demonstrate a sound understanding of context through the examples provided.

AO1: Band 5, 14 marks.

AO4: Band 5, 21 marks.

SPG: The candidate achieves 'intermediate performance'. Candidates spell, punctuate and use the rules of grammar with considerable accuracy. 4 marks.



ResultsPlus Examiner Tip

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

In this third example, the candidate gains full marks for both Assessment Objectives 1 and 4.

Throughout the novel *Of Mice and Men*, animals are very important and keep popping up. A big example of this is Candy's dog. Candy's dog is very old and ill, and it is decided upon to put the dog down, much to Candy's protest. We can see the importance of the dog by Candy's reaction to it being taken away, "He did not look down at the dog at all. He lay back on his bunk and crossed his arms behind his head and stared at the ceiling." We can quite clearly tell he is not okay, and this scene almost foreshadows Lennie's death later on. All through the book animals are there usually to calm Lennie down, because it seems like it's the only thing that could get through to him, and make him reasonable. It's almost like talking about rabbits is used as a reward to Lennie, or just being used to distract him. It's almost like Lennie is an animal himself, because he gets excited easily and is generally quite clueless and easily distracted. Lennie is obsessed with animals, but doesn't know when he takes it too far and ends up hurt hurting them, like when he killed the puppy. This then led on to him killing Curley's wife and then his death, all starting with an animal. He relies on animals, even if it's just a dead mouse in his hand. Animals are also used to set scenes, in the very start of the novel, it describes what animals had been or were present, and describes them in a way that is very calming. "Rabbits come out of the

brush to sit on the sand in the evening, and the damp flats are covered with the night tracks of coons, and with the spread pads of dogs from the ranches, and with the spit-wedge tracks of deer that come to drink in the dark." It's like the animals are used as a calming affect to us as well in the beginning, but in the end the scene is set with the widness of animals, making the scene more urgent. Animals are important throughout the novel, and in different ways. But, they are always fell back on heavily. Without the use of animals, this novel would not hold the same greatness.



ResultsPlus Examiner Comments

Some very good, sound points have been made in this response. There are some long quotations, but the points made are often interesting and demonstrate an engagement with the question. Some thoughtful points have been made, such as animals 'are there to usually calm Lennie down' or animals are 'used to distract' Lennie.

AO1: Band 5, 16 marks.

AO4: Band 5, 24 marks.

SPG: The candidate achieves 'intermediate performance'. 4 marks.



ResultsPlus Examiner Tip

Encourage candidates to use shorter quotations rather than copying long extracts, which use up valuable time.

Question 15

'Rani and Sukh'

The character question focused on Kulwant Sandhu. Candidates had three prompts to consider: what Kulwant says and does, how the relationship between Kulwant and Billah goes wrong and how Rani and Sukh are affected by Kulwant.

A full range of responses was seen and often candidates demonstrated a sound understanding of the novel.

The following is an example of a response gaining full marks for both Assessment Objectives 1 and 4.

Kulwant Sandhu is a very important in the novel because the feud started because of her which affects Rani and Sukh's relationship.

Rani and Sukh's relationship is affected by Kulwant because Kulwant committed a suicide due to finding out that her dad has killed Billah. She has a baby with Billah in the Punjab extract and therefore the fate has reflected on Rani and Sukh because Rani ends up having a baby. "From the moment they had met through to Rani discovering that she was pregnant." This shows that as well as Kulwant being pregnant, Rani has also become pregnant reflecting the Punjab fate in Leicester.

Kulwant is an important character in the novel because due to her family not allowing Billah, she commits suicide in the beginning introduction.

Kulwant says "forgive me, my Lord, and men she fell..." This signifies that she wants the Lord to forgive her for her actions but at the same time she has ~~also~~ a reason. This is a very important part in the extract because it is written ~~by~~ ~~on~~ right in the beginning of the book which leaves the reader suspense about who this woman is. So Kulwant plays ~~an~~ a very important key character in the Novel.

