

Examiners' Report  
June 2013

GCSE English Literature 5ET1H 01

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# Introduction

The English Literature 5ET1 Higher tier examination consists of two sections and lasts for an hour and forty-five minutes, approximately fifty minutes for each section. The questions on this paper have been designed to enable candidates to show what they can achieve in relation to the detailed study of two texts.

The total number of marks available is 89.

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

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

## Study of Prose Texts

### Section A:

- 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) 8 marks; part (b) 10 marks; part (c) 10 marks and part (d) 12 marks. In addition, a mark of up to 3 is awarded for spelling, punctuation and grammar. Total: 43 marks.

### Section B:

- One text from Different Cultures (essay). Candidates provide a response to one of two questions. Assessment Objective 1 carries a maximum of 16 marks and Assessment Objective 4 carries a maximum of 24 marks. In addition, a mark of up to 6 is awarded for spelling, punctuation and grammar. Total: 46 marks.

### Comment:

- A full range of marks was awarded and most candidates were able to demonstrate their knowledge, understanding and appreciation of the texts they had studied. In many cases, candidates demonstrated enthusiasm and engagement in their responses. Marks are awarded in relation to key areas of the mark bands and whether a candidate demonstrates a generally sound, sound, sustained and thorough, pertinent and assured, or convincing and perceptive understanding.
- *Animal Farm* remains the most popular text for Section A and *Of Mice and Men* for Section B. Some excellent responses were seen for these texts and for the less popular options, such as *Balzac and the Little Chinese Seamstress*. An example for all texts has been included in this report.

### For Section A

Centres should remind candidates to use only the information contained within the extract in order to answer parts (a), (b) and (c) of the question. Candidates who made several points, and supported these with examples from the extract, qualified for marks in the higher bands. The only section of the four part question that requires candidates to explore another area of the text is part (d).

For part (d), candidates should select and explore **one** extract of their own choice. The extract should be approximately one page in length of the chosen text and be relevant to the given theme.

Centres are reminded that AO4, the social, cultural and historical context, **is not assessed** in Section A (four part questions).

A number of candidates are still not labelling their responses clearly and often omit to identify (by crossing the appropriate box) the question number that they are answering. When responding to Section A, candidates may re-use examples provided for other parts of the question.

On the whole, there was evidence of improved time management and a sharper focus on each part of the question. Candidates did particularly well with Section A, Part (a) character questions (evident in *Animal Farm* responses) with a number receiving full marks. The majority of candidates are now keeping their answers focused on the extract (for Parts (a), (b) and (c) and not discussing other parts of the text. Although some candidates still include some social and historical context (such as the Russian Revolution and Stalin for Question 1), this number has decreased. More candidates are now choosing a specific extract to discuss for Part (d) rather than referring to the whole text, which has ultimately encouraged them to discuss one area in more detail.

### **For Section B**

Successful responses were those that had developed the ideas fully, showing some insight and analysis, and had kept a sharp focus on the question.

In Section B responses, candidates are now integrating the social, cultural and historical context of the novel with specific examples from the text, rather than adding them as an after-thought or stand-alone points. AO4 is best approached through providing specific examples of characters, events and themes within the novel rather than being treated separately by providing background information that is unrelated or often irrelevant to the question.

Fewer candidates are writing their Section B response in the Section A answer space. Centres are thanked for reminding candidates to respond in the correct area of the answer booklet and are asked to remind students continually of this. Candidates' understanding of the rubrics of the examination has improved significantly.

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

## Question 1

### Animal Farm

As in all previous series, *Animal Farm* remains the most popular option for Section A. A full range of marks was awarded.

Part (a) Most examiners have commented that on the whole, candidates answered this part of the question well. They understood the relationship between Clover and Boxer, and the fact that Boxer was loved. Some of the higher marks were gained by the students who made the connection between Boxer's stupidity being responsible for his current situation, and used the 'white stripe' down his nose as a sign. A minority of students saw this as a chance to inform us that the plight of Boxer was a metaphor for the downtrodden working class of Russia, but got so enthralled by this, they did not make any other relevant points about the extract.

However, there was much accurate information given about Boxer with apt textual evidence to support the points made. There was comment on his 'white stripe down his nose' appearing to be a distinctive feature which the animals noticed, but in this pathetic position even his physical features seemed diminished.

Part (b) This was also answered well, and most understood the devices used to create panic. Clover's cries of "'Boxer! Get out!'" were used to support their points, in conjunction with the use of punctuation marks for effect. Also the fact that Benjamin usually 'kept his own council and never spoke to the other animals' but that he 'pushed Muriel' out of the way to read out the sign on the van was identified as an indication of panic by a small number of students who obviously had studied the character of Benjamin as well as Boxer.

Many did manage to identify the techniques of short sentences and punctuation, but failed to use quotations to support answers. A number of candidates mistakenly referred to personification, especially when talking about the 'drumming of the hooves'.

Part (c) Some candidates took 'ignorance' to be 'rudeness' rather than ignorance meaning lack of knowledge. They tended to focus on the horses that were pulling the van, and missed out the ignorance of the animals in the first place for not being able to read.

However, there were a number of students who did recognise this and the importance of ignorance was attributed to Boxer's death, and how, if the animals had not been ignorant in the first place, they would have been able to read the van and understand what was happening.

Part (d) A smaller number of students left this out than in previous years. Many used the 'milk and apples' being taken as their examples, with more using the changing of the commandments. Those candidates who used Jones as the example did tend not to discuss the part of the animals.

A handful of candidates used Napoleon's taking of the puppies, but this was usually where they had mistaken ignorance as rudeness and talked of Napoleon's ignorance towards the mother of the pups.

It was clear that some of the centres had taught the allegory of the novel well, and this was reflected in the evidence given by students. In a small number of answers, this was the sole topic of their answer and there was little reference to the actual novel itself.

Three examples, representing a range of marks, are included in this report.

In this first exemplar, on the whole, the candidate demonstrates a sound understanding of the novel.

1a) The extract firstly gives the impression that Boxer is weaker than he used to be, reinforced by "alas! his strength had left him". The extract also states that his kicks "died away", perhaps ominous of his fate. Boxer also seems to be ~~more~~ simple-minded, as he resorts to brute force by kicking the doors straight away rather than thinking the situation through; the extract says there was only "a moment" between him hearing the news and him kicking. Boxer also seems fairly naive, firstly because he took "a moment" to understand that he was in danger, while most others would react instinctively if they saw all of their friends running after them very loudly.

b) A sense of panic is created firstly by the lack of description in the extract: this is because description typically makes a sentence longer, and feel slower to the reader. Here, little description is used; only simple adjectives like "small window". This makes the sentences shorter so the events feel like they are happening more quickly. Orwell also uses simple punctuation, like full stops and commas to convey panic as it gives the impression that the extract keeps stopping and starting, perhaps

similar to a heartbeat. Repetition is also used: Clover's cry of "Get out! Get out quickly" enforces the severity of the situation, and the speed in which they must act

c) Both horses drawing the cart are portrayed as ignorant, as they ignore the cries of the other animals. ~~This~~ This perhaps is condemning of the humans, as the extract states that the driver "whipped up his horses", so the horses maybe fear stopping for the animals rather than them ignoring the animals. There is also perhaps ignorance from the animals themselves, as they only panic after Benjamin has explained "They are taking Boxer to the knacker's!" rather than after he has read ~~on~~ out the slogan. This connotes that the animals fully trust in

Boxer's safety until it is very obvious he's in danger.

d) Page 79

Ignorance plays a vital part at the end of Chapter eight due to the discovery of Squealer altering the commandments. This is primarily because of Benjamin; as Orwell makes clear that he "nodded his muzzle with a knowing air", yet he never confronts anyone about it. This is why I believe that Benjamin represents the silent majority in the novel, because

they both acknowledge corruption, but never repeat it to their peers. It is also apparent that the animals are made ignorant by their blind faith in Napoleon, as the novel states that "there were two words that they had forgotten"; this sentence connotes that they have such faith in Napoleon that the animals would sooner doubt themselves than him. There is also ignorance on the part of Napoleon, as it is Squealer that is found next to the Commandments and not him. This is



an indication that Napoleon does not care about the animals enough for him to interact with them personally, and would also be willing to use Squealer as a scapegoat for him



## ResultsPlus

### Examiner Comments

1(a): The candidate makes the points that Boxer has grown 'weaker' than he used to be and seems 'fairly naïve'. The candidate also refers to Boxer as 'simple-minded' and suggests that the fact that the kicks had 'died away' was 'ominous'. These are supported with three references to the extract. The response is beginning to demonstrate **thorough** understanding, although more could have been said. This response moves just into band 2, 4 marks.

1(b): The candidate selects two examples from the extract and demonstrates a clear understanding of the language. The response is rather vague but does pick out 'simple adjectives' and refers to the effect of the 'repetition' of Clover's "Get out! Get out quickly!" More examples from the extract would be needed to take this higher into band 2. This is a **sound** response. 4 marks.

1(c): The candidate explores two avenues of 'ignorance'. Two points are made and supported with an example and reference to the extract for each point made. This response has two fully developed points. This is a **sound**, secure band 2 response. The candidate would need to make at least one more developed point with evidence and textual reference in order to move into band 3 'sustained'. Band 2, 4 marks.

1(d): The candidate has selected an appropriate area of the text and makes apt reference to the episode **from one other part** of the novel when Squealer changes the Commandments. Two pieces of evidence are selected from the chosen extract and points are developed soundly. The candidate demonstrates **some clear understanding** of language used. As the response is beginning to show sustained engagement, it just slips into band 3 with 6 marks.

SPG: The candidate fulfils the 'High performance' criteria, on the whole, spelling with consistent accuracy and controlled use of punctuation and grammar. Level 3, 3 marks



## ResultsPlus

### Examiner Tip

Candidates should use as many examples from the extract(s) as they can.

This second exemplar demonstrates a response which is thorough and sustained. The candidate has provided a stronger response to part (d) of the question.

a) In this extract we learn that Boxer was a very important animal on the farm and all the others looked up to him. The other animals cries of defeat on prove this: "Boxer! Boxer! Boxer!" All through the novel Muriel is silent and refuses to voice his opinion on anything. However, when he reads that the van that is taking Boxer <sup>and</sup> is taking him to the "Knackers" he starts on uproar. This shows how much the other animals care about him. The ~~word~~ <sup>noun</sup> ~~"Knackers"~~ "Knackers" is very emotive and shows that although the others on the farm care about him, the pigs are willing to send him to the knackers and have him put down.

Furthermore, we find out that the character Boxer is losing his strength through old age but he could have once "smashed the van to ~~matchwood~~ <sup>matchwood</sup>". Even in his old age Boxer's hooves made a "tremendous drumming" sound on the inside of the van but because he was weakened the "drumming" of his hooves "grew fainter and died away". The word "died" foreshadows his death and shows that not only did his strength die away but so did his life.

Lastly, we learn that Boxer has outrun his use to the Pigs and so they don't care about him anymore. Therefore, they have sold him to the "Horse Slaughterer and Glove Boiler". This signifies the context of old people that have retired are no longer cared about because they can't contribute to society.

b) In the extract ~~of~~ Orwell uses lots of adjectives and adverbs like "deadly", "terrible", "horror", "died," and "death". These words ~~are~~ <sup>are</sup> all emotive and signify the terror that the animals are feeling about their comrade being taken to his death. The repeat of "death" or "died" creates an impression of panic because the animals are scared that Boxer is going to his death.

The repetition of Clover shouting "Boxer! Boxer! Boxer!" shows panic and desperation. This is ~~because~~ because she realises her best friend on the farm is going to die and so she panics and shouts his name so he can get out of the van. The repetition highlights the desperation in her voice. Also, she repeats "Get out" this, again, shows desperation and the panic that has overcome all the animals now, as well as Boxer.

Lastly, Orwell uses simple and short sentences to create suspense. For e.g. "He was trying to kick his way out." As the sentences get shorter the reader begins to panic more knowing what is coming. The simplicity of the sentence highlights the terror that the animals are in and that panic has overcome them.

c) Ignorance is shown in many places in the extract. For example the other animals at the beginning of the extract are too ignorant to believe that Boxer would be taken to his death by his own comrades. However, Benjamin, in a panic, reads out the words on the side and suddenly all the animals realise. The animals ~~are~~ <sup>at</sup> the beginning try "to spell out the words" but they can't and so Benjamin does it. Benjamin says "Do you not understand what this means?" which shows that he knows that he will have to tell the animals because they are too ignorant to understand.

Furthermore, ignorance is shown when the animals plead to the horses pulling the cart to not "take your own bridle to his death". But the horses just ignore the animals because they are too stupid to understand what is happening. No matter how much the animals had appealed to them they wouldn't have understood because they are too ignorant.

Lastly, ignorance is shown ~~to~~ when the animals believe that Boxer would be able to get out. They are ignorant of the fact that he is too old and too weak to force his way out of the pen and maybe ~~the~~ being put down could be the best thing to put him out of his pain and misery. Clover shouts "Get out quickly!" which shows that she is too ignorant/stupid to understand that he isn't able to.

d) Ignorance is <sup>also</sup> shown ~~to~~ when the pigs take the milk and apples for themselves at the end of chapter 3.

Ignorance is ~~shown~~ <sup>shown</sup> when the animals "~~assumed~~" <sup>"assumed"</sup> that ~~it would be "shared out equally"~~ <sup>that</sup> it would be "shared out equally". The animals are ignorant to the fact that their dictators (i.e. Snowball, Napoleon and the other pigs) want everything for themselves and are greedy. The word "assumed" highlights the ignorance because they wouldn't even think that the apples and milk wouldn't be shared because they believe that they are all equal. However, the reader knows that all the animals ~~are not equal~~, some are just ignorant and stupid.

Also, when some of the animals "murmur" at the fact that the pigs get all the milk and apples ~~shows~~ <sup>shows</sup> ignorance. This is because they are ignorant to the fact that even though "All the pigs were in full agreement" they could still rise up against them. They are ignorant to the fact ~~that~~ <sup>that</sup>, physically, the other animals are at an advantage and could rise up against the pigs. However, they don't because they don't realise the tyranny and dictatorship which is to come.

Lastly, the animals are ignorant when they believe Squealer's excuse about why the pigs get milk and apples. They believe that they need it for their "health" and

that they "actually dislike milk and apples". They are ignorant to all the pigs (is and they believe me because they "don't want Jones to come back".



## ResultsPlus

Examiner Comments

1(a): The candidate has made three points about Boxer and supported these with relevant examples from the extract. Boxer is 'losing his strength', the pigs no longer have use for him, he has 'outrun his use' and the other animals 'care' for him. The last paragraph has references which are out of extract and a little repetitive in places. The response demonstrates a **thorough understanding** of the character. Band 2, 5 marks.

1(b): The candidate economically uses a range of evidence and maintains focus on the question. The candidate makes sustained use of embedded quotations and demonstrates a **thorough understanding** of how the language creates meaning. There are three clear points made, evidenced and explained and the candidate refers to the impact on the 'reader'. Band 3, 6 marks.

1(c): A range of developed points is made in this response. It is a little repetitive in places, referring twice to the horses taking Boxer to his death. Although not concise throughout, three clear points have been made, demonstrating a **thorough understanding** of the theme of ignorance. Band 3, 5 marks.

1(d): The candidate helpfully guides the reader to the chosen extract when the pigs take the milk and apples for themselves, at the end of Chapter 3. This is a **confident** response supported with a range of evidence. Language and embedded quotations enhance the overall response. At least four examples are given, demonstrating an **assured understanding** of the theme of ignorance in one other part of the novel. Band 4, 9 marks.

SPG: The candidate fulfils the 'High performance' criteria, spelling with consistent accuracy and using punctuation and grammar with effective control. Level 3, 3 marks.



## ResultsPlus

Examiner Tip

Remember that parts (b) and (d) of the question assess the author's use of language. Specific words, phrases and use of punctuation can be used as exemplars.

This third exemplar is a response which is mostly assured and pertinent.

a) The extract shows us that Boxer is a very popular and respected character on the farm. This is demonstrated by the fact that "all the animals took up the cry of "Get out, Boxer, get out!" Also, the fact that Boxer is being taken to the glue factory sends a "cry of horror" bursting from all the animals. This proves that he is someone very dear to them all and the idea of his death terrifies them. It is also implied that Boxer <sup>has</sup> is a very determined personality. "He was trying to kick his way out" gives us the impression that he refuses to be driven to his death and will even use his last bit of strength in an attempt to save himself: "But alas! His strength had left him." Another point about Boxer is that the animals seem to admire him. "A few kicks from Boxer's hoofs would have smashed the van to matchwood." This suggests that he had great strength and ~~the fact~~ <sup>it</sup> that the animals held him in very high regard because of this.

b) The writer uses a range of language techniques to create an impression of panic. The ~~first~~ opening paragraph ~~&~~ says "in the midst of a deadly silence." The use of the adjective "deadly" suggests that something ominous or unpleasant ~~is~~ is about to happen and creates a 'calm before the storm' effect before any actual chaos breaks out among the animals.

Panic is introduced when a "cry of horror bursts from all the animals." This metaphor is used to convey the image of sudden realization, as "bursting" is a very sudden movement. The repetition of Boxer's name and of "Get out quickly" suggests that the animals feel as though they are running out of time and become even more panicked, so they chant his name in a frantic fashion. The use of short sentences such as "Claver forced her way to the front" and "the van began to gather speed" further conveys the idea of a frenzy. They are read quickly and allow the reader to empathize with the ~~the~~ characters's feelings of utter desperation and panic. Boxer's own panic is demonstrated by yet another metaphor, the "drumming of hoofs." The idea of a drumming sound suggests that he is kicking rapidly, fearing for his life.