Billah and Kulwant's relationship is discovered by Harbajhon 'Kulwant's father' ~~more~~ meaning that he is on a hunt to find Kulwant. This affects the relationship because Harbajhon approaches towards The Bains' house with a group of people to start a feud. This signifies that ~~Harbajhon~~ Harbajhon is not very ~~happy~~ ^{happy} and therefore he will not let Kulwant and Billah's relationship progress. "Nimmo shoot her head in Sadness. My child, to your father you are already dead... believe me" This shows that ~~Harbajhon~~ Harbajhon is not happy with this relationship due to him dishonouring Kulwant. This means that Billah and Kulwant's relationship has now come to an

~~end~~ end.

Kulwant is overall an important character because she plays an important role in the novel and she is the reason why the family feud has begun. Then Resham also discovers about Billah and Kulwant's relationship when he sees "2 naked bodies - male and female" making loud noises. "Two naked bodies, male and female, entwined on the ground. A hip, a breast, bare buttocks and then the face, her face. It was Kulwant Sondhu, Mohinder's youngest sister." This connotes that Resham ~~will~~ now knows everything and therefore he will not let Kulwant and Billah's relationship last. This shows that their relationship has now gone wrong and therefore it will not last. ~~Resham will do anything~~ The feud has now begun all because of Billah and Kulwant and neither of their parents will be happy. This is the beginning of the feud. This is really important because now Kulwant's mistake will reflect in Leicester and therefore the feud carries on in Leicester.

We learn that Kulwant is

a key character in the novel
due to her actions that has
lead a feud between the Sondhis
and Bains



ResultsPlus

Examiner Comments

In this sustained response, the candidate has considered a range of points and has kept focus on the question. The points include an exploration of the feud, Kulwant's suicide at the beginning of the novel and the affect this has on the reader. Clear understanding is demonstrated with the further points about Harbhajan's reactions and the dishonour Kulwant's pregnancy has brought upon her family.

AO1: Band 5, 16 marks.

AO4: Band 5, 24 marks.

SPG: 4 marks. The candidate demonstrates 'intermediate performance'. Candidates spell, punctuate and use the rules of grammar with considerable accuracy.



ResultsPlus

Examiner Tip

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

Question 16

'Rani and Sukh'

The question asked candidates to consider the theme of tragedy in the novel and was the more popular of the two 'Rani and Sukh' questions. The three bullets guided candidates to consider: what happens to Rani and Sukh, why the events in the Punjab in the 1960s are important and why the links between generations are important.

Again, a full range of marks was awarded for this question, with many candidates demonstrating a sound understanding of the novel.

This example gains marks at the top of Band 4 for both Assessment Objectives.

In the book Rani and Sukh, the two stars crossed ~~to~~ have always liked each other but since they both are from a Indian, Punjabi background their family don't like their children to have sex before marriage. So eventually towards the end of the book Sukh is killed by Divy. I know this because of "Resham saw Divy break free from Mohinder and hug his youngest son." ^{This quote can be found on page 304} This shows a tragedy had happened because Divy killed Sukh just for falling in love with his sister Rani.

Modern day Leicester has a ~~big~~ great similarity to the 1960's Punjab because they both end with someone dying. These events are important because it is basically history repeating itself, and it ^{also} shows how the feud between these two families came together and why do they hate each other so much. They hate each other because Harbeshan Singh killed Billah and Billah hid ~~himself~~ away and they thought he killed her but she really committed suicide by jumping down a well. So the Punjab is important because it is the base of the book, it is how it all started. In page where Billah ~~did~~ died is

In page 158-159 in the Punjab section where "He would have seen Harbhajan Singh Sandhu, his old friend, drive a long, pointed blade through billiard's cleft and at his back." Also Sukh died in page 306. I know this because "Binky pushed the blade in with all his strength."

The links between the two generations are very important because it shows how much as Bani and Dilch as Sukh. It is important because that it shows the same thing had happened twice, but with the same family across two generations.