9) Ignorance is a running theme throughout the novel but is shown particularly clearly in this extract. In the beginning of the extract, Muriel begins to read the words on the side of the Knacker's van, completely unaware of what is going on. She is then "pushed aside" by Benjamin, who appears to be ~~the~~ the only character who is not ignorant. The animals' ignorance in this instance ~~is~~ is due to the fact they cannot read. It is only when they are told "they are taking Boxer to the knackers!" that they are able to grasp the horror of the situation and let out a "cry of horror." ~~Ignorance~~ Orwell uses ignorance to increase the sense of fear and tension in the chapter and to make Boxer's inevitable death feel more tragic. Boxer himself is ignorant to the situation as he is happy to be taken away in the van until he "hears the uproar outside" and his "face, with the white stripe down the nose, appears at the window." Boxer's own ignorance makes it easier for the reader to feel empathy for him as it makes his desperate attempts at escape ("tremendous drumming of hoofs") and the fact that all "his strength had left him" seem all the more significant. It creates a sense of helplessness that Boxer, who has been described as a strong character throughout the novel, has never had before. The animals shout to the two horses drawing the van: "Don't

take your own brother to his death!" and this puts emphasis on the theme of betrayal and ~~as~~ also on the cruelty and barbarism of human beings who will have animals take their own "brothers" to slaughter.

- d) Ignorance is also significant at the end of chapter ~~6~~ six and beginning of chapter seven when Napoleon convinces the animals that the destruction of the windmill was down to Snowball. "The animals were shocked beyond measure to learn that even Snowball could be guilty of such an action." This shows ~~that~~ <sup>how</sup> the animals' ignorance prevents them from seeing the underlying truth that the windmill just wasn't built strong enough. They are also unable to notice that Napoleon has ulterior motives; that he wants to use the collapse of the poorly-constructed windmill to incriminate his political rival Snowball.
- ~~The~~ The animals' ignorance is significant because it is the main reason Napoleon is able to build his dictatorship and have them do continuous laborious work. The animals actually believe that "out of spite, the human beings pretended not to believe that it was Snowball who destroyed the windmill. They said that it had fallen down because the walls were too thin." The ignorance which is originally caused by the animals' prejudiced view of human beings results in them not

being able to see that the true cause of the windmill falling down is because of poor design. ~~But~~ <sup>and</sup> their anti-human beliefs ~~is~~ cause ignorance which eventually brings their downfall!



## ResultsPlus

Examiner Comments

1(a): The candidate has identified a number of points about Boxer's character such as his 'determined personality', that he is 'popular and respected', that he uses his last bit of 'strength' to save himself and that the others 'admire' Boxer. The candidate has supported these with a **wide range** of relevant textual evidence which renders the response **perceptive**. Band 3, 7 marks.

1(b): The candidate provides an **assured** and confident response when explaining how Orwell presents an impression of panic. The response is rooted in the extract. The candidate weaves embedded quotations to support points and demonstrates a **perceptive** understanding of the language used and its meaning. There are at least 5 references to the extract and the response remains focused on the question. Band 5, 10 marks.

1(c): The candidate provides a perceptive response demonstrating an **assured** understanding of the theme of ignorance. A wide range of points have been made and supported with sustained relevant textual evidence. The candidate includes at least 8 quotations to support points with **convincing** explanations given. Band 5, 10 marks.

1(d): The candidate has selected an appropriate area of the novel. The response is sustained and focused on the question. There is one overly long quotation in paragraph one. However, the candidate demonstrates an **assured** understanding of the theme. Although there are only two or three quotations used to support ideas, the examples selected are **pertinent**. Band 4, 9 marks.

SPG: The candidate fulfils the 'High performance' criteria, spelling with consistent accuracy and using punctuation and grammar with effective control. Level 3, 3 marks.



## ResultsPlus

Examiner Tip

By providing a range of varied points supported with the sustained use of relevant examples from the extract, candidates can access the higher mark bands.

## Question 2

### Dr Jekyll and Mr Hyde

This was the second most popular option for Section A.

Part (a) This part of the question asked candidates to discuss the character of Utterson. Some examiners thought that this was less well answered than in previous series. Many candidates seemed to miss the fact that 'his nightly patrols' meant he was either a creature of habit or obsessed. However, many did answer well, using evidence from the text. Many picked up on the more subtle answer of the fact that he was opinionated, 'you must have heard my name'.

Part (b) Many candidates explored how Hyde is presented in the extract both confidently and successfully. The use of 'hissing' like a 'snake' was identified by most. A small number expanded on this and cited the biblical references and associated it with the Garden of Eden. Answers seemed much more chronological and meant the students' responses were more sustained. The link to evil was not missed, with a handful really going into great detail about this.

Part (c) Suspicion was discussed well, with a number picking up on the settings and the weather. Many of the answers referred closely to London at that time. A couple of responses mentioned that it was around the time of the Yorkshire Ripper, and how suspicion was evident all around. Candidates should be reminded that the social, cultural and historical context of the novel is not assessed in this section of the examination paper.

Part (d) The 'Locked Door' extract seemed to be the most popular, with the 'Carew Murder' and the visit of Poole to Utterson's house also being used. On the whole, candidates supported their responses with a good range of textual evidence from their chosen extract.

Two exemplars have been provided for this question and represent typical responses.

a) Utterson uses standard English in this extract and uses more complex words "conveniently" this shows that Utterson is most likely a well educated man and quite intellectual.

The extract also shows that Utterson is also quite mysterious, this is as it ~~says~~ quotes that he goes on "nightly patrols". This would make him mysterious as you would wonder why he goes out regularly so late at night and what he does whilst he is out.

<sup>or</sup> The quote "went strongly against the watchers inclination" shows that Utterson took an

instant dislike for Hyde.

b) The language used in this extract presents the character of Hyde. For example the verb "hissing" would make you think of a snake. Stevenson would of used this as snakes have connotations of slyness and evil, therefore trying to imply that is how the character Hyde behaves.

The adverb "strongly" ~~shows that~~ emphasises how much Hyde is disliked just from looking at him.

Another adverb "coolly" implies that Hyde is not worried about the presence of Utterson. It makes me believe that Hyde thinks of himself as powerful as nobody else is a threat to him.

The use of the verb "approaching" in the sentence "like one approaching home" makes me feel as this is natural for him to do so. This shows Hyde's character is mysterious as you wonder why he is living with Jekyll.

~~Hyde also uses non standard grammar~~

Hyde also uses non standard grammar "how did you know me". This implies that Hyde is more lower class as he doesn't seem to be very well educated.

c) Suspicion is significant in this extract.

First of all when Hyde tells Utterson "You will not find Dr Jekyll; he is from home". This creates suspicion as it ~~is~~ ~~seem~~ you are left wondering why is Dr Jekyll not in? and where is he?

The sentence "he drew a key from his pocket" makes you wonder why he owns a key ~~from~~ <sup>for</sup> the Jekylls house and how he is allowed by Jekyll to stay there. It makes you think that maybe Hyde is blackmailing Jekyll.

d) The chapter "Incident at the window"

is also significant to suspicion. For example Jekyll says he is feeling "very low". This is suspicious as you do not know why Jekyll is ill.

Further more Jekyll does not allow Utterson and Enfield inside "I would ask you and Mr Enfield up but the place is really not fit. This creates suspicion as you wonder what it is in Jekylls house the others cant see.

Suspicion is also shown when "the window was instantly thrust down" It makes you ponder ~~on~~ on what it is Jekyll had to ~~try~~ hide, and why he had to do so, so ~~fast~~ ~~quickly~~ instantly

When Utterson says "God forgive us"  
Suspicion is again created as we don't  
know what the men could of possibly saw  
to react this drastically.



## ResultsPlus

### Examiner Comments

2(a): The candidate presents a sound response when discussing the character of Utterson. Mention is made of how Utterson is 'quite mysterious' and that he 'took an instant dislike for Hyde'. However only three quotations are selected from the extract and the analysis repeats the points being made. More reference to the extract would be required to qualify for the next band, together with developed PEE structured paragraphs. Band 1, 3 marks.

2(b): The candidate makes sustained reference to the extract and maintains a focus on language. An awareness of word classes is illustrated in the discussion of how 'the verb hissing' and the 'adverb strongly' are used by Stevenson to present the character of Hyde. The candidate shows a sustained understanding of character and meets the descriptors for band 3. To move to band 4 the candidate needs to develop the analysis of the selected quotation as the response is rather formulaic and undeveloped at times, especially paragraph 2, which simply states how the word 'strongly emphasises how much Hyde is disliked,' and is not developed further. There is slight misunderstanding in the last paragraph with a quotation selected that does not completely link to the point being made. Band 3, 6 marks.

2(c): A short response for part (c) with only two points being made about Utterson 'wondering why Dr Jekyll is not in' and 'how [Hyde] is allowed by Jekyll to stay there'. The candidate appears to have struggled with this question and although some attempt is made to select evidence from the text to link to the theme of suspicion, the two quotations chosen do not fully support the points being made. Further discussion and development is required to take this higher. Generally sound. Band 1, 2 marks.

2(d): The candidate has chosen an appropriate extract from the novel, 'Incident at the Window' and four clear points are made discussing how 'Jekyll is feeling very low', how 'Jekyll does not allow Utterson in', 'the window being thrust down' and Utterson's exclamation 'God forgive us'. All are fully supported by textual evidence. Despite this, some points could have been developed further and as this part is a discussion of language, more focus on the linguistics used is required to move to a higher band. The response demonstrates a thorough understanding and is sustained. Just into band 3, 6 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria, on the whole, using spelling, punctuation and grammar with considerable accuracy. There is general control of meaning. Level 2, 2 marks



## ResultsPlus

### Examiner Tip

Often, a more successful route to marks in higher bands is through the use of 'short PEEs and more e.gs.'

In this second example, the majority of the response is sustained and offers some thoughtful engagement with the question.

a) In the extract we discover that Utterson is somewhat superstitious "it was with a strong, superstitious prevision of success that he withdrew into the entry of the court" This suggests Mr Utterson always wants to know what ~~is~~ is going on, he likes to be the one to figure things out for himself. He is on one of his night patrols, he must possibly know Mr Hyde would be about; he hears footsteps drawing closer so he takes this as an advantage to see if he has his 'success' of meeting this Mr Hyde

We also discover that Mr Utterson is quite an intelligent man and he knows a lot about people "Mr Hyde, I think?" This suggests he had already been doing his research on Mr Hyde, bearing in mind this is the first time Utterson had set eyes on Mr Hyde; even so Utterson seemed positive it was Mr Hyde. This also suggests Mr Utterson knows a lot about everyone in the town because if he could identify Mr Hyde for the first time it's clear he has a lot of knowledge.

finally we also discover that Mr Utterson



could be persuading Hyde to see what he knows about Utterson with him having this mysterious connection with Jekyll.

B) From the language used in this extract we learn that Hyde is <sup>adjective</sup> 'small'. This suggests he is harmless; small usually has connotations of petite, delicate. With Hyde being small it would give a sense that Hyde himself would not have the strength or power to hold such evilness over Jekyll. However I know that Hyde does have a connection with Jekyll; Hyde is Jekyll's small side but has more evil and power inside of him that would be able to harm anyone that gets in his way.

Stevenson uses the adverb 'coolly' to describe Hyde's response to Mr Utterson. This suggests Hyde was trying to act normally, he wanted to give Utterson the impression that there was nothing to be suspicious about. It suggests he didn't want to give Utterson any reason to question or suspect him of any wrong doing.

Stevenson uses another adverb 'Suddenly' to describe another reaction to Utterson. This suggests he was quite concerned about how Utterson knew him. All this time Hyde didn't look Mr Utterson in the face. With this sudden reaction it could suggest he only just realised he had no contact with this man before so how did he know him?

Stevenson used onomatopoeia 'hissing'. This would make the audience feel like they were there. It presents Hyde as an animal-like character, a poison evil man that can not be trusted. It gives the audience an image of a snake; how the slither and sneak around hiding so they can wait to catch their prey.

c) Utterson gets 'superstitious' when he is on his nightly patrol. He hears footsteps but of only one man. He could be superstitious about why one man would be walking alone this time.

of night, he could be questioning himself; where could he of been?

Obviously at this point in the extract Utterson doesn't know the man is Hyde.

Utterson's 'attention had never before been so sharply and decisively arrested' This suggests Utterson had never before been so interested and intrigued to see who this person could be. From a distance he could see this human's appearance was displeasing. Utterson's superstition may have led him to know it was Hyde which encouraged him to stop Hyde and question him.

Through out this extract Utterson's superstition takes over him. Utterson wants Hyde to take him to Jekyll but Hyde responds with "you will not find Dr Jekyll; he is from home" This suggests Jekyll and Hyde have some untold friendship. Jekyll and Hyde are never seen together; one comes the other

one goes. ~~So~~ This would lead Utterson to be more superstitious. Where could Jekyll be? What is the connection between Jekyll and Hyde? And also why does Hyde have a key to Jekyll's front door?

e) ~~xxxxxxxxxxxxxxxx~~ Suspicion is significant in the chapter incident at the window. It is significant as Utterson and Enfield are on one of their usual walks when they get onto the topic of Dr Jekyll. 'I am uneasy about poor Dr Jekyll' Utterson is deeply concerned for his good friend and suspects there is something terribly wrong with him; but what? Utterson knows Jekyll hasn't been himself for weeks but Jekyll keeps himself locked away.

Stevenson uses pathetic fallacy to describe Jekyll's mood 'The court was cool and damp' This suggests Jekyll ~~is~~ feels very down, he has isolated himself, locked himself away to

Suppress all his feelings and emotions. Utterson thinks a friend may do Jekyll some good but he refuses to come out of his laboratory. This would confuse Utterson and the audience.

Stevenson uses imperative verbs when Utterson talks to Jekyll 'Come, now'. This shows Utterson's power over Jekyll whilst he is in his weak state of mind. However it could also suggest he is just looking out for him by commanding Jekyll to do what he says as he believes it will make him feel better.

Stevenson creates suspense by using the adverb 'instantly' Jekyll instantly thrust the window down during conversation with Utterson and Enfield but why? Utterson and Enfield suspect something has happened as 'they saw but a glump'. They both turned pale by what they had seen and use references to God as they are

that distraught. This creates an atmosphere of more suspicion for Utterson, Enfield and the audience as they they now no something has happened to Jekyll but what could Hyde have to do with it?



## ResultsPlus

Examiner Comments

2(a): The candidate has produced three detailed paragraphs, identifying how the character of Utterson is 'superstitious', 'inquisitive' and 'intelligent' and textual selection supports the points being made. A sound analysis of the text is also given. However to move to a band 2 the development of ideas needs to be more thorough, as the candidate tends to repeat or re-phrase what has already been said at the start of the paragraph, rather than expanding on the ideas. The response would also have benefited from more examples from the extract. Top of band 1, 3 marks.

2(b): The response to part (b) shows a sustained and thoughtful engagement with the text and four developed points are given to explore the character of Hyde. The candidate also illustrates a sustained knowledge of word classes and linguistic devices. Mention is made of Stevenson's use of the 'adjective small' and the 'adverb coolly' to describe Hyde's appearance and behaviour; and the use of onomatopoeia, 'hissing', and how it is used symbolically to represent evil, is mentioned, although this point does lack development to move to the next band. Band 3, 5 marks.

2(c): Unfortunately, the candidate has muddled 'suspicion' with 'superstitious', but the explanation supports the question. The selection of textual evidence is appropriate and the three key points made are appropriate to the theme set. The candidate does attempt to ask questions of the text in paragraph 4, 'where could Jekyll be...why does Hyde have a key to Jekyll's house?', and to move to the next band the candidate should attempt to answer these questions with their own interpretation. The response is generally sound. Band 1, 2 marks.

2(d): The candidate has selected an appropriate extract from 'Incident at the Window' and produced a thoughtful and sustained response of 4 detailed paragraphs. As in part (b), the candidate shows a secure understanding of the linguistic techniques employed by the writer and 'pathetic fallacy' and 'imperative verbs' are correctly identified and supported by appropriate textual evidence. The quality of analysis is that of band 3 as the candidate lacks the range of interpretations generally associated with a higher band. Mention is made of how Utterson is 'deeply uneasy about Jekyll,' whereby the candidate explains that he is 'concerned for his good friend,' rather than providing a more perceptive or assured interpretation. Band 3, 7 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria, on the whole, using spelling, punctuation and grammar with considerable accuracy. There is general control of meaning. Level 2, 2 marks.



## ResultsPlus

Examiner Tip

Candidates should read each part of the question very carefully in order to avoid making mistakes.

### Question 3

#### The Hound of the Baskervilles

This was the third most popular text option for Section A.

Part (a) This part of the question enabled candidates to explore fully Sir Henry's character, nearly always including the restorative 'mouthful of that brandy'.

Part (b) Generally there was evidence of good focus on Holmes's character and his controlling and positive commands. Some candidates picked up on the 'sniffing' detective as a means of deduction. Some candidates considered Holmes to be quite vain, in his desire to solve the case, and his language was obviously a giveaway to his character, but a number of candidates did not expand very well on this point.

Part (c) The theme of fear within the extract was explored successfully by the majority of candidates. Many could identify the fearful language and explain the effect, but many did not really explore the *significance* of fear. The strongest answers tended to focus on how each character responded and how it changed them.

Part (d) It seemed as if the appearance of the hound was the most popular choice.

Two exemplars are provided.

In this first example, the candidate demonstrates a sound understanding for most parts of the question.

a) you discover that Sir Henry is a very greatful man ~~who~~ who is also quite scared due to the fact that he has just been attacked by the hound. you can tell this because he says "My God!" shortly followed by "What was it? What, in heavens name was it?" this also shows how religious he may be as he refers to god and heaven when he was shaken up

b) the language shows Holmes to be an educated man who likes to use clever words to make him sound superior to others around him. for example he says 'A cunning perception...' by using this language he gives the influence of

cleverness and how he is a well spoken man.

he also tries to get his man in an urgent way which is shown when he says "We must leave <sup>you</sup> now" saying this to Sir Henry he then says "we have our case, now we only want our man." which shows how he will do whatever has got to be done to achieve what needs doing.

c) in this extract fear is quite important as it is the main feeling or expression shown or used in the extract. for example when Sir Henry says "you saved my life." you get the sense of great fear which would suggest that he was scared. another thing that shows the ~~importance~~ significance of fear is the description of Sir Henry when he tried to get up. "... he was still ghastly pale and trembling in every limb." it then says in the same paragraph "we helped him to a rock, where he sat shivering with his face <sup>buried</sup> in his hands." and this description really gives the sense of fear.



to the reader

d) in chapter Twelve 'death on the Moon' when Watson is in the Stone hut even though ~~the~~ it isn't directly fear shown there is a relative show of ~~the~~ relief from Watson when he sees Holmes showing that he was scared or was fearful as to what was going to happen to Sir Henry with the case of the hound.

This is shown by Conan-Doyle's use of the sentence: 'a crushing weight of responsibility <sup>at my instance</sup> seemed to be lifted from my soul' which I think shows how ~~possible~~ he feared that anything that happened to Sir Henry would be his fault and his feeling of fear was relieved when he saw Holmes.

another part in this chapter is when they see Selden's body - thinking it is Sir Henry this is shown by the use of the words 'exclamation of horror' which shows how scared

and upset Holmes is to see this  
body thinking it is Sir Henry's.



## ResultsPlus

Examiner Comments

3(a): The candidate provides one quotation from the extract and briefly makes the points that Sir Henry is 'grateful', 'scared' and 'religious'. However, there is no real development of these assertions, and the response is essentially limited in its approach. Band 1, 2 marks.

3(b): The candidate provides a sound response. Some points are vague and undeveloped and there are not enough examples from the extract to take this higher. A sound understanding of Holmes is presented but the response does not approach thoroughness, hence it stays at the bottom of band 2. Band 2, 3 marks.

3(c): The candidate has demonstrated a sound understanding of the theme of fear, recognising that it is 'important' and that it is manifested in the 'scared' behaviour of Sir Henry. Examples from the extract are relevant; there is some development but not enough to take it to the next band. Band 2, 4 marks.

3(d): The candidate has appropriately selected 'Death on the Moor' as an extract on which to base his/her response, but the ideas expressed are not always clear. More examples from the chosen extract would have improved this response. The point about 'relief' is interesting and there is some sound selection of textual detail, which moves the response just into band 2, 3 marks.

SPG: The candidate has met the threshold performance criteria. The response is reasonably accurate and errors do not hinder meaning. 1 mark.



## ResultsPlus

Examiner Tip

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

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

This second exemplar demonstrates marks awarded from a range of bands.

A) In the extract from Hound of the Baskervilles by Conan Doyle, we discover that Sir Henry is a very curious character; this is demonstrated in the questions he asks 'what was it? what, in heaven's name, was it?' by repeating the word 'what' it portrays to the audience that he may be confused and curious. Conan Doyle also had Sir Henry to describe the hound as 'it' this suggests he is trying to create an image to the reader. The use of punctuation such as '!' and adjective and adverbs such as 'ghastly' 'trembling' and 'shivering' shows the reader that Sir Henry was frightened and shocked about what he has seen, this hints at Conan Doyle using words like these to describe Sir Henry to convey to the audience the theme of ~~fright~~<sup>fear</sup> and to help create an image of the hound and how scary it is.

B) In this extract the language used portrays the character of Holmes as very observant; 'sniffing at the dead animal' the use of the word 'sniffing' hints to his deductive skills and curiosity. Also the use of 'animal' hints to the reader how realistic the character of Holmes is and how he tries to steer away from the idea of the supernatural, however this is contradicted when he says 'family ghost once and for ever' as the word 'ghost' hints to the reader he does believe in the supernatural. This suggests Conan Doyle did

this to convey that Holmes is actually human and does have fears. When it says 'I was prepared for a hound, but not for such a creature as this.' the use of the word 'creature' referring to the hound hints that Conan Doyle is trying to show how Holmes is starting to question the supernatural of the hound.

c) In this extract the theme fear has been portrayed in many ways. For example, Conan Doyle has used a variety of short sentences throughout the extract 'my god!' 'what was it?' It suggests Conan Doyle has used these to add tension and suspense to the novel and also to portray the theme of fright as it shows less of breath and hard to get words out which hints at shock and fright.

Also, throughout the extract the 'hound' is being referred to as 'it' and 'ghost' and 'creature' and 'animal' I think Conan Doyle has done this to show the reader that the characters are frightened and not in a stable frame of mind as they keep using different words to describe the hound. Fear is

demonstrated in the extract when it says 'ghastly face and trembling in every limb' Conan Doyle has used this as it hints to the hound scaring Sir Henry which hints to the theme of fear and it also adds suspense and effect on the reader.

D) In Chapter 12 of The hound of the

Daskervilles the theme of fear is portrayed when it says '... the thrill of his voice, that he, the man of iron, was shaken to the soul' this shows fear as 'shaken to the soul' has connotations of fright. This suggests Conan Doyle has used words like 'thrill' and 'shaken' when describing Holmes as it shows ~~to~~ the reader that Holmes is fearful of what is happening which is unusual, this is also demonstrated when Watson describes Holmes as 'the man of iron' this hints to the reader that Watson is shocked by the fear Holmes is showing as Holmes is portrayed and as a strong fearless detective throughout the rest of the novel. Also, the unsure accusations being made in this part of the novel also convey fear; 'There, I think.' the use of 'I think' hints that Conan Doyle did this on purpose to show the fear been ~~made~~ created by this hound and to show the reader how fear has taken over everyone and thrown them off guard as they keep panicking whilst making accusations 'no, there!' they can't agree on anything due to fear.

throughout this part of the novel, Conan Doyle uses adjectives and adverbs like 'dark' 'darkness' 'despairing' 'cry' 'thrill' which all convey the theme of fear and these all have negative connotations, this suggests that Conan Doyle used these types of words to help support this theme in this part of the

novel and to build up tension and suspense. Throughout this part of the novel Holmes questions Watson 'Where is it, Watson?' and says things like 'Come Watson, come!' I believe Conan Doyle has done this show to the reader that Holmes needs Watson for re-assurance and wants by his side, period. This demonstrates fear as this hints that Holmes does not want to make a move without Watson and shows he actually needs Watson with him.



## ResultsPlus

### Examiner Comments

3(a): The candidate makes the valid assertions that Sir Henry is 'curious', 'confused', 'frightened' and 'shocked'. There is a good range of evidence identified and the candidate demonstrates a thorough understanding of Sir Henry's character as it appears within this extract; attention is paid to a variety of different aspects of his personality and behaviour. Band 2, 4 marks.

3(b): The candidate offers some thoughtful interpretation. There is a range of points made supported with relevant examples, moving the response just into band 3. Analysis is sustained and the response focuses effectively on specific word choices, e.g. 'ghost' and 'creature' and their implications. Band 3, 5 marks.

3(c): A sustained and thoughtful response is provided, in which the candidate explores the theme of fear in a detailed and effective way. A range of examples is identified and explored, and explicit awareness of authorial intent is evident. Band 3, 6 marks.

3(d): A focus on the question is maintained. The presentation of the topic of fear is explored in some detail, for example the candidate flags up the 'connotations of fright' and considers the 'hints' that the passage contains. There is assured use of relevant examples and some perceptive comment, which qualifies this response for a mark in band 5, 11 marks.

SPG: The candidate has met the 'high performance' criteria. On the whole, there is consistent accuracy and effective control of meaning in the context of the demands of the question. 3 marks.



## ResultsPlus

### Examiner Tip

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

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

## Question 4

### Felicia's Journey

This is the least popular text for Section A, but the responses seen are often very successful and candidates demonstrate a very sound, often assured, understanding of the text.

The extract was from Chapter 23 of the novel, when Mr Hilditch is talking to Miss Calligary and Marcia Tibbitts. Part (a) of the question asked candidates to explain what they discovered about the character of Felicia. Part (b) concentrated on the character of Mr Hilditch and parts (c) and (d) focused on obsession in the extract and one other part of the novel.

Although the writing style can at times be difficult to read, this one exemplar is an impressive response throughout. The candidate has gained full marks for each part of the question.

It is possible to discover multiple elements about Felicia's character from the extract.

For one, Felicia is presented as someone who easily places their trust in others. This is shown when Hilditch recalls how she told him, a stranger who she had only briefly known, of "how her mother died, and how the old woman lived on". The fact that Felicia was so willing to ~~being~~ divulge such information, is telling of her ~~to~~ easily trusting nature.

Furthermore, the reader can tell, that in the novel, the character of Felicia ~~unusually~~ that is presented, is greatly influenced by what rather than who she is. This is implied by the multiple references to her as an "Irish girl", or just "sid", showing her in the eyes of others, these ~~that~~ traits define her.

Felicia is also presented as mysterious within the extract. Hilditch recounts how she went to "take another lift in [his] car, but for reasons of her own, she walked right past it." The ambiguity of the phrase "for reasons of her own" implies a strong sense of mystery surrounding the character.

Finally, we can tell from the extract that Felicia's character has had a powerful emotional impact on Hilditch. This is shown in Hilditch's line, "I can love her now", implying a strong emotional connection on his part, prompting strong and vivid memories of her.

b) Language is used in a variety of ways in the extract to present Hilditch.

A strong sense of separation between the character of Mr Hilditch, and the healthy relationships of others is shown in the extract. This is shown through the repetition of "strange", which shows just how alien and unknown concepts of running, and growing up are to him, ~~because he was adopted~~ <sup>because he was adopted</sup> and telling tales of his own warped childhood.

In addition to this, Hilditch's character is presented, as burdensome on the evil. Strong negative language is used when describing Hilditch, such as "heinous" and "maligned".



who describes the effects of his actions. This combines to make Hilditch appear dark and twisted.

Furthermore, Hilditch's character is tied in with a strong sense of purposelessness and feeling lost. ~~He~~ He describes other people as being "allocated" a life, which suggests that he feels like he has been denied ~~to~~ this same direction and purpose that others are given freely.

Strong themes of insanity are also present in Mr Hilditch's character. He himself describes himself as being "crazy," and he is viewed by others as a "mad man". This presents his character as one ~~bordering~~ bordering on the insane, with little rational thought left in fact by the end of the novel.

Finally, Hilditch is presented as being ~~unreliable~~ unreliable. He is who objectifies and uses women. He spends ~~the~~ the majority of the extract talking of Felicia, ~~but~~ however only references her as "her" or as a "girl". This ambiguity, and non-personal pronouns, show the ~~lack~~ lack of individuality that Hilditch makes later the reason that he has used ...

c) Obsession is an extremely significant theme that is repeatedly presented in the extract.

Hilditch's obsession with Felicia is immediately presented through the highly descriptive sentence: "She walked out into the Schöckel-nicht forest in order to take water left in my car." This tells of his constant observation of Felicia, which is how kind of his obsession with her.

The obsession is reinforced by the line "I can hear her now", implying that whilst Felicia is not present, Hilditch's obsession is so powerful, that it ~~actually~~ produces powerful near hallucinations in him, to the point where he even believes that he can hear her.

A further obsession that is presented in the extract, is Felicia's father's obsession over his deceased wife. He is described as "picking up his ~~some~~ scrap books", after "her mother died." This displays his desperation to cling onto ~~the~~ whatever remains of his wife that he can, to the point that it borders on the obsessive.

Furthermore, Miss Caligary's own very different obsession is also presented in the extract. She tells Hilditch that it would "definitely" be a help to him, if he were to come back to the "Caligary home". This ~~clearly~~ ~~clearly~~ displays Miss Caligary's own obsession, and strong desire to attract wealthy people, and bring the bank into her.

Finally, Hilditch's obsession with Felicia is presented once more in the extract. This is shown when Hilditch describes how he "took her away to keep her by me", showing the great lengths to which he will go to keep Felicia close, and in doing so, highlighting his obsession over her.

d) pages 28 - 30.

This extract from the novel presents a strong theme of obsession, in Felicia's behaviour towards Johnny Lassett.

The first hint of Felicia's obsessive behaviour that the reader gets, is when she "dolls her self up". Her great pride, and over the top way in which she describes applying her "coral lipstick" shows how keen she is to look good to impress Johnny.

Felicia is then shown to constantly obsess over the way that she looks in the extract, telling herself that she "doesn't know anything about eye makeup" and experiencing great relief when Johnny compliments her. This implies a high ~~obsess~~ <sup>level</sup> of concern when describing her appearance, implies that Felicia is, to a degree, obsessed about the way she looks.

Furthermore, ~~or~~ Felicia is shown to have an obsession with constantly comparing herself to other girls. This is first shown when she sees Johnny smiling, and recalls how "Cornel ~~and~~ smoked... and so did rose". Later when she thinks of kissing Johnny, Felicia thinks of how ~~many~~ <sup>many</sup> Cornel kissed more when she was "thirteen" and "didn't like it". This repeated reference ~~to~~ <sup>to</sup> and maybe even obsession with her peers, shows ~~the~~ <sup>that</sup> Felicia's inner insecurities about herself.

Felicia is also presented as being obsessed with Johnny in the extract. She constantly references him by his full name, "Johnny Lyssott", which has the effect of elevating him in her eyes, to the point where her perception of him is ~~almost~~ <sup>almost</sup> one of near worship.

Furthermore, Felicia's obsession with Johnny is shown to be almost irrational. When Johnny apologises to her for his

mistake, she tells herself, "most people wouldn't apologise, most people would just forget." This shows how she was small things that he does, and attributes the great significance, using them to separate John from "most people"; and applying in strong obsession with him.



## ResultsPlus

Examiner Comments

4(a): The response is maturely expressed throughout. The candidate explores several points about Felicia. For example, she 'trusts' others and 'willingly divulges' information and is 'influenced by what, rather than who she is'. The candidate continues by stating that Felicia is mysterious and has a 'powerful emotional impact' on Hilditch. The points are supported with carefully selected evidence from the extract. Band 3, 8 marks.

4(b): The candidate identifies a wide range of points and supports most of these with selective quotations. A range of ideas is explored, such as Hilditch's relationships; and his personality which 'borders on evil' in both his 'heinous' actions and how he has 'maligned' others about Felicia. Further points include references to Hilditch being 'dark and twisted' and denied 'some direction and purpose'. There are references to Hilditch's insanity and how he 'objectifies and uses names'. Specific words and phrases are explored to demonstrate an assured understanding of language. Band 5, 10 marks.

4(c): From the extract, the candidate has identified a wide range of examples to illustrate the theme of obsession. The candidate suggests that obsession is evident through the use of 'highly descriptive sentences' and provides examples to support this point. 'I can hear her now' is selected to explore how Hilditch 'hallucinates' over Felicia, believing that he can 'hear her'. There are perceptive ideas with the exploration of Miss Calligary's obsession with the Gathering House and finally, Hilditch's obsession with keeping 'Felicia close' by taking her money. Band 5, 10 marks.

4(d): The candidate simply and helpfully identifies the chosen extract 'pg 28-30' and promptly begins an analysis. The chosen extract explores Felicia's obsession with Johnny Lysaght. A wide range of points have been included and supported with relevant textual evidence. Band 5, 12 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria, on the whole, using spelling, punctuation and grammar with considerable accuracy. There is general control of meaning. Level 2, 2 marks



## ResultsPlus

Examiner Tip

For Part (d), candidates do not need to write an introductory paragraph identifying their chosen extract. A simple indication, as illustrated in this example, is sufficient.

## Question 5

### Pride and Prejudice

For this question, an extract from Chapter 29 was selected. The extract is from when Mr Collins takes the guests to Lady Catherine's house and the introductions are made.

For the first part of the question, candidates were asked to explore the character of Lady Catherine in the extract. For Part (b), candidates were asked to comment on the language used to present social rank in the extract and for Parts (c) and (d), the theme was 'first impressions' in the extract and one other part of the novel. Often, for Part (d), candidates selected relevant extracts from either the Netherfield Ball, Mr Collins' arrival or the first impressions of Wickham.

A full range of marks was awarded and often in the top two bands.

The following exemplar demonstrates a sound understanding of the novel.