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Examiner Comments

The candidate addresses each of the bullet prompts and demonstrates a generally sound understanding of the novel. The response begins with an implicit link to 'Romeo and Juliet' with the 'two star crossed lovers', but the candidate does not refer to 'tragedy' very often. There are some point, evidence, explain examples - but the response would have benefited from more examples from the text. Some ideas could have been developed further.

AO1: Band 4, 13 marks.

AO4: Band 4, 20 marks.

SPG: 3 marks. The candidate demonstrates 'intermediate performance'.



ResultsPlus

Examiner Tip

Candidates should refer to the key words in the question throughout the response.

Question 17

'Riding the Black Cockatoo'

There were no responses to this question on Foundation tier. Please refer to the 5ET1H report for an exemplar.

Question 18

'Riding the Black Cockatoo'

There were fewer than five responses to this question relating to 'attitudes' in the text. Please refer to the 5ET1H report for an example.

Question 19

'To Kill a Mockingbird'

In this question, candidates were asked to consider how the Ewells are important in the novel. The three prompts asked candidates to consider: Mayella's relationship with Tom Robinson; how the Ewells are involved in Tom's trial and why Bob Ewell tries to gain revenge on Atticus.

This was the more popular question of the two. Candidates were often able to answer this question with confidence and often commented on other points, such as references made to Burris Ewell and the Ewells being the 'White Trash' of the community.

The following is an example of a firm band 4 response.

Throughout the whole extract Lee presents Bob Ewell as an aggressive, miserable, grumpy old man. We know that the Ewell family are a family of racists. But back then, nearly everybody in the Maycomb county was racist. There was the minority of people who weren't like Scout's family.

Later on in the novel we learn that Mayella Ewell, the daughter of Bob Ewell asks Tom Robinson, a black man, to do a number of chores for her. "Get that box down from on top of the chiffonade" She does this because she is lonely.

and needs someone to show her love. Soon after we get told that she tries to seduce Tom Robinson. "she hugged me around the waist." This instigates to me that she tried to lure Tom. This is very unusual for a white woman to do this to a black man in these times.

While Tom tries to escape from being molested by Mayella, Bob Ewell made an entrance. "you god-damn whore, I'll kill ya" This demonstrates their relationship to me, we find out also that it wasn't Tom who left marks on Mayella. It was in fact her dad, Bob Ewell.

The Ewells are in court for the Tom Robinson Trial because Mayella made a false accusation that Tom raped her but in fact that couldn't be any more of a lie.

Bob Ewell, the aggressive, violent angry man that he is wanted revenge on Atticus for making him look like a fool in front of the whole entire court.

To get his vengeance he decides to kill Atticus's beloved children but he fails.

He tries to kill the children but Arthur Radley, known as Boo, comes to their aid.

He saves them, but he kills Mr Ewell. "He's dead alright" also the fact that Heck

rate knew Boo killed him he still says something else. "Bob Ewell fell on his knife" This sums up how the whole town looked at Bob, he wasn't liked nor was he respected.



ResultsPlus

Examiner Comments

In this response, a number of points are made but are not always supported with relevant examples. For example, Bob Ewell is an 'aggressive, miserable, grumpy old man'. Points are often relevant, but vague and would have benefited from further development. The majority of the response is rather narrative and tends to re-tell the story.

AO1: Band 4, 12 marks.

AO4: Band 4, 18 marks.

SPG: 4 marks. The candidate meets the 'intermediate performance' criteria.



ResultsPlus

Examiner Tip

For each example provided, encourage candidates to say why the character or theme is important.

Question 20

'To Kill a Mockingbird'

The question 'Explain the importance of 'mockingbirds' in the novel' was mostly answered very well. The three prompts: what is said about mockingbirds; how some characters may be considered as 'mockingbirds' and how Scout learns from the actions of these 'mockingbirds', enabled candidates to respond with confidence. Most candidates explored the theme and quoted Atticus' famous line, 'It is a sin to kill a mockingbird' and explored a range of characters, including Boo, Tom, Atticus and some referred to Mayella accusing Atticus of mocking her.