5a) From the extract you discover that Lady Catherine De Bourgh is a snob, I know this because in this specific extract we find out that "Her air was not conciliating" meaning she knows she is a high rank in the social ladder and she will let everybody know that as she is 'proud'. Miss De Bourgh does not care about anybody apart from herself and trying to propose a request to Mr Darcy that he must marry her daughter instead of Elizabeth "and brought Mr. Wickham immediately to Elizabeth's mind". Lady Catherine realises that Elizabeth is not feeling uncomfortable in this situation as Elizabeth is a woman who does not care about her social ranking all she cares about is being modest and reserve. In this extract Mr Collins is very fond of Lady Catherine, this is shown when he enters her home and is pointing at all of her 'magnificent and spectacular' finished ornaments. "They followed the servants... would have thought necessary." Lady Catherine thinks she is royalty therefore everyone has to greet her by calling her 'her ladyship' and would have her

servants awaiting.

5B) The language used to present social ranking in the extract is shown in the first section of the extract where Mr. Collins is walking through the main entrance, where they are followed by the "servants through an antichamber" Lady Catherine knows she is at a high ranking in the social scale as she lives in an extremely large house and has servants. Also, Mr. Collins knows how 'rich' Miss De Bourgh is so he addresses her with a formal bow and greets her with "Her ladyship" where as if she did not have as much money and wasn't classed at top of the social scale she would not be receiving all of this royalty/celebrity like treatment.

5C) The significance of first impressions in this extract are very important especially between Elizabeth and Lady Catherine De Bourgh simply because they are two totally different people and both come from different backgrounds therefore the first impressions are expected to be at a high standard because Lady Catherine sees Elizabeth as being very below ~~at~~ her and feels that she should address her as if she is royalty. "Lady Catherine was a tall... once have been handsome". Elizabeth is proud, intelligent, reserved and modest she is the type of person who would express her feelings but she is always saying good rather than bad. In this part of the extract Lady Catherine thinks she can 'look down' on

people because she is proud of who she is and first impressions matter very much, especially in the 18 hundreds. Lady Catherine made sure that the introduction made should be "performed in a proper manner, without any of those ~~off~~ apologies and thanks which he would have thought necessary." Lady Bourgh needs everything done perfectly without mistakes as she is aware of high expectations.

5d) The significance of first impressions in another part of the novel would be at the Netherfield Ball when Elizabeth meets Darcy for the first time. Mr Darcy caught Lizzie's attention when he entered the room by his fine, tall person, handsome features, noble mien and his having ten thousand a year. Mr Darcy as he knew he is the proudest, most disagreeable man in the world and everybody who was at the ball hoped he would never come there again simply because he only danced twice throughout the whole evening once with Mrs Hurst and once with Miss Bingley. Darcy came across as an arrogant man when he declined to dance with any other lady and spent the rest of his night walking around the room and occasionally speaking to one or two people. On the other hand, Lizzie "had been obliged... to press his friend to join in." Lizzie sees Darcy as an unsociable, boring gentleman as her first impression of him even though she is aware that his slight arrogance but manly features have come on her



as she has come across some feelings for him "She told the story... which delighted in anything ridiculous".



## ResultsPlus

### Examiner Comments

5(a): The candidate identifies that Lady Catherine is a 'snob' and is 'proud' and suggests that she does not 'care about anyone', but ideas are not always supported with examples from the extract. The points about Elizabeth do not focus sharply enough on what we learn about Lady Catherine. Similarly, the point about Mr Collins does not tell us about Lady Catherine's character. The point 'thinks she's royalty' is rather generalised. The candidate is beginning to demonstrate a thorough understanding, but a sharper focus on the named character would have benefited this response. Band 2, 4 marks.

5(b): The candidate provides two examples: 'servants through an antechamber' and 'Her Ladyship'. The lack of specific points and examples from the whole extract limit this response to band 1, 2 marks.

5(c): This response demonstrates a sound understanding of first impressions. The candidate explores the contrast between Elizabeth and Lady Catherine and comments that 'she [Elizabeth] should address her as if she is royalty'. This is not an accurate interpretation, as Elizabeth felt 'quite equal to the scene'. Often ideas are generalised and require a sharper focus, providing examples from the extract. Some examples in the answer, drawn from the extract, have not been explored, such as 'Lady Catherine was a tall ... handsome'. Band 2, 4 marks.

5(d): The candidate has selected an extract from the Netherfield Ball. The response requires more examples from the selected extract and required more unpicking, especially language points. Band 2, 3 marks.

SPG: The candidate fulfils the 'High performance' criteria, on the whole, spelling with consistent accuracy and controlled use of punctuation and grammar. There is effective control of meaning. Level 3, 3 marks



## ResultsPlus

### Examiner Tip

Candidates must maintain a sharp focus on selecting examples from the extract and avoid making generalised, unsupported points.

This example is included as an outstanding response. The candidate gains full marks for all parts of the question.

a) Jane Austen presents the character of Lady Catherine as someone who is very class conscious and pretentious. Lady Catherine did not want her visitors to "forget their inferior rank" and spoke with a tone of "self importance". Jane Austen intended to make the character of Lady Catherine seem very intimidating because of her high status and uses her to explore the theme of social class. The reader will instantly dislike Lady Catherine as ~~her~~ ~~deser~~ she believes others to be "inferior", making her appear like a snob.

Jane Austen also presents the character of Lady Catherine as having a very commanding presence. Whenever she spoke, it was in an 'authoritative tone' and the use of the words "her Ladyship" suggest to the reader that Lady Catherine is somebody very important. Jane Austen intended to make the character of Lady Catherine very glamorous and intimidating, which is demonstrated through the "fine proportion" and "finished ornaments" in her house.

b) Through the use of verbs, Jane Austen presents the idea of social rank. In a description of how "Sir William was so completely awed" and how his daughter was "frightened almost out of her senses", the use

of the verbs "amused" and "frightened" are significant. They suggest to the reader that social rank was ~~so~~ very important to people at the time and ~~to be~~<sup>being</sup> in the company of someone of a higher class was an event worthy of creating such emotions in a person. Jane Austen intended to present social rank as being very superficial as individuals such as Lady Catherine are only admired for the "fine proportion" and "finished ornaments" of their house.

Through the description of Miss ~~de~~ De Bourgh, Jane Austen presents the theme of social rank. The adjectives used in this extract are significant because by describing Miss De Bourgh as "thin" and "small", the image created in the reader's mind is not one of a person who has "self importance" because of her higher status. Jane Austen is presenting the idea that social rank is very unimportant and doesn't define a person's personality and behaviour. ~~so~~ The reader would expect Miss de Bourgh to be "authoritative" because of her high status but Austen uses ~~a~~ the juxtaposing adjective "insignificant" to describe her.

The term of address used when introducing Lady Catherine also presents the idea of social ~~to~~ rank. Lady Catherine is referred to as "her ladyship" a representation

of her "self importance" and ~~the~~ importance to other people. Jane Austen intended to present social rank as being a fundamental thing in Regency England that should be respected as although Lady Catherine is not particularly "handsome" or polite, she is still treated with a lot of respect. ~~The fact that~~ The reader would find the fact that Elizabeth is "equal to the scene" quite weird and Jane Austen intended to show through Elizabeth that social rank shouldn't be taken as seriously.

c) In the extract, Jane Austen presents the theme of first impressions as being very significant. Sir William is "completely awed" by Lady Catherine simply because of the "grandeur" and "fine proportion" that is in her home as a demonstration of her wealth. Jane Austen intended to show the reader that first impressions are significant as despite Lady Catherine's rudeness and Miss De Bourgh's "insignificant" appearance, they are still thought to be an awe-inspiring family showing the reader that first impressions can ~~also~~ be deceiving and very shallow / materialistic.

Jane Austen also presents the theme of first impressions as being very significant ~~because~~ through Elizabeth's ~~own~~ visual assessment of those in the room. Elizabeth soon comes to the conclusion that Mrs Jenkinson is "nothing remarkable" and that Miss De Bourgh

was "insignificant" based upon her looking at them. Through the use of the word "examining," Jane Austen is implying that most people form their first impressions based on looks alone which is important as without talking to the characters, Elizabeth has formed a long term judgement.

Jane Austen also presents the theme of first impressions as very important in the extract as Elizabeth has formed her judgement ~~bas~~ on Lady Catherine based on what she had been told by Mr Wickham. Elizabeth believed ~~that~~ "Lady Catherine to be exactly what he had represented" here, Jane Austen shows that first impressions can be very powerful as without meeting Lady Catherine, Elizabeth has deduced that she has an air of "self importance" and snobbery. As "Elizabeth found herself quite equal to the scene", the reader can deduce that first impressions are very significant because ~~they~~ her bad impression of Lady Catherine affected ~~to~~ her behaviour and meant that she was neither "awed" or "frightened" by her.

In the extract after Elizabeth receives Mr Darcy's letter, Jane Austen presents the theme of first impressions as being very significant. Jane Austen's use of free indirect discourse is used to demonstrate this. Elizabeth reflects

on "how differently" "everything now appeared" which suggests to the reader that Elizabeth's first impressions have no longer "deceived" her, ~~it~~ they deceived <sup>her</sup> for a long enough time that she couldn't see how "~~terrible~~" "hatefully mercenary" Mr Wickham was.

Jane Austen is showing how important first impressions are as they had the power to deceive Elizabeth who is a character usually praised for her good sense and <sup>through</sup> by the use of the adverb "differently", the ~~reader~~ <sup>reader</sup> can deduce that first impressions can often give the wrong impression of somebody.

In this extract, Jane Austen also uses comparatives in order to ~~show~~ convey the importance for first impressions. Austen describes how Elizabeth's regard for Mr Wickham grew "fainter" and "fainter", suggesting to the reader that it is easy to form the wrong first impression and be "deceived" by someone. The use of juxtaposing <sup>ideas</sup> ~~adjectives~~ in the extract also suggest that first impressions are significant because Elizabeth's bad first impression of Darcy slowed the progression of their relationship. While Darcy was actually "esteemed" and "valued", Elizabeth thought that he was "proud" and "repulsive". <sup>Through</sup> The difference in these ~~are~~

Austen ~~reiterates~~ reiterates adjectives, suggest that first impressions can often be deceiving and suggest to the reader that Darcy and Elizabeth could have been together earlier in the novel if it wasn't for the bad first impression that he made.

Through the use of direct speech, Austen also conveys the importance of first impressions. Elizabeth recognises that her meeting with Darcy at the "very beginning of (their) acquaintance" caused her to be "blind" and "prejudiced". Jane Austen intended to show the reader that despite the "intimacy" that Elizabeth had shared with Mr Darcy since their first meeting, she was still unable to disregard her first impression of him, showing how powerful they are. The reader can deduce

that Elizabeth's "vanity" has caused her prejudice towards Darcy which suggests to the reader that if someone is offended in their first meeting with someone, they are unlikely to forget about their first impression linking with the key theme of pride. Overall, first impressions are significant in the extract as Elizabeth realises that they have "deceived" her, and slowed the progression of her

relationship with Darcy and gave her a  
"regard" for Wickham that wasn't deserved.



## ResultsPlus

### Examiner Comments

5(a): The candidate provides a perceptive and assured response. More obvious points relating to Lady Catherine are not explored, but a perceptive understanding of character is presented. Band 3, 8 marks.

5(b): The response is convincing and perceptive. Authorial intent and specific aspects of language are discussed. Band 5, 10 marks.

5(c): The candidate has provided a response which is both convincing and perceptive. Although Section A is meant to be 'answers' the candidate has provided a short essay and concludes impressively. Band 5, 10 marks.

5(d): The candidate has chosen an extract after 'Elizabeth receives Darcy's letter'. This impressive response exceeds expectations. Band 5, 12 marks.

SPG: The candidate fulfils the 'High performance' criteria. There is consistent accuracy and controlled use of punctuation and grammar. There is effective control of meaning. Level 3, 3 marks



## ResultsPlus

### Examiner Tip

Time management is essential for Section A. It is recommended that candidates spend 10 minutes on Parts (a), (b) and (c) and around 15 minutes on Part (d).



## Question 6

### Great Expectations

The extract selected was taken from Chapter 49, when Pip visits Miss Havisham who shows her remorse and regret about what she has done.

In Part (a) of the question, candidates were asked what they discover about Pip in the extract. Part (b) focused on the character of Miss Havisham and Parts (c) and (d) the significance of guilt in the extract and in one other part of the novel.

A range of marks was awarded, but often candidates did not focus on the question sharply enough.

In this example, the candidate gains marks in a variety bands.

a.

In this extract we learn that Pip feels like Miss Havisham is <sup>unfit</sup> ~~unworthy~~ of being alive. This is known when he says 'her profound unfitness for this earth'. This shows that he feels she is lived and and does not lead a full life.

However Pip shows sympathy towards her as he says 'you may dismiss me from your mind and Conscience'. Pip recognizes that she feels remorse to what ~~she~~ she has done to Pip and Estella; how she <sup>under-mined</sup> ~~embarrassed~~ Pip and trained Pip to be heartless. Pip understands Miss Havisham is trying to repent for she did and Pip shows that he is not the problem, Estella is.

Finally Pip shows how he thinks it is better to love than ~~to~~ to not love at all. This is shown when he says 'better to have left her a natural heart, even to be bruised'. From this we learn that Pip feels love is important, however he may only be saying this because of his love for

Estella.

b.

Miss Havisham is shown as wanting to be forgiven by Pip. ~~and as she knows~~ This is shown when she says 'what have I done! what have I done!'. The use of repetition expresses Miss Havisham's great displeasure in what she has done to Pip and Estella, but more so what she's done to Estella.

Also Dickens uses language which suggests Miss Havisham did what she did to protect Estella. This is shown when she says 'I meant to save her from misery like my own'. The use of the word 'misery' shows the horrid life Miss Havisham leads and she didn't want Estella to follow in her foot steps.

Furthermore what Miss Havisham did to Estella is show-cased when she says 'I stole her heart away put ice in its place'. This metaphor shows how Miss Havisham trained Estella to be heartless. Also the use of the word 'stole' <sup>Suggests</sup> ~~shows~~ that Miss Havisham poisoned Estella in a way as her heart was stolen from her and Estella had no control over what happened.

Towards the end of this extract Miss Havisham's change of heart is shown when it says

'she pleaded, "you would have some compassion for me'. This displays Miss Havisham's change of heart as she was once the powerful character, but is now begging Pip for forgiveness. This highlighted by the use of the word 'pleaded'. This shows Miss Havisham begging and

her desperation to be forgiven.

C.

This extract shows Miss Havisham's guilt for the way she has treated Pip and Estella as she says 'I did not know what I had done'. This expresses her guilt as she feels remorse for what she has done. Also by saying 'I did not know' it suggests she's suddenly realised the effects of what she's done and sounds surprised by the effects it has had on other people like Pip as he has had to suffer Estella's heartlessness.

Also the extent of her guilt is shown when it says 'when her cry had died away'. This metaphor shows Miss Havisham's sadness and shows she does have feelings like everybody else.

The significance of Miss Havisham's guilt conveys that everyone has feelings and this is shown when she says to Pip 'you would have some compassion for me'. By saying this it suggests that she realises she comes across as a heartless monster to Pip, when really she isn't.

D.

In chapter 27, Pip displays his guilt when he acts like a snob towards Joe when Joe is making a real effort. However Pip doesn't realise the way he has treated Joe as he says 'But you are coming back to dinner Joe?' This shows Pip's ~~mean~~ behaviour around Joe as Joe no longer wants to be around him.

Also Pip shows his regret ~~to~~ due to his guilt as ~~he~~ it says 'if I had known his errand, I should have given

him more encouragement'. This conveys Pip's desire to show his appreciation for Joe visiting him however he never expresses this to Joe as he goes home embarrassed.

Pip's bad treatment of Joe, makes Joe understand that London isn't the place for a blacksmith as Joe says 'You and me is not two figures to be together in London'. This shows Joe understands that Pip doesn't want him to be in London as he feels let down by Joe as he doesn't want ~~at~~ to be seen with a blacksmith.

Finally Pip expresses his guilt when it says 'I hurried out after him and looked for him'. This shows Pip ~~understan~~ has suddenly realised why Joe wanted to go and he hurries out after him to find him, but he's too late.



## ResultsPlus

Examiner Comments

6(a): The question asks what we learn about Pip. Few points about the character are made and there is some misinterpretation. Band 1, 2 marks.

6(b): The candidate provides an assured response in relation to Miss Havisham. A range of points and examples are provided. Band 4, 7 marks.

6(c): This is a sustained and thoughtful response. Band 4, 6 marks.

6(d): The candidate has selected an appropriate extract from Chapter 27. A range of points is presented with a thorough selection of textual evidence. The response would benefit from more language analysis. Band 3, 6 marks.

SPG: The candidate fulfils the 'High performance' criteria, on the whole, spelling with consistent accuracy and controlled use of punctuation and grammar. There is effective control of meaning. Level 3, 3 marks.



## ResultsPlus

Examiner Tip

Use quotations selectively.

## Question 7

### Anita and Me

Although not a popular text option, a full range of marks was awarded. The question asked candidates how Nanima is a significant character in the novel. On the whole, candidates were able to provide a wide range of evidence from the novel and integrate the social, cultural and historical context into their responses.

In this example, the candidate has made some very sound points and has just sustained the response enough to gain marks in band 3 for both Assessment Objectives AO1 and AO4.

Nanima is an important character in the novel because she is Meenas' and Meenas' family last link with India. Even though Meena and Nanima hadn't met before her arrival, they hit it off straight away and a lot of things change in the Kumar household.

One thing that changes when Nanima arrives is that Meena begins to like her brother, Sunil. She seems very happy that Sunil now loves to spend time with her, for instance Meena says 'Sunil was now anybody's, especially mine.' But we know that this wouldn't of happened if

Nanima had not been there because it says 'Since the first night when Nanima had applied some ancient witchery to finally cut the umbilical cord that was slowly strangling both him and us.' This could mean that Meena believes that it is witchcraft how Nanima has managed to bring her and her brother closer.

Nanima, whilst on her visit would tell Meena and her family stories about India and these were the only way that Meena and her brother would get any experience of India. This leads to Meena becoming intrigued by India, her culture and her religion. For instance she begins to learn Punjabi which is her families native language.

It also inspires Meena to become more interested in her religion and she does this by going on a trip with her mum to her local holy place.

The people of Tollington are ~~used~~ used to the Kumar family but they are intrigued by Nanima because she actually comes from India. This is clearly shown when Meena and Nanima go for a walk to Mr Ormerod's shop and

on the way there they are met by what Meena calls a 'welcoming committee'. They appear to be very inquisitive of Nanima, and this is shown by all of the questions that Meena and Nanima get asked, for instance, they ~~ask~~<sup>say</sup> things like 'In't she sweet... Look at that material, is it silk?'  
Where ever Meena and Nanima went



**ResultsPlus**

**Examiner Comments**

In this response, a number of points have been made. The candidate states that Nanima is the family's last link with India and explores the impact Nanima has on Meena. Nanima's presence changes and improves Meena's relationship with her baby brother and helps to settle the whole family. Points are made about Nanima's story-telling and how she is an inspiration to Meena. The final paragraph comments on how the people of Tollington are fascinated and interested in the old lady's arrival. Overall, the points made are very sound and this response just slips into band 3.

AO1: 8 marks.

AO4: 11 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria. On the whole, spelling, punctuation and grammar are used with considerable accuracy. There is general control of meaning.

Level 2, 4 marks.



**ResultsPlus**

**Examiner Tip**

Encourage candidates to conclude with a short summative comment that explicitly answers the question.

## Question 8

### Anita and Me

In this question, candidates were asked to explore the importance of Meena's childhood in the novel.

This was the less popular question of the two, but a full range of marks was once again awarded.

The following is an example of a response which gains full marks for both Assessment Objectives AO1 and AO4.

Throughout the novel, Anita and Me, Meena's childhood is a very significant factor. The way in which she is brought up is very much <sup>down to</sup> ~~dependent on~~ the people that are around her. She is from a traditional Asian culture, yet her childhood and upbringing is very much orientated around the more modernised, brommie culture.

Meena's childhood is very much influenced by Anita Rutter. She is the most popular girl in Lollington, as someone who Meena wants ~~to~~ to get closer to and have a strong relationship with. In Meena's childhood, Anita Rutter plays a big part. They have a relationship that revolves around the modern culture, and gradually gets stronger and stronger. This in turn affects how Meena develops as she gets older, and <sup>how</sup> ~~behaves~~ how she behaves around her family. There is a clear difference in <sup>what</sup> ~~how~~ Meena's childhood was originally, and what is turned into under the influence of Anita. ~~For~~

~~introduction~~  
In the first few chapters of the book, Meena is very much ~~interested in her parents' traditions~~ ~~and~~ ~~is~~ ~~part~~ ~~of~~ ~~the~~ ~~traditional~~ ~~Asian~~ ~~family~~ ~~as~~ ~~she~~ ~~has~~ ~~not~~ ~~yet~~ ~~had~~ ~~any~~ ~~interaction~~ ~~with~~ ~~any~~ ~~local~~ ~~people~~



Since moving to Wellington. Her parents are very firm with her and she is brought up strictly, and taught the values of honesty and respect. He took my hand and pulled me towards the kerb. The verb 'pulled' implies that Meenas father is very forgiving with her. Meena has done wrong by stealing money from her mothers purse to buy sweets. Therefore Meenas father is making her apologise. Meena is being brought up on the same principles that her parents were brought up on. She is taught to be honest and loyal as her parents were, which shows that she is very much under the influence of her parents ways, and the traditional Asian culture. Her parents clearly want to give Meena the same strict upbringing that they had.

However one Meena first interacted with Anita, her childhood and how she grew up changed dramatically.

As she got to know Anita, Meena also got to know Anitas way of life which was very much revolved around fashion, and the modern brummie culture. Meena drifted away from her roots so to speak, and as she got closer to Anita, also became more orientated around the more modern cultures. One instance of this is shown in chapter 5 when Meena performs short shorts. There is a big family gathering at Meenas house for Diwali at Meenas house, in which all of the aunts and uncles come around along with their children. The children perform, but Meenas performance shows a clear cultural divide, between traditional Asian culture, and modern brummie culture. Pinky and Baby perform a traditional purjiti song, yet

Meena performs 'Short shorts'. When she has finished performing the song she exclaims 'I could show the arse off it'. Meena's family are disgusted by this. It is something that Anita has taught Meena when they were discussing sex. However neither of them actually knew what it meant.

This shows that Meena's childhood has been somewhat changed by Anita. Meena is far more interested in modern culture, as shown by her decision to perform a modern song. Also the use of vulgar expressions is something which her family would never teach her nor would they accept. Not only does this show that Meena's childhood has been influenced by

Anita, but it also shows that there is a clear cultural barrier between the Asian culture and the modern British culture.

However later on in the book Meena does show a side that is influenced by her family's upbringing. Meena's family have always taught Meena to be respectful, loyal and honest. In Chapter 10 when Anita's mother runs away with a butcher from Cannock, Meena consoles Anita:

'I put my arm round Anita and kissed her whispering, 'Sorry, Anita, I really am'. Meena is showing a caring and loyal side, which are values that her parents are keen to preach. Anita did not respond well to this and pushed Meena away 'violently'. The adverb 'violently' implies that Anita wants to assert herself over Meena, and show that she still has the authority over her. Anita is not used to being consoled, and does not want Meena to feel sorry for her in any way. This shows that although

Meena's childhood has drifted away from her families culture and into modern times. Meena still shows values that her parents have taught her to show from a young age.

Throughout the novel Meena's childhood is extremely significant. It shows that there is a clear cultural divide

between the traditional asian culture and the more modern culture. It also shows that Meena has more independence than her parents would want her to. She drifts away from her families roots and ~~does not~~ makes her own decisions. Meena's childhood, which was influenced by Anita, ~~is~~ is important as it affects how she has grown up, how she has changed, and the decisions that she has made.



### ResultsPlus Examiner Comments

In this response, the candidate has demonstrated a convincing and perceptive understanding of Meena's childhood throughout the novel. A range of points have been made, which integrate both language and social, cultural and historical points. The candidate begins by making reference to the Asian culture and the contrasts with Tollington. Further points include Anita's influence over Meena and Meena's previous lack of interaction with others. We are introduced to Meena's extended family of aunts and uncles and her 'performance', which demonstrates how Meena is changing. The candidate also explores how Meena is influenced by her family traditions and upbringing and how she changes throughout the novel.

AO1: 16 marks.

AO4: 24 marks.

SPG: The candidate fulfils the 'High performance' criteria. On the whole, spelling, punctuation and grammar are used with mostly consistent accuracy. There is effective control of meaning.

Level 3, 5 marks.



### ResultsPlus Examiner Tip

In Section B responses, candidates should integrate the social, cultural and historical context. AO4 comments should support the points made and should not be stand-alone or 'bolt on'.

## Question 9

### Balzac and the Little Chinese Seamstress

There was an equal balance of responses for both questions on this novel. For this question, candidates were asked to consider the significance of Phoenix Mountain. The majority of responses were of a very high standard, with candidates demonstrating an assured understanding of the novel.

The novel is rich in social, cultural and historical context, which candidates naturally cover through the answering of the question and by providing examples from the novel.

The following is an example of a response which gains full marks for both Assessment Objectives AO1 and AO4 and for SPG.

Phoenix mountain is a very significant setting for the novel. This mountain ~~where~~ in the countryside where re-educated people are obliged to work in the field to fulfill Mao's ideal of the countryside, is the route ~~to~~ to the introduction of various themes of the novel. This harsh environment makes the re-educated people suffer and allows the contrast between local people and people from the city. In this essay the significance of this setting will be explored.

First of all, Phoenix mountain is used in the novel as a setting to introduce the theme of hardship ~~where~~ in a place where ~~there~~ there is no 'sign of civilization' and has a 'terrifying altitude'. This shows that people are isolated from the city and also suggest that there is a lot of labour to be done. Throughout the novel, Ma and

Luo have to work in the 'cold mines' and 'carry buckets of shit on [their] backs'. This shows that their life in the mountain is not any pleasant and only happens because Mao is trying to get rid of intellectuals in the communist regime. Luo is first introduced as a brave character who can make up excuses such as implying that the victim is used

to play songs where 'Mozart is Thinking of Chairman Mao'. This contrast with his later description in the music where Ma says that he was sure 'it was Luo crying in the tunnels'. This suggests that Re-education is very hard for the boys who suffer in this mountain<sup>in</sup> which labour is very important.

This mountain located in the countryside has many locals living in it. These people are separated from civilisation, so their only knowledge and entertainment comes from Mao's little red book. Ma and Luo soon engage with the local people such as the little seamstress who seems to influence the boy's lives. She is first described in a pleasant<sup>and detailed</sup> way as she has a 'sparkle in her eyes', but like many other local people she seems to be ignorant ~~and~~ she finds and uneducated as she asks 'what's a dentist' and find it hard to write a letter to Ma and Luo. She is even described by Luo as 'not civilized'. This shows that in Phoenix mountain, people contrast hugely with the people from the city as they have much less knowledge as the Communist regime deprived them from reading books and going to school. ~~but instead~~ we can also see this when Ma and Luo visit the <sup>old Miller</sup> Taylor in search for 'folk songs'. This ~~very~~ ~~is~~ man, although this man's knowledge is so narrowed down to the local culture as he knows many songs, but ~~is~~ like the rest of <sup>proletariat</sup> ~~people~~ is very ignorant as he asks the boys 'where's Beijing?'. The Phoenix mountain was therefore chosen due to its ability to isolate the local people from knowledge.

The Phoenix Mountain is described as a magical place throughout the novel due to its 'poetic name' which has

creatures that are 'mighty, mythical and profoundly solitary.' This shows that the mountain is a unique place, probably why Mao Zedong chose it to be the preferred location for Re-education to happen. This magical place contrasts with the hardship endured by the people living in it and is a way to mix the people of the city with local people so that they are no longer intellectuals. This place lacks <sup>knowledge</sup> ~~books~~ and therefore the medical knowledge is restricted to 'primitive beliefs.' This can be seen when Luo has a fever and the only local remedy is to 'whip' him or call the sorceresses to 'frighten off evil spirits.' This does not seem to convince Ma, which explains that 'sometimes he [believes], sometimes [he] doesn't' believe in these traditions to ~~use~~ teach them that the big leader Mao will do anything he feels adequate to Re-educate them. This danger represents the hardship of this regime. The Phoenix Mountain, being a magical place also has many 'red-beaked ravens.' ~~Ma~~ Ma and Luo see this as an omen of death as they go across the zig ridge. These magical creatures <sup>were used to</sup> ~~also~~ suggest that ~~there~~ ~~is some kind of~~ the boys are being watched and that their future will have many difficulties that they will have to endure during the Cultural Revolution.

Dai Sijie is therefore successful in using this Mountain as the setting of the novel. It allows ~~her~~ his personal account of the Revolution to be described in a more significant way where the reader can really imagine his experience of Re-education.

teach them that the big leader Mao will do anything he feels adequate to Re-educate them. This danger represents the hardship of this regime. The Phoenix Mountain, being a

magical place also has many 'red-beaked ravens (S)'. ~~For~~ Ma and Lu see this as an omen of death as they go across the zig ridge. These magical creatures <sup>were used to</sup> ~~also~~ suggest that ~~there~~ ~~is~~ some kind of the boys are being watched and that their future will have many difficulties that they will have to endure during the Cultural Revolution.

Dai Sijie is therefore successful in using this Mountain as the setting of the novel. It allows ~~her~~ his personal account of the Revolution to be described in a more significant way where the reader can really imagine his experience of re-education.



## ResultsPlus

### Examiner Comments

This is an impressive, maturely and sympathetically expressed response throughout, which provides a range of convincing and pertinent points. The candidate immediately identifies the mountain as the setting for re-education and provides relevant social and historical context to support the point. The candidate goes on to explore the setting of Phoenix Mountain through the theme of hardship, as the setting has 'no sign of civilisation' with its 'terrifying altitude'. This is followed logically by Luo and the Narrator's experiences upon the mountain, including their experiences in the mine and their meeting with the Little Chinese Seamstress, who is at first considered 'not civilised'. Additional points about the mountain's 'poetic name' with its 'primitive beliefs', and Four Eyes' experiences in preparation for leaving the mountain further enhance this excellent response.

AO1: 16

AO4: 24

SPG: The candidate fulfils the 'High performance' criteria. On the whole, spelling, punctuation and grammar are used with mostly consistent accuracy. There is effective control of meaning.

Level 3, 6 marks.



## ResultsPlus

### Examiner Tip

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

## Question 10

### Balzac and the Little Chinese Seamstress

The theme question for this novel asked candidates to consider the significance of journeys within the novel. The majority of the responses seen were assured, gaining marks within the top three bands.

The following exemplar is a response which is sustained and gains marks in band 3 for both Assessment Objectives.

There are a lot of different journeys in the novel, the first significant one being when the narrator tells the reader about the work they had to endure "carry buckets of shit on our backs... clamber up the mountainside to the fields" this (pg 14) this is significant because it is part of their journey to re-education; which is ironic as they aren't <sup>learning</sup> ~~working~~, just being forced into hard physical labour.

The tailor is ~~also~~ a symbol of importance in the novel. Whenever a ~~new~~ family ~~was~~ he would visit a village to sew clothes for families, he would have men carry his sewing machine but he would also sit upon a throne during journeys. This stands out because it shows the two extremes in the village, the boys are made to carry awful



heavy buckets but the tailor does not even have to carry his own weight. This shows both sides of the spectrum on the mountain.

"The Little Seamstress and you would have run right over it," he said dolefully. "But I had to get down on my hands and knees and crawl," (pg 104)

In this quote Luo is talking about the journey to the LCS he has to take. This is important as he is obviously afraid but he is willing to take this journey to see the little Seamstress. Sijie has made this <sup>Journey</sup> significant (it shows Luo's feelings towards the LCS).

Another journey in the novel is not a physical one. The Little Chinese Seamstress <sup>embarks on</sup> has a journey of her own. When the narrator and Luo first meet her, Luo states that "'She's not civilised, at least not enough for me!' and so Luo thinks that the LCS is not educated enough, she can't read or write and Sijie made it clear that ~~the~~ Luo is not interested. However she learns how to read and write and Luo and Ma read her the books from Four-eyes' suitcase and slowly but surely she becomes more cultured and educated. Luo even teaches her how to swim then at the

end of the novel she decides to become a city woman. "The lovely, unsophisticated mountain girl had vanished without a trace." (pg. 167) and she decided to leave the mountain. No word to Luo or Mei. ~~This~~ Although that is not a physical journey from one destination to another, it holds dear significance as the LCS transforms her personality, looks and clothes.



## ResultsPlus

Examiner Comments

The candidate begins with an example about the work the boys do on the mountain rather than, as one would expect, their journey to the mountain to begin their re-education. The next paragraph explores the journeys that the tailor makes and how he is transported from place to place. The next point explored is Luo's journeys to see the Little Chinese Seamstress and the non-physical journey of education made by the Little Chinese Seamstress and her ultimately leaving the mountain. The response is sustained, but other key journeys such as the boys' visits to the town to watch the films or to steal Four Eyes' books could have been considered.

AO1: Band 3, 9 marks.

AO4: Band 3, 14 marks.

SPG: The candidate fulfils the 'High performance' criteria. On the whole, spelling, punctuation and grammar are used with mostly consistent accuracy. There is effective control of meaning.

Level 3, 5 marks



## ResultsPlus

Examiner Tip

A short mind map or plan could help candidates keep ideas focused and generate more ideas.

## Question 11

### Heroes

The two *Heroes* questions gained a similar number of responses. In this question, candidates were asked to consider the significance of the Church, School and Club of St Jude's. The majority of candidates recognised that it was at the school where Francis met Nicole and many made reference to the importance the church played in Francis' life, especially when he thought of committing suicide. The one area which caused a little confusion was that of the club, where the veterans would meet. A number of candidates confused the St Jude Club with the Wreck Centre.

A full range of marks was awarded. Two examples are included in this report.

In this first example, the candidate provides a sustained response, which would have benefited from further development of ideas and a greater range of examples.

The Church, School and Club of St. Jude's significant as religion was an extremely important thing during the war era and the surrounding periods.

The "St. Jude's Parochial School" is an important place as it is where Francis first met Nicole Renard. This meeting was a life changing event for Francis as it is where he fell in love. "...the door opened and Mother Margaret, the Sister Superior, swept into the classroom, followed by the most beautiful girl I had ever seen." From this moment on Francis devoted everything to Nicole, presenting the idea of courtly love.

St. Jude's Church is a monumental place as after Nicole is raped by Larry LaSalle it is where Francis goes to. You would think that due to Francis' Catholic upbringing he would be going to confess that he didn't help Nicole when she needed him, but no. Francis goes to St. Jude's to climb up the steeple, to commit suicide as his guilt is

too strong. "How long would it take to ~~hit~~ plunge towards the sidewalk?" "I began to mumble a prayer... then stopped horrified at what I was doing." Francis' faith stopped him from "... committing the worst sin of all..."