Although very few examples were seen on Foundation tier, one example is included here.

The following is an example of a response which is beginning to demonstrate a sound understanding of the importance of 'mockingbirds' in the novel.

The importance of "mockingbirds" is very important in the novel. I know this because near the end of chapter 30 when Boo saves Jem from Bob Ewell from trying to capture Jem and Scout. Boo protected Jem and Scout and he carried Jem home because he was unconscious. This is a very important part of the book because everyone in Maycomb think that ^{Boo} he is strange and people are scared of him. ^{This is because} ~~because~~ he doesn't come out of his house and he lives on his own. When Boo protects Jem and Scout everyone changes their opinion of him ~~because~~ ~~everyone~~.

When Mr Tate comes to ask what happened people think Atticus thinks that Scout killed him ~~Mr~~ Bob Ewell but Mr Tate said ^{no she} ~~he~~ didn't. Mr Tate said "Bob Ewell" fell on his own knife." When Atticus asked Scout what happened she said ~~she~~ said Mr Ewell she didn't really know. Scout went up to Atticus and said "Yes sir, I

understand,' I reassured him. Mr Tate was right." Then Atticus disengaged himself and looked at me. "What do you mean?" Scout said "Well, it'd be sort of like shootin' a mockingbird wouldn't it?" if Boo was praised for what he did.

This tells me that Scout considers Boo to be like a mockingbird because Boo doesn't want to be praised for what he has done because he doesn't want to be the talk of Maycomb because he wants to be left alone. Boo represents a mockingbird because they are ^{quite} ~~quite~~ birds that don't harm anyone and Boo is a quite person that doesn't harm anyone.

I know this about mockingbirds because at the start Atticus says that when his dad gave him a gun when he was younger to never shoot a mockingbird because they are it would be represented as a sort of sin because they haven't done anything to anyone. So that is why Scout represents Boo as a mockingbird because he doesn't want to be the talk of Maycomb he wants to be left alone. So if they told everyone what happened to it it would be like shooting a mockingbird because he wants to be left alone.



ResultsPlus Examiner Comments

Although some of this response is a little narrative, the candidate deals with each of the bullet points and has included some relevant textual detail. The candidate provides an example about Boo and later explains how the character can be considered a 'mockingbird'. The response is beginning to demonstrate a sound understanding, but a wider range of examples and 'mockingbirds' could have been considered.

AO1: Band 5, 14 marks.

AO4: Band 5, 21 marks.

SPG: 4 marks. The candidate demonstrates 'intermediate performance'.



ResultsPlus Examiner Tip

To secure higher marks provide a range of examples.

Question A

Section A

No examples are provided for this section.

In 'Section A' are placed those responses where candidates did not identify which question they were answering for examiners to mark. There were 302 responses where candidates failed to identify which question they were answering - or had crossed more than one box. A reminder to candidates about this would be very helpful.

Question B

Section B

There are no examples provided for 'Section B' (as explained in 'Section A') as these are responses where candidates have not identified which question they have responded to. For 'Section B', there were 415 responses which did not have the question number clearly marked. Wherever possible, we should like to get this large number of 'unidentified' responses reduced and very much appreciate your help with this through general reminders.

Paper Summary

Based on their performance on this paper, candidates and centres are offered the following advice:

- In Section A part (a) of the question, candidates do not need to provide quotations when outlining the key events
- Candidates should provide examples from the extract when responding to parts (b) and (c) to support the points made
- For part (d), candidates should select one extract from the text which illustrates the named theme or character
- Section A is *not* assessed for the social, cultural and historical context
- Candidates should be reminded to label each part of Section A clearly
- Candidates must be reminded to cross the relevant question number for each section
- Although there are fewer candidates writing their answers in the incorrect area of the answer booklet, centres should continue to remind candidates about where their responses should begin, by showing candidates examples of the answer booklet.

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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