The Church is also an important place as it is where Francis admits to why he wishes to find Larry LaSalle, "... finally, I pray for Larry LaSalle." "Then I am filled with guilt and shame... I just prayed for the man I am going to kill."

The Club of St. Jude's is important as it allows war veterans to be around each other. They're able to feel comfortable if they're physically or mentally injured as they have all experienced the same thing - war. This explores the idea of comradeship in battalions during the war, which is still going on throughout the

novel. "... veterans in the St. Jude Club always greet me with big hellos and slaps on the back..." It is also where Arthur Rivier figures out that the 'anonymous' man is really Francis Cassavant, "That voice... Now I know it. You're Francis Cassavant."

The Church, School and Club of St. Jude's all relate to the importance of religion, both the school and the club are significant as comradeship/friendship arises from both of them which is an important factor during

war time, especially if you were a soldier or you lost someone in a battle. - husband, brother, son etc. They would help you to cope and be able to 'go on.'

All three places are important to Francis as he met the love of his life in school, he refrained from killing himself at the Church and at the St. Jude's Club he met some amazing men, some even willing to hide his identity for him.



**ResultsPlus**

**Examiner Comments**

The candidate explores the three St Jude locations, including points about meeting Nicole at St Jude's Parochial School and the church where he considers committing suicide and later where he will 'pray for Larry LaSalle'. There is correct reference to St Jude Veterans' club, but often ideas could have been developed further and more examples provided.

AO1: Band 3, 9 marks.

AO4: Band 3, 13 marks.

SPG: The candidate fulfils the 'High performance' criteria. On the whole, spelling, punctuation and grammar are used mostly with consistent accuracy. There is effective control of meaning.

Level 3, 6 marks.



**ResultsPlus**

**Examiner Tip**

Candidates should try to develop ideas, provide a range of examples and use brief quotations to support the points made.

This second example gains full marks. Even though the response comes to an abrupt end, there are a number of pertinent and convincing points made.

These places are of extreme significance in the novel, *Heroes*, for many reasons. Firstly, the Church is important because it emphasises Francis' Christian upbringing. When Francis returns to Frenchtown he looks out of his window and sees the steeple of St Jude's Church dominating the sky. This is a reminder of his Christian morals, and religion is extremely prominent in the novel as it enabled people to put their faith in God during the Second World War; which was the largest and deadliest in human history, with the death toll reaching ~~a~~ approximately 62 million. The Church is significant as it is where Francis prays for Larry LaSalle, the man he is going to kill. "Then I am filled with guilt and shame, knowing that I just prayed for the man I am going to kill." Francis presents the theme of cowardness here as his religious upbringing taught him that killing someone is a sin, according to the commandment "Do not kill" yet Francis devalues his morals

as he is determined to carry out his mission and kill Larry LaSalle. The Church is also relevant as it is where Francis was going to commit suicide, the biggest sin of all, "... horrified at what I was doing. Saying a prayer before committing the worst sin of all: despair." The theme of unsung heroes is presented as Francis takes into account all the soldiers who die during war. "I could not die that way. Soldiers were dying with honour on battlefields all over the world. Noble deaths. The deaths of heroes." Francis may have been seen to be motivated by the patriotic fever that swept through the streets of Frenchtown at this time as he went to enlist, by forging his birth certificate, as under 18's were not allowed to join the army. The theme of false heroes is prominent here as only Francis knows he really went to war to kill himself. Francis receives the Silver Star; an award for outstanding bravery and gallantry in action, which is ironic as Francis jumped on the grenade in an attempt to end his life. "When I fell on that grenade, I wasn't trying to save those G.I.s. I saw my chance to end it all, in a second."

The School is significant in the novel as it is where Francis met his childhood hero, Nicole Renard. Francis' love for Nicole has echoes of a literary tradition, known as Courtly Love, popular in the middle ages. Conventions of this genre depicted a ~~man~~ man hopelessly in love with a woman, seeing himself as a servant undeserving of her attention. "I knelt there like a knight at her feet, her sword having touched my shoulder."

The tactile imagery provoked by the word 'touched' emphasises Francis' deep feelings for Nicole.

Cormier also attended a school that was run by nuns

which is a reminder of the huge impact that religion had during war times. According<sup>to</sup> the convention of Courty Love, the woman initially ignores her suitor and does not give him another glance for the rest of the day.

The nuns at these schools were strict and ruthless with punishments. The school is significant because it is a reminder of Francis and Nicole's innocent, child-like, relationship which is destroyed by Larry LaSalle, who is the antithesis of a hero. The reoccurring visit to the school makes Larry's violation of Nicole all the more horrific as the reader is reminded that she was only a child. Francis compares Nicole to <sup>a</sup> statue which emphasises her purity and how Francis idolises her as she is saint-like. "She reminded me of the statue of St Thérèse..." Nicole represents the theme of childhood heroes and Cormier uses her character to reflect the destruction of peace and purity caused by war.

The St Jude's Club is significant in the novel because it is where Francis meets up with other men and they discuss what they would like to do in the future. This location mirrors the other institutions in Frenchtown where people could meet as light relief from the reality of the ongoing war. Francis is at the St Jude's Club when he learns that Larry LaSalle is worshipped and idolised by the people of Frenchtown. The theme of anti-heroes is present here as only Francis ~~knows~~ knows what Larry LaSalle is really like.

"I am surprised to see the old Strangler pour himself a glass of wine. I had never seen him drink before."

Cormier shows that the people of Frenchtown were supportive and showed gratitude to those who fought in



war as he illustrates that it is an occasion to celebrate. The themes of war and identity are presented through the image of Francis' 'white silk scarf' which he does not wish to be removed by Arthur Rivier. This is associated with the silk that the aviators wore in the First World War - it serves as a link between the two world wars.



## ResultsPlus

### Examiner Comments

The candidate makes several pertinent points in this response, such as the view of the church from Francis's window being a reminder of his 'Christian morals', and the reference to the statue of St Therese and comparing this with Nicole. Other points include the importance of faith and the church as Francis 'prays' for Larry LaSalle and it is where he considers suicide. The school is discussed as it is where Francis meets Nicole. In addition, the role of the nuns at the school is explored and used to highlight Francis and Nicole's innocence. The candidate considers the club and makes reference to Arthur Rivier and learning at the club that LaSalle is 'idolised' by others. A range of AO4 points are integrated into the response and the candidate also makes some language points.

AO1: Band 5, 16 marks.

AO4: Band 5, 24 marks.

SPG: The candidate fulfils the 'High performance' criteria. On the whole, spelling, punctuation and grammar are used mostly with consistent accuracy. There is effective control of meaning.

Level 3, 6 marks



## ResultsPlus

### Examiner Tip

Ideally, candidates should refer frequently to the key words in the question, and explicitly refer to them in the conclusion in order to answer the question.

## Question 12

### Heroes

In the theme question, candidates were asked to consider the significance of reputation in the novel. Again, a full range of marks was awarded.

Many candidates focused on Francis' and Larry LaSalle's reputations at different parts of the novel, but more successful responses also explored the reputations of Nicole, Arthur Rivier and the Wreck Centre.

This is a brief response, which includes a number of relevant points, although they lack detail and development. The response gains marks in band 1 for both Assessment Objectives.

12) The significance of ~~reputation~~ reputation runs throughout the novel as they talk about 'Silver Star Heroes'. Larry LaSalle has ~~be~~ a reputation for being a 'Silver Star Hero' but Francis remembers him differently so that which brings in the theme of masks and how LaSalle is remembered by different people for different things. LaSalle was the ~~town~~ 'town's first big war hero' which he will also have a reputation for.

Francis starts off with a reputation for being the table tennis champion and then everything goes bad for him. He witnesses Nicole get raped by LaSalle who has a reputation for being the nice guy, and

then joins the army. He leaves everyone in Frenchtown without saying anything and goes. But when he's in the Army he throws himself on a <sup>grenade</sup> bomb and saves all those people and gets a 'Silver Star'. But only Francis knows the reason he himself did it and really it was an act of cowardice to kill himself.

Nicole when she was younger had a reputation for being the girl Francois fancied but as she got older she became more significant as she caused Francois to join up and she made Francois jealous of LaSalle. Reputation isn't really a key factor in ~~there~~ as nobody keeps the same reputation.



## ResultsPlus

Examiner Comments

In this response, the candidate begins with the reputation that comes with having a 'Silver Star' and how it 'masks' LaSalle's real identity. The candidate does not develop this idea and does not mention the positive reputation that LaSalle has gained before the war. The next point explores Francis's reputation as a 'table tennis champion', but again, the points have not been developed. The response becomes a little narrative, the reference to Nicole is too vague and ideas needed explaining in more depth. The conclusion seems rather contradictory, stating 'Reputation isn't really a key factor'. However, overall, the response demonstrates a generally sound understanding of the novel.

AO1: Band 1, 2 marks.

AO4: Band 1, 2 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria. On the whole, spelling, punctuation and grammar are used with considerable accuracy. There is general control of meaning. Level 2, 4 marks.



## ResultsPlus

Examiner Tip

The development of ideas is necessary to qualify for marks in higher bands.

## Question 13

### Of Mice and Men

In this question, candidates were asked to consider the significance of George in the novel.

Most candidates chose to answer Question 13 rather than Question 14. A large majority of candidates began the response, 'George is significant because...'. Sometimes candidates identified some general points to explore the importance of George. Sometimes, although there were not always specific examples from the text, the evidence was paraphrased, which provided enough relevant information about George to warrant awarding the relevant marks.

Some candidates began promisingly by referring to George as the paternal figure in the novel who always looked out for Lennie. These responses tended to be more successful than their predecessors. They then continued on to explore his literal significance in the novel whereby they explained how Lennie could not do anything at all without the support of George. There were quite clear references from the text and candidates had managed to convey their viewpoints fairly clearly.

More able candidates tended to begin with contextual references to the 'dust bowl' and how the Americans always followed the policy of 'each to themselves'. They explored the point that George was an anomaly who voluntarily took on Lennie as a liability and looked after him despite the countless hurdles he faced ('I like beans with ketchup', 'If I didn't have you on my back...', 'We'll have a li'l farm and som' chickens...'). From convincing the Boss that he was not after Lennie's money, to procuring him a pup, to shooting him, George's significance in the novel was thoroughly explored. Quotations were well chosen, and prudently placed at relevant parts within the response. Contextual information was pertinent and tended to not be a 'bolt-on' addition to the rest of the response. There were a number of full mark responses. The standard of these responses was generally high and the candidates were given every opportunity to shine. George is indeed a significant character in the novel and the students got a chance to show off their knowledge about him. It was an accessible task and this was reflected in the quality of their responses.

Three examples are provided, two of which look closely at the bands 1 and 2 boundary.

This first response provides an exemplar of an answer which gains marks at the top of Band 1 for both Assessment Objectives.

In the novel ~~of mice and men~~ Of Mice and Men, George is a very important character and has many impacts on different people.

To begin with the book was written for many different reasons, one of the reasons was the great depression and how hard it was for men to get jobs. George was an example of a worker during the great depression since he didnt have a specific home he just travelled with Lennie to find jobs to actually live and get a bit of money to keep himself alive. The

Difference with George was that he had Lennie to look after though and if Lennie didn't have ~~ge~~ George he would most likely be dead. <sup>at</sup> George took the mouse and threw it across the pool to the other side, among the brush." This shows that George is like a parent to Lennie and without George, Lennie wouldn't have a job or anything to rely on since his ~~own~~ Aunt is dead.

Another way which George is significant is that George has a dream like everyone else in the novel ~~but~~ <sup>and</sup> ~~he~~ has a similar dream to everyone else. George wants his own ranch and to be his own boss like every other man. "O.K. Someday - we're gonna get the jack together and we're gonna have a little house and a couple of acres and a cow and some pigs and —" This implies that George's dream is most likely the same as the rest of the men on the ranch, however the only difference is that George includes Lennie with everything he does and is like Lennie's ~~own~~ carer.



## ResultsPlus

### Examiner Comments

The candidate identifies some general points to illustrate why George is a significant character, but the response would have benefited from more specific examples from the novel. Some evidence is provided, which at times is paraphrased - this is acceptable. The point about the 'dream' does not explore how this makes George a significant character in the novel. The response is mostly sound, although often generalised.

AO1: Band 1, 4 marks.

AO4: Band 1, 5 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria. On the whole, spelling, punctuation and grammar are used with considerable accuracy. There is general control of meaning.

Level 2, 4 marks.



## ResultsPlus

### Examiner Tip

In order to secure marks in higher bands, candidates should provide a range of *specific* examples taken from the whole text.

This second response is one which fits comfortably into band 2. Overall, this is a sound response, which demonstrates that the candidate 'knows' about the significance of George within the novel.

George is a significant character in the novel of mice and men as he is the one that portrays the desperation for the american dream 'we got a future' this shows george hope even though most people never did get the american dream. George is a role model like a dad to Lennie as through out the book he looks after him even to the end. 'we gonna get a little place' George talking to Lennie about how he wants a place Calmed him and talking about animals made Lennie listen and stop when he was sad/angry. 'we gonna have rabbits' Just like a dad with kids George told Lennie that he'll get stuff if he's good and does as he's told. However at the end when George has to kill Lennie, George gets him in a good and happy place before shooting him. George is such an important role as he tries his hardest to keep Lennie under his wing so he doesn't slip up and George is also very trusting and helpful as Aunt Clara asked him to look after Lennie. George nearer the end sees his dream come so close to being true then is ~~ruined~~ ruined by Lennie's overpowering strength and clumsiness. But yet George seems to be ok with it as he knows if Lennie dies the dream dies with him. So George had it there to keep them both going but ~~now~~ now George will end up like the rest with broken dreams and wasting money on girls and drink. So

The character George plays many parts throughout the novel to help and survive the American dream with a friend, which unlike the others that end up at the ranch don't have so their friendship brings them close to getting it as they would refuse back to 'we gonna get a place' and I can still tend the rabbits 'it was always run in the back of their heads that they would get there so never gave up believing and trying.



**ResultsPlus**

**Examiner Comments**

The candidate has presented a sound response relating to George. There is reference, albeit briefly, to some key events in the novel. There is a focus on the question with some sound understanding demonstrated. Points include George's 'hope' for the future; George as a 'role model' and his relationship with Lennie. Some interesting points are made towards the end of the response, demonstrating some engagement with the question.

AO1: Band 2, 6 marks.

AO2: Band 2, 8 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria. On the whole, spelling, punctuation and grammar are used with considerable accuracy. There is general control of meaning.

Level 2, 3 marks.



In this third example, the candidate provides a sustained and thorough response, which gains marks at the top of band 3 for both Assessment Objectives.

George has a significant role within the novel Of Mice and Men. He ~~grew up~~ has been looking after Lennie from a young age which consequences in the sacrifice of certain luxuries such as a female companion and freedom. He is a caring character, but he is very defensive towards strangers both for his protection and the protection of Lennie.

George reflects a theme of loneliness throughout the novel, he is often playing the card game 'solitaire' in the bunkhouse. This highlights his loneliness because although he is surrounded by several other men, he continues to play on his own.

George expresses the impact of loneliness on him and he blames on having to take care of Lennie. The phrase 'I could get along so easy and so nice I didn't have you on my tail. I could live easy and maybe have a girl'; this shows how the impact of loneliness affects him and what he wishes he could have.

if it weren't for Lennie.

The reason for the theme of loneliness displayed by George is the social and historic context of the novel. *Of Mice and Men* is set in the time of the Depression in America, at which time a vast amount of people were unemployed. This resulted in a sense of hostility between men working on farms such as the one in *Of Mice and Men*, because of the value of work and the need for an income to live. Therefore George, along with the other characters experience loneliness because of the context.

George is significant in the novel in terms of the development of the plot. He feels responsible for the welfare of Lennie and advises him accordingly on how to avoid danger. For example, George immediately identifies Curley as a ~~danger~~ threat to their job and says to Lennie, 'Look, Lennie. You try to keep away from him, will you?' this shows his caring and responsible attitude toward a potential threat.

Similarly, George warns Lennie about Curley's wife, who is identified as another threat. He says 'Well, you keep away from her.' Although George warns Lennie against every threat, Lennie fails to stop himself.

The American Dream is reflected in the character of George. He dreams of having his own land and repeatedly tells Lennie a story of having 'the American Dream' to keep him happy. However, George ~~does~~ doesn't really believe it until Curley offers his savings. He says 'Jesus Christ! I bet we could swing her', this shows how he suddenly realises that the dream could be possible.

Unfortunately, the dream becomes broken at the conclusion of the novel. George comes to understand that in order to keep Lennie safe, he has to kill him. Therefore it is significant in the novel that George is the character to end Lennie's life. The moment in which the dream's impossibility is realised, ~~Curley~~ Candy's behaviour ~~is~~ is important, 'Candy dropped his head and looked down at the hay. He knew' this shows how in the light of Curley's wife's death, ~~there~~ there is the ending of the American Dream.

When George finally kills Lennie, he does it ~~with~~ with respect for his friend's feelings. He wants him to die happy, and says 'You an' me. Ever'body gonna be nice to you', this shows his kind hearted personality and empathy for his friend's death.



## ResultsPlus

Examiner Comments

This is a sustained response with some thoughtful engagement. The candidate has 'tagged' on some contextual detail, but the part about George being significant in terms of 'development of plot' is strong. A range of points has been explored, such as how George looks after Lennie; how he reflects the theme of loneliness; how he is a tool for plot development and how the American Dream is reflected through his character.

AO1: Band 3, 10 marks.

AO4: Band 3, 15 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria. On the whole, spelling, punctuation and grammar are used with considerable accuracy. There is general control of meaning. Level 2, 4 marks.



## ResultsPlus

Examiner Tip

Character questions can be answered through a variety of methods, either chapter-by-chapter or by exploring the character through the key themes of the novel in order to demonstrate their significance.

## Question 14

### Of Mice and Men

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

There was a full range of marks awarded for this question. Some candidates simply looked at the mice, Candy's Dog and the puppy, whilst others explored the title of the novel; the heron and water snake (in both sections 1 and 6); the rabbits (including Lennie's imagined 'gigantic rabbit' in section 6); and the descriptions comparing Lennie with and having animalistic features. Some candidates even picked up on both Curley and Curley's wife 'flopping like a fish' and its link with 'jail bait'.

In some cases, there was a tendency to narrate all the animals in the text without comment or integration of social, cultural and historical context, but those who made the connection with the American Dream with land, cultivation and live stock as a means of self-sufficiency did particularly well.

Two examples have been provided in this report.

The following is an example of a band 4 response.

Animals make many appearances in the novel. They have great significance because they are used to convey the feelings or appearances of the characters. For example, animal imagery is often used to describe Lennie. He was "dragging his feet a little, the way a bear drags his paws" and "snorting into the water like a horse." This links to the context of the novel through the theme of prejudice <sup>in 1930's America</sup>. This description suggests the way people see Lennie because of his disability; as more like an animal than a man. ~~The~~ <sup>idea</sup> reference to a bear also conveys the ~~idea~~ of hidden aggression within Lennie. As just like a bear, he appears docile but he has great strength and ~~will~~ will use it when intimidated. Animals are also used in the

(Section B continued)

<sup>in reference to</sup> opening paragraph ~~to describe~~ the Great Depression in 1930's America, ~~and its effect on~~ ~~the~~ After the rabbits hear of George and

Lennie's footsteps, they "hurried noiselessly for cover," this refers to the Great Depression in the sense that the rabbits are the people without voices, they have no jobs, no money and no other options so they have no choice but to keep quiet and wait until an opportunity arises. "A stunted heron laboured up into the air and pounded down river" ~~describes~~<sup>shows</sup> the lifestyle of ~~the~~ migrant workers such as George and Lennie, who are constantly travelling from job to job and the use of the words 'laboured' and 'pounded' suggests hard work. Animals are also used to demonstrate the deterioration of Lennie's mental state. He likes to pet small animals but ends up killing them with his abnormal strength. ~~the~~ It starts with a mouse, then a puppy and eventually results in the death of Curley's wife. Lennie says why do you got to get killed. I didn't bounce you hard." This represents the fragility of human life because Curley's wife dies in the same way. This concept was forgotten in 1930's America because of their desperation for money, therefore people worked themselves to death and people such as Lennie weren't able to receive proper care so situations got out of control. Animals <sup>also</sup> have great significance in Candy's life on the ranch. When Carlson decides to shoot the dog because it is old and crippled, Candy reflects on his own life and his place in current society. "That dog ain't no good to himself. I wisht someone'd

shoot me' if I got old or a cripple." The fact that Candy "looks helplessly" at Slim after he says that suggests that Candy feels he is not needed anymore and that the dog's life ending is a sign that he too is coming to the end of his days on the ranch. The impression is given that Candy is in mourning for his own life rather than the dog's. This is yet another reference to the treatment and prejudice against disabled or old people in 1930's America.



## ResultsPlus

Examiner Comments

This is an assured and interesting band 4 response. From the outset it maintains a clear focus on the question. It links animals effectively with Lennie in particular and chooses apposite embedded quotations.

The response makes a direct attempt to link the theme of animals to the context, suggesting and justifying quite effectively how animals can be linked with prejudice.

A clear understanding of how animals are a direct reference to character is shown with regards to Lennie and the bear analogy. This is explored more deeply with the notable mention of aggression.

There are some contextual points which are valid yet slightly disjointed; some attempt has been made to link them to the question.

The way in which animals are used to mirror the deterioration of Lennie and the ultimate denouement is quite effectively handled. The way animals reflect the events in the lives of the other characters is touched upon briefly and effectively structures the conclusion. The response would have benefited from greater clarification, but overall this is a band 4 response.

AO1: Band 4, 12 marks.

AO4: Band 4, 18 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria. On the whole, spelling, punctuation and grammar are used with considerable accuracy. There is general control of meaning.

Level 2, 4 marks.



## ResultsPlus

Examiner Tip

The development of ideas from the examples provided, together with some thoughtful engagement, are necessary for a response to qualify for marks in higher bands.

In this second example, the candidate has provided a convincing and perceptive response, fully exploring a range of ideas which are sharply focused on the question. This response gains full marks.

Firstly, animals are a very significant part in the novel 'Of Mice and Men'.

One way animals are significant in the novel is shown through mice. For example, at the beginning of the novel Lennie has 'a dead mouse' in his pocket and likes to 'pet it' with 'his thumb'. This shows how Lennie likes the feel of the mouse as if it is a bit of security of companionship. Therefore, the mouse is very significant as the 1930's was a very depressing time as it was the period of 'The Great Depression' so the mouse could be seen to represent comfort in a time where comfort was severely lacking. However, the ~~mouse~~ <sup>mouse</sup> could also be seen as a sign of bad to come as 'The best laid plans of Mice and Men, often laid Ag'lay.' This shows that the mice could foreshadow something worse to come, even though the ~~mouse~~ <sup>mouse</sup> is small, the impact is one of a large consequence.

One other way animals are significant in the novel is shown through ~~the puppy~~ Candy's ~~white~~ dog. For example, in Chapter Three, the dog is described as 'ancient' and Carlson wants him dead as he is 'stinky'. This is very significant as the dog is Candy's friend and is the only one who is nice to him. Therefore, this relates to the context of the novel and suggests that the dog plays the part of companionship in the novel and emphasises how nice it is to have someone in such hard times so the dog is significant as his death could imply that eventually all things come to an end thus like the depression, the dog ~~was had to~~ emphasised that the horse ~~had~~ dies for many in such a cruel time.



Similarly,

Another way in which animals are significant in the novel is shown through Slim's pup. For example, Lennie says 'I was jus' playin' with him... or 'I done it. An' then he was dead'. This shows that the animals in the novel never seem to end up with good fates which could suggest that the progression in animal's deaths could signify an event even ~~greater~~ worse. Furthermore, the dead puppy when contrasted to Candy's old dog could suggest there is a theme of love, yet the love is still not as strong as the death which seems to be the cause of many people's destruction.

However, on a hopeful aspect, one other way animals are significant in the novel is shown by rabbit. For example, George and Lennie have a dream to "live off the fatta the lan" and "have rabbit". This shows that the rabbit are a beacon of hope throughout the midst of the dark depression. Therefore, this symbolises that even through such times of loneliness and hardship, the rabbit represent prosperity and hope for people, and could be seen as a tool to allow people to dream of a better life in a better tomorrow.

Lastly, one other way animals are significant in the novel is that they are used constantly to describe Lennie. For example, at the end, chapter six, 'Lennie ~~started~~ appeared out of the brush, and he came as silently as a creeping bear moves'. This is very significant and slightly ironic because he is very similar to a bear in this situation - like a bear, he too is being hunted. Therefore, the use of this simile shows that the bear represent that Lennie's time is soon to be over as he is being preyed upon. The writer could have used

this to show how Lennie is dangerous even if not intending to be and therefore, like dangerous animals being hunted, the inevitable outcome must be that Lennie is killed for the safety of himself and others.

Overall, the animals are a very significant part of the novel as they represent the different themes in the novel whilst also representing specific characters. They also seem to carry an aura of death around them because even though everything appears to be fine when they are around or love, companionship and trust flourishes around them, the end result all seem to end up the same way. Similarly, this pessimistic theme relates to the 1930's depression ~~in the~~ and 'depression' is what seems to occur constantly throughout the novel so if the writer is trying to give the reader the overall message that nothing good came out of the 'Great Depression' and ended badly for all involved.



## ResultsPlus

### Examiner Comments

This is an impressive and maturely expressed response. The candidate has provided a range of perceptive points and the response is sharply focused on the question. This convincing response explores a number of points in detail. The first paragraph explores the 'mice' in the novel and comments how these provide Lennie with 'comfort'. The candidate also mentions the title of the novel and makes reference to Robbie Burns' poem. The next section considers Candy's dog and the importance of companionship. The third section discusses Slim's pups and how there is a 'progression in animal's [sic] deaths'. Next the candidate includes the rabbits as a 'beacon of hope', which is followed by Lennie being described as an animal and how this links to being 'hunted' and 'preyed upon'. Finally, the candidate recognises that the animals represent themes in the novel and carry an 'aura of death'.

AO1: Band 5, 16 marks.

AO2: Band 5, 24 marks.

SPG: The candidate fulfils the 'High performance' criteria. On the whole, spelling, punctuation and grammar are used with mostly consistent accuracy. There is effective control of meaning.

Level 3, 6 marks.



## ResultsPlus

### Examiner Tip

Although no plan is evident, this example clearly demonstrates that a systematic approach, dealing with each particular example in relation to the theme, can be very successful.

## Question 16

### Rani and Sukh

This question was slightly more popular than the character one. It asked candidates to consider the significance of tragedy in the novel.

Again, a full range of marks was awarded. It was clear that many centres had explored the link with *Romeo and Juliet* and often candidates made reference to the play. In some cases, responses only included the tragedy of Rani and Sukh and did not mention the events in the Punjab relating to Billah Bains and Kulwant Sandhu.

This exemplar is a response which gains marks just into band 3.

The novel Rani and Sukh is set in present-day Leicester and the Punjab in the 1960's. The two different settings and subsequent cultures, English and Punjabi, create tension for different characters in the text. Moreover, the importance of history dating back to the Punjab between the two families, Bains and Sandhu, causes clashes which leads to further bloodshed.

The history and violent history between the Sandhu and Bains first appeared ~~then~~ in the Punjab. Billah Bains was accused <sup>of</sup> taking Harbhajan's daughter and his 'izzat'. In Punjabi culture there is nothing more important than a man's 'izzat' and there was no place

for laws where a father's izzat was concerned. Such things were only dealt with one way. That way is the execution of the 'guilty'. Harbhajan as a result of his anger then 'drives a large, pointed blade through Billah's chest and out of his back.' The once family friends ~~are~~ are now devastating rivals and enemies. The ~~pr~~ 'Gurani - Ji' calls out ~~at~~ after Billah's death 'My Lord - how did such hatred come from love? Tell me, O Lord - what villainy is this?' Here the reader can see the implications of destroying one's honour which will forever lead to hatred as a result of this tragedy. \*

Also, we can see the ~~importance of the tragedy as~~ significance of the tragedy ~~as~~ when Resham Bains remembers the times he had with his old friend Mohinder Sandhu ~~pre-raises his voice with~~ The reason why he has lost him was as a result of the ~~recent~~ death of his brother Billah and ~~the~~ his relationship with 'Kulwant behind their parent's backs. These types of relationships are considered to be unacceptable in Punjabi culture where they might be ~~considered~~ not be considered in the same way in Western culture. Sukh ~~understands~~ ~~that~~ does not really want this culture clash as he had been brought up in a Western culture but has been obligated to follow the Punjabi ~~and~~ culture even if he does not believe in it. Sukh's ~~dad~~ dad believes that nothing can be done ~~to~~ to ~~end~~ end the feud. ~~Yet~~ 'It has been going for too long, betch. Nothing can bring our families back together now. He does not know ~~anyway~~ ~~any~~ way the feud

con end. He also says 'And say what? That I am sorry that his father killed my brother?' This suggests to the reader that the previous tragedy has meant that the best ending, the best between these two ~~the~~ class is practically impossible now.



## ResultsPlus

Examiner Comments

The candidate explores the events in the Punjab in the 1960s, but says very little about Rani and Sukh's tragic relationship; indeed, Rani is not mentioned at all - except in the title. There is recognition that the events in the Punjab led 'to hatred' and some social, cultural and historical points are integrated into the response. More about Rani and Sukh's relationship or Kulwant Sandhu's tragic loss of life could have been included in the response. Nevertheless, this is beginning to demonstrate a sustained and thorough understanding from the few examples presented and just slips into band 3.

AO1: Band 3, 8 marks.

AO4: Band 3, 11 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria. On the whole, spelling, punctuation and grammar are used with considerable accuracy. There is general control of meaning.

Level 2, 4 marks.



## ResultsPlus

Examiner Tip

There is the possibility that this candidate ran out of time. General reminders should be given about how much time to spend on each section.

## Question 15

### Rani and Sukh

In this question, candidates were asked to consider the significance of Kulwant Sandhu in the novel. A full range of responses was seen, but often candidates did not include enough examples from the novel or ideas were not fully developed.

The following is an example of a band 1 response.

Kulwant Sandhu is a very significant character because without her the whole family feud would not have started. She caused the death of Billah Bains and the ~~important~~ events in the 21<sup>st</sup> century. Without her maybe the tragedy that happened in Leicester would not have occurred. She also shows how much love is a part in this novel because she believed Billah was waiting for her on the other side. She sacrificed herself and her unborn child to be with him. She tries to make things right but in the end it is all for nothing. Her purpose is to make the reader not only sympathise for her and Billah but for Rani and Sukh too because her death is a shadow of what is to come. ~~It~~ it makes the reader want Rani and Sukh to be happy unlike Billah and Kulwant.



**ResultsPlus**

**Examiner Comments**

In this very brief response, the candidate demonstrates a generally sound understanding of the character, but the answer does not contain enough development of ideas. The candidate recognises that Kulwant Sandhu is partly responsible for the family feud and the later events that occur in Leicester. The candidate correctly states that her death is 'a shadow of what is to come'. There are some valid points in this response, but they have been dealt with far too briefly.

AO1: Band 1, 2 marks.

AO4: Band 1, 2 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria. On the whole, spelling, punctuation and grammar are used with considerable accuracy. There is general control of meaning.

Level 2, 3 marks.



**ResultsPlus**

**Examiner Tip**

Centres should ensure that candidates have been entered for the most appropriate tier. This candidate would have benefited from the bullet prompts on Foundation tier to help guide the response.

Candidates must be reminded to check for basic punctuation, such as full stops and the use of capital letters for names.

## Question 17

### Riding the Black Cockatoo

This text remains the least popular option for centres and very few responses were seen. The standard of responses is mostly very high and often candidates gain marks in the top three bands.

In this character question, candidates were asked to consider the significance of Fiona in the text. Possible points could have included Fiona's speech at the Writers' Festival and her display of the 'feather headdress'; how John's daughter befriends Fiona's daughter and how Fiona provides the 'Afterword'. Fiona is significant as she has the headdress used for 'Mary's' repatriation ceremony.

This response is an example that gains marks in band 4 for both Assessment Objectives 1 and 4.

Fiona is firstly accounted to be a Wir woman by John. She is known to be one of many who brought a specific headdress, one made from those of that are feathers of a black cockatoo. He found this significant to Mary's festival as meeting the cockatoo in previous chapters was a significant and breathtaking factor for John and Mary's journey. Fiona ~~was~~ lived in the Wir Country. She was instantly remembered from the writers festival by John because he knew that ~~he~~ she had "been published by the publishing house that had released one of my stories". John contacted Fiona, an aboriginal woman, through Leonie, who informed her that Fiona lived in Brisbane, through a phone. After explaining himself and his story, Fiona's significance begins to Mary begins to grow. The book identifies the headdress to belong to Fiona. ~~She has~~ She has

control over where it goes, who it stays with, and how it gets there. Due to John explaining his story down the phone after her rare reactions to what he says and minimal talking, she finally tells John "because you have told me this story, I am obliged to let you have the headress." Fionas kindness is shown by how she accepts John's story and understands that he wants to change Mary's future. Her vocabulary use of "obliged" tells that she is almost proud for her work to be used as such a symbolic item for the funeral of one of her ancestors. The way she tells John that he can "have" the headress explains that she hasn't any intention of receiving it back and accepts for it to go to good use.

The book describes, through John's feelings, as to what Fionas "cultural presence" Fionas home administered. "The walls were covered in Indigenous paintings and prints, Aboriginal handicrafts ~~and books about the land~~ <sup>colours</sup>... Everywhere the ~~forest~~ of the land were dominated - natural yellows, ochres, reds - colours of country that brought the outside inside." The imagery presented in the way her home is described shows



how much the world's natural beauty matters. Colours of the earth show she wants to invite people into her home of the earth - that she is proud of it. This ~~is significant to~~ shows Fiona being significant to the text by how similar her life was to Mary's - who is ~~the~~ who the book is based around. The fact they share ancestral ~~either~~ culture is important because it means that the headdress that comes from an aboriginal home is cared for as much as Mary would have

once cared for her way of life. It means that the headdress would have more meaning in the ceremony because it comes from a care that is shared from an aboriginal community - "a home that straddled two worlds".

Earlier in the story it describes how Fiona set out on a table "with tools and handicrafts" "... the centerpiece was an extraordinary headdress, an explosion of black and orange feathers". John realised that they were of the "same species he had seen that morning". He realised that from Fiona's description of how the Wiks lived, it is from how we work today. Her story was import-

ant to him. It showed she cared about  
how we live.



## ResultsPlus

### Examiner Comments

The candidate has demonstrated an assured understanding of the significance of Fiona in the text. Reference is made to the fact that Fiona is from the Wik Country and she is the person who possesses the essential black cockatoo headdress. The candidate identifies the part of the text where John first sees her at the Writers' Festival and how Fiona shares 'her ancestral culture with Mary'. We learn that Fiona uses the same publisher as John and that he visits her home with his family. There is some exploration of language to illustrate Fiona's 'kindness' and the social, cultural and historical points are embedded in the response.

AO1: Band 4, 13 marks.

AO4: Band 4, 20 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria. On the whole, spelling, punctuation and grammar are used with considerable accuracy. There is general control of meaning. Level 2, 4 marks.



## ResultsPlus

### Examiner Tip

Candidates should make reference to the key words in the question throughout their response.

## **Question 18**

### **Riding the Black Cockatoo**

Very few responses were seen for this question. Candidates were asked to consider the significance of attitudes in the text. Possible responses could have included John's initial stereotypical attitudes and his realisation of his prejudiced ideas; and how John's father's views of and attitude towards Aborigines are more extreme than John's. The representation of Aborigines in the media also shapes people's perception and attitude, which John realises throughout the text.

Due to the very small number of examples seen, one is not included here this time.

## Question 19

### To Kill a Mockingbird

This novel is the second most popular option in Section B for centres to study. Both questions received almost equal numbers of responses. For this character question, candidates were asked to consider the significance of the Ewells in the novel.

Some excellent responses were seen, which usually followed a chronological order through the text. A variety of points were made, ranging from Burris being described as the 'filthiest human being', to Mayella's red geraniums as her salvation for colour in her grey existence, and references to the cabin, which 'looked like a playground of an insane child'.

An examiner commented, "Many answers focussed solely on Bob Ewell, but many more took a chronological approach, and were able then to discuss both Burris and Mayella before going into more detail about Bob. Social, cultural and historical context was dealt with well, and the fact that the Ewell's house was less affluent than the blacks', but that their word was much more valuable. Mayella's 'geraniums' were identified in a large number of answers, as was the fact that she was not used to being treated with any kindness."

A full range of marks was awarded.

The first example is of a response which gains marks in band 3 for both Assessment Objectives 1 and 4.

In To Kill a Mockingbird, the Ewells are used by Lee to portray the disrespectful, racist white families that were prominent during 1930s America in the South. Several incidents occurred during this time much like the events of the novel, and Lee, growing up 30 years later in the 1960's, may have used this to inform her writing of the book.

The Ewells as a whole are portrayed as dirty, poor and not well-liked. Living behind the town in a 'garbage dump' suggests the Ewells are disregarded by the other town's folk, and the fact it is a garbage dump implies the poor and dirty living conditions.

The description of their home being a cabin with corrugated iron walls and 'it's roof shingled with tin cans hammered flat' further shows how poor

(Section B continued)

the family are. At the time, the great ~~recession~~<sup>depression</sup> was taking place and so the portrayal of this cabin and living area may have been used to show this. Lee in particular would have been affected by the depression and so this is significant.

Mayella Ewell is ~~an~~ used as an example of a white girl convicting a black man of a crime he did not commit. Several occurrences of this type of event were around in the 1930's, which would lead to the innocent death of a black man by the Ku Klux Klan, a racist mob made up of white men. Lee tells Mayella Ewell's story and gives background to her life and family life to portray the overall picture of these sorts of events. Mayella Ewell is described as 'fragile-looking' yet 'accustomed to strenuous labour', of what Lee ~~also~~ says 'a thick bodied girl'. This suggests she is acting victimised in order to convict Tom Robinson, when in fact she is not at all, and the true victim is Robinson, who is discriminated because of his skin colour.

The Ewells are significant to show the prejudice and discrimination against black people at the time. In particular Bob Ewell is portrayed as a typical racist white man, very cold hearted and rugged. His evil character is suggested through his response to a question

from Mr Gilmer if he is the father of Mayella Ewell. Mr Ewell replied 'well if I ain't I can't do nothing about it now, her ma's dead'. Immediately he is illustrated as careless and 'her ma's dead' is spoken very disrespectfully which shows the character of Bob Ewell. Mr Ewell is an example of a father of a white family, he represents the racism towards black people and disrespectful attitude to others. Overall the Ewells are significant in the novel to represent a discriminating white family of 1930's America, who are not at all well-liked and in addition were affected by the great depression.



### ResultsPlus Examiner Comments

In this response, the candidate identifies a number of points about the Ewells. The response is sustained, with some thorough understanding demonstrated. More development or exploration of specific episodes would have benefited this response. Points include how the Ewells live and how they are prejudiced. It is a pity that the point about Mayella 'convicting a black man of a crime he did not commit' is not discussed in more detail with more references to and examples from the novel.

AO1: Band 3, 9 marks.

AO4: Band 3, 12 marks.

SPG: The candidate fulfils the 'High performance' criteria. On the whole, spelling, punctuation and grammar are used with mostly consistent accuracy. There is effective control of meaning.

Level 3, 5 marks.



### ResultsPlus Examiner Tip

The social, cultural and historical context is often illustrated through the actions and events in the novel. More reference to and examples from the novel will help to secure marks in the higher bands.

In this second example, the response gains marks in band 4 for both Assessment Objectives 1 and 4.

In the novel, *To Kill a Mockingbird*, the Ewells are significant because they, Mayella and Bob, summarise how the whites treated the blacks in 1930s America. They are the main example of how the whites felt they could abuse the blacks, in this case pin the blame of rape on a black man, Tom Robinson. 'I seen that black nigger yonder nittin' on my Mayella!' This quotation ~~show~~ is from Bob Ewell during the trial of Tom Robinson. It shows how the Ewells had no respect for the blacks and felt obliged to say the term 'nigger' and describe Tom Robinson in an animalistic fashion; 'nittin'' is the same term used to describe mating animals.

Prejudice is one of, if not the, main themes in the novel. Bob Ewell is a character who represents this. The book is set in a time of racism and injustice and Bob Ewell is used by Harper Lee to show just how terrible the activity and abuse was in 1930s America. Aside from the racism towards the blacks, there was also class prejudice and often sex prejudice. However, the attitudes ~~to~~ of the whites towards the blacks was the main disgrace. 'Is this the man who raped you?' 'It most certainly is.' This was Mayella Ewell's response to a question during the trial, it is a pure lie.

We know that Tom Robinson was eventually convicted, and this was all due to the lies and storytelling of Mayella and Bob Ewell. The quotation above shows how Mayella was ok with lying in order to prevent her father from being convicted and that blaming it on a black man would be ok because the rest of the court, the white people, would be so prejudice that they would feel it correct. ~~the~~ The Ewells represent a significant theme, prejudice, in *To Kill a Mockingbird*.

The Ewells, Mayella Ewell, represents the role of women at the time the book was set. For example, Mayella has no job or work and is not looked down on as a grown woman and is seen as more of a child by the rest of the community. Bob Ewell is able to get away with his actions because Mayella is so powerless and weak to fight for herself and feels better pinning the blame on Tom Robinson, for the white people's sake. Harper here provides us with the information that Mayella Ewell isn't the brightest spark and hasn't any success; we know she relies on her father, as with most young women at the time, for shelter and food; therefore she shouldn't disobey or upset him. We get given enough details to create a sense that



Mayella J ~~feels~~<sup>thinks</sup> that proving her father guilty would ruin her life, she is also scared to do this and in a position of disbelief and by the end of the trial you begin to feel, as a reader, that she has been brainwashed into thinking that Tom Robinson was the man who actually raped her.

Mayella Ewell is also very significant in the novel because she represents the theme of innocence. She can be seen as a 'mockingbird.' All in all, she did nothing wrong, but it can be argued that she was to blame for Tom Robinson's death, and conviction. However, she was forced into this by her father and all the people around her, all the whites.

Mayella Ewell was a very lonely person and a sense of loneliness can explain why she ended up in such a position. 'He says for me to come there and help her a minute.'

This quotation supports the fact that Mayella was lonely, she invited Tom into her property in order to help her with a job.

~~She~~ ~~was~~ ~~lonely~~ ~~and~~ ~~she~~ ~~invited~~ ~~him~~ ~~in~~ Mayella wanted company, Tom walked past her house every day, and despite him being black, Mayella invited him in. Mayella was

innocent, however, would be guilty for inviting a black man on to her property in 1930s America. Bob used this visit of Tom to Mayella as <sup>fake</sup> evidence for the case, and due to the innocence of Mayella and racism of the whites, that was all he needed.

Another significance of the Ewells in *To Kill a Mockingbird* is the position in society of the blacks compared to the whites, how they were segregated into different groups of people. In America 1930s, the blacks would have had their own schools and churches, because the white community was so unjust towards the negroes. The Ewells case defines how horrific this prejudice and racism was. Due to the segregation, the blacks weren't allowed downstairs in the courtroom, 'as the black people surged upstairs.' This quotation shows how the blacks were segregated, the whites were allowed to sit downstairs, enjoying the court case because they knew Tom ~~was~~ and Atticus wouldn't win, whereas the blacks were made to stand, much afar from the whites.

In conclusion, the Ewells are very significant in the novel, *To Kill a Mockingbird*.

'They represent many' themes such as prejudice and innocence and provide the reader with key details about the plot of the book and also the context, e.g. how life was like in 1930s America and ~~the~~ why it was so awful. The Ewells are the two characters representing the typical white person in 1930s America, in Maycomb County.



## ResultsPlus

Examiner Comments

This response explores a number of points relating to the Ewells. An assured understanding is demonstrated through a wide range of ideas, which include racism, class prejudice, sexual prejudice, the role of women, Mayella as a 'mockingbird', loneliness and segregation.

AO1: Band 4, 12 marks.

AO4: Band 4, 18 marks.

SPG: The candidate fulfils the 'High performance' criteria. On the whole, spelling, punctuation and grammar are used with mostly consistent accuracy. There is effective control of meaning.

Level 3, 5 marks.

## Question 20

### To Kill a Mockingbird

This thematic question asked candidates to consider the significance of 'mockingbirds' in the novel.

This question was a popular choice and responses were often secure and convincing. Some chose to identify all of the characters who could be considered 'mockingbirds' and others confined themselves to Boo and Tom. The latter did produce a more dense response and textual knowledge had to be more selective.

This was answered well in most instances. Some of the better answers were able to discuss all of the relevant 'mockingbirds' in depth. One examiner commented that a candidate had 'even used the death of Miss Dubois from an overdose as a Mockingbird'. A number did omit the quotation where the children were told by Atticus not to shoot the 'mockingbird'. Historical context was embedded well into the answers. Where there was a range of examples, there was relevant textual evidence, which had obviously been chosen well.

Two examples are included here.

In this first example, the response gains marks at the lower end of band 1 for both Assessment Objectives 1 and 4.

The Swells are significant because they play a big role in the moral of the story.

The Swells are racist bunch of people but that is why the book is called to kill a mockingbird because bob hates Tom Robinson not just because of what he had meant to do but because he was black, he was different. But that's why they are significant because they are different. Mockingbirds are a quiet but different bird. 'Shoot all the blue jays you want, if you can hit 'em, But remember it's a sin to kill a mockingbird'.

This quote fits to the plot perfect.  
Later on in the novel you realise  
that Atticus' statement links to the  
court case because ~~For~~ Mockingbirds  
are not innocent birds but bluejays  
are not. So the significance is  
that its a sin to kill something innocent  
but not as much as a sin to  
kill something that has done wrong.



## ResultsPlus

### Examiner Comments

The candidate's response is not always clear and we have to do much of the work. At first, one would think that this is a response to Question 19, but it leads into the 'mockingbird' question. Very few points have been made. Atticus's famous line has been cited, '... sin to kill a mockingbird' and the idea of the innocence of 'mockingbirds' is understood, but very few examples from the novel have been provided.

AO1: Band 1, 1 mark.

AO4: Band 1, 2 marks.

SPG: The candidate fulfils the 'Intermediate performance' criteria. On the whole, spelling, punctuation and grammar are used with considerable accuracy. There is general control of meaning.

Level 2, 3 marks.



## ResultsPlus

### Examiner Tip

This candidate would have benefited from producing a brief plan or mind map to focus ideas.

This second example is an impressive response, which gains full marks.

Explore the significance of 'mockingbirds' in the novel.

In the novel, mockingbirds are a continuous metaphor for people who are no trouble to society or individuals who should deserve to be left alone.

The bird species themselves are first described by Atticus: as 'they don't do nothing but sing their hearts out for us'. This shows that they are in no way a pest or a danger and should not be slaughtered for enjoyment or <sup>because</sup> you can.

There are several 'mockingbirds' in the novel, ~~th~~ but the most major one is Tom Robinson, a black man accused of raping a white girl.

At the time that 'To Kill a Mockingbird' is set, racism was an expected part of life in Southern America. Segregation meant black people legally had to use separate facilities such as schools, churches and even cemeteries. It had been this way ~~per~~ in the Deep South ever since black slaves first came to America in the 1700s.

Tom Robinson is a 'mockingbird' in the novel because he is innocent and does not offend or hinder society. Nevertheless, he is tried and punished all the same just because of the colour of his skin. This injustice is particularly provident in Chapter 22, in which Jem tries to cope with Tom's conviction. He, Scout, Jem

and Dill are among the few people to see the horrors of Maycomb society. Jem states between tears 'It ain't right, Atticus.'

Atticus attempts to comfort his son over the 'killing' of the 'Mockingbird' with 'They've done it before and they did it tonight and they'll do it again and when they do it - seems only children weep.' This shows how only the innocent and non racist can see the prejudice of Maycomb Society and makes the reader sympathetic towards Jem the 'Mockingbirds' and the people

like Jem who must observe it.

A second Mockingbird in the Novel is Arthur 'Boo' Radley. He is significant in teaching Scout not to 'shoot mockingbirds' - that is, punish or exploit those who are weak and innocent. At the beginning of the novel, Boo is a gothic-style 'monster' in the eyes of the children. However as the novel progresses it becomes clear that he is simply someone who chooses not to leave the house or partake in society.

Despite the fact that he murders Bob Ewell in order to protect Jem and Scout, Atticus and Heck Tate (the Sheriff) decide against making it common knowledge and make the official story that Mr. Ewell 'tripped and fell on his own knife'. Whilst this goes against all teachings of honesty and justice Atticus has given Scout she understands; 'Well, it'd be sort

of like shootin' a mockingbird, wouldn't it?'

This finally shows Atticus and the reader the journey that Scout has made through the novel of learning the difference between right and wrong.

Overall, mockingbirds are significant in the novel because 'not shooting them' is essentially what the entire story is about. Atticus is able to teach his children to defy the racist values of Maycomb Society, accept people for who they are and treat all men equally. Only punish those who are evil (for example Bob Ewell) and judge a person on their actions - not their ethnicity.

This message is important because of the period of time in which 'To Kill a Mockingbird' was published. In the late 1950s and early 1960s, America was experiencing a civil rights movement in which non-white people were campaigning for equality. Harper Lee was able to draw on her experiences as a white child who grew up in Alabama in the 1930s to present how bad the racism could be. 'To Kill a Mockingbird' raised awareness of injustice towards black people in the South to the more liberal and equal societies of the north.



However, it is not simply a message to the people of America in the 20<sup>th</sup> century, but to the entire human race in the past, present and future. It is a sin to kill a Mockingbird.



**ResultsPlus**

**Examiner Comments**

The candidate demonstrates a perceptive understanding of the 'mockingbird' theme. A full range of examples is provided. This is a maturely expressed and successful response to the question. The candidate considers the 'mockingbird' metaphor and explores the characters of Tom and Boo in detail, whilst maintaining a sharp focus on the question. The response ends very effectively with reference to Harper Lee's intention and rounding off with 'It is a sin to kill a mockingbird'.

AO1: Band 5, 16 marks.

AO4: Band 5, 24 marks.

SPG: The candidate fulfils the 'High performance' criteria. On the whole, spelling, punctuation and grammar are used with mostly consistent accuracy. There is effective control of meaning.

Level 3, 6 marks.



**ResultsPlus**

**Examiner Tip**

Responses which refer to the writer's intentions or to the writer's craft are often more successful.

## Paper Summary

From the examples provided, it is evident that a full range of marks has been awarded and many candidates have gained marks in the top three bands.

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

### Section A:

- The social, cultural and historical context *is not* assessed in Section A (four part questions)
- Candidates should provide as many examples from the extract(s) as they can
- One or two word examples are often much more successful than longer quotations
- For Part (d), candidates should select one extract of similar length to the one given
- For Parts (b) and (d) candidates should refer to aspects of language. Although the use of linguistic terms is not essential, specific words or phrases (even punctuation, where used for effect) should be discussed and their effect on the reader commented upon
- Time management is essential - remind candidates to spend around 10 minutes on Parts (a), (b) and (c) and around 15 minutes on Part (d).

### Section B:

- The social, cultural and historical context should be integrated and illustrated through the examples within the text. Often AO4 is naturally illustrated through the actions, events, themes and characters of the novel
- Many candidates would benefit from making a short plan before embarking on their essay
- Candidates should refer to the *whole* novel, not an extract
- Candidates should allow a few minutes to proof read their work to check for SPG.

### General:

- Please remind candidates to identify correctly the question numbers that they are attempting
- Candidates must be reminded to respond to the questions in the right part of the answer booklet.

Centres should once again be congratulated on their excellent preparation and subject knowledge.

## **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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