

Examiners' Report  
June 2014

GCSE English Literature 5ET1H 01

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# Introduction

## Study of prose texts

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 prose texts.

The total number of marks available is 89.

### Assessment Objectives:

AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.

AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.

AO4: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.

### Section A:

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

One text from the Literary Heritage (the four part question): there is only one question per text and candidates should answer all four parts of the question.

The maximum marks for each section of the question are: part (a) 8 marks; part (b) 10 marks; part (c) 10 marks and part (d) 12 marks, plus 3 marks for spelling, punctuation and grammar. Parts (a) and (c) are assessed for Assessment Objective 1. Parts (b) and (d) are assessed for AO1 and AO2. Total 43 marks.

### Section B:

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

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 mark of 24 marks. In addition, a mark of up to 6 is awarded for spelling, punctuation and grammar (SPG). Total 46 marks. Please note that there are changes relating to the weightings of Assessment Objectives for first examinations in 2015. Please refer to the specification and Sample Assessment Materials (SAMs) on the Edexcel website for further information.

## Examiner Feedback:

For Section A, *Animal Farm* remains the most popular option, with almost 21000 responses. The second most popular choice was *Dr Jekyll and Mr Hyde*, closely followed by *The Hound of the Baskervilles*. Very few centres studied *Felicia's Journey*, *Pride and Prejudice* or *Great Expectations*.

For Section B, *Of Mice and Men* remains the most popular option. Question 13 (Candy) was more popular than the thematic question, Question 14 (Outsiders). The second most popular choice was *To Kill a Mockingbird*. There were very few responses to *Riding the Black Cockatoo* and entries have continued to decline in response to *Anita and Me*. Candidates responding to *Heroes* and *Rani and Sukh* fully engaged with the questions and a full range of marks was awarded. Responses to *Balzac and the Little Chinese Seamstress* were on the whole extremely well answered.

There was a marked increase in entries this year. The increase in numbers could be due to one entry per year and the continued growth in popularity of the specification.

Some candidates are still not labelling their answers correctly – which often makes it difficult to distinguish which part of the question they are responding to. In some cases, some candidates seemed to merge the parts of the question and provided one long essay.

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 answer 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 Russian Revolution and Stalin for Question 1), this number continues to decrease. 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.

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

Time management has continued to improve.

For Section A, part (d), candidates should select an extract of similar length to the one provided and explore the named theme or character within it. Points should be supported with examples from the chosen extract. In some cases, candidates tended to provide a narrative overview without specific textual evidence of the theme or character, which limited the number of marks awarded.

For Section A, some candidates, particularly when answering the *Animal Farm* question, referred to the social, cultural and historical context (AO4). This Assessment Objective is not assessed in Section A and therefore marks are not awarded for these references.

There were some very successful essays produced for Section B, particularly for the 'Outsiders' question, Question 14 *Of Mice and Men*. Most candidates are now incorporating the social, cultural and historical context within the main body of their essays and linking these points to specific examples from the text. AO4 should be illustrated through the actions and events in the novel and rooted in the text.

Again, centres are reminded to check the changes to and requirements for the 2015 examination.

Overall, centres should be congratulated on their excellent subject knowledge and 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. Included in this report is a range of examples.

The extract was taken from Chapter 5, when Mollie is proving 'troublesome' and Clover 'took her aside'.

#### **Part (a) Mollie**

The extract seemed to work well, with candidates utilising a wide range of information given about Mollie and supported these points with apt references to the extract. Some methodically worked their way through the extract citing her laziness, her vanity and her three pathetic protestations. One examiner commented that 'some often forgot to return to the final paragraph for a good salient point to conclude'.

#### **Part (b) Clover**

The language of Clover was aptly commented upon with the inclusion of 'a thought struck Clover' hinting at her 'carthorse mental slowness'. Comments on her act of searching the barn to prove her point were nearly always evident. The majority of responses referred to language points, although not always explicitly. There were some candidates who wrote about Mollie rather than Clover.

#### **Part (c) Deception in extract**

The extract naturally covers the theme of deception and the vast majority of candidates responded with valid points and identified the 'lies' or 'dishonesty' within the extract. One examiner commented that 'the word [deception] was usually well understood. It is clearly a theme discussed with all levels.' Some candidates considered the deception of Mr Pilkington's men enticing Mollie into leaving Animal Farm.

#### **Part (d) Deception elsewhere**

A wide range of other areas were offered, such as when Boxer is taken away to 'the vets' or when the milk and apples are taken by the pigs. On the whole, most candidates provided some response for this part of the question and a full range of marks was awarded. For those who did not produce a response, it is also most likely due to the lack of time, rather than a lack of understanding - as one examiner pointed out: 'Some candidates are 'spent' from 'a' and 'b' and 'c' but know they have to perform well for extract 'd', but still some miss it out entirely, as evidenced in all Section A, part (d) questions.'

In this first example, the candidate mostly demonstrates a generally sound understanding of the novel.

From the extract you discover that Mollie is very weak willed, she gave into the temptations of the other farmers and broke the rules set on animal farm. You also see that she is addicted to trouble and doesn't like to follow the rules, this is shown in the extract through several quotes e.g. "As winter drew on, Mollie became more and more troublesome." "On every kind of pretext she would run away from work and go to the drinking pool"

Another main character trait that you discover about Mollie is that she was a liar and would often use lies and deceit to get out of work and other labours. This is shown in the quote "She was late for work every morning and excused herself by saying that she had overslept, and she complained of mysterious pains, although her appetite was excellent".

The effect of the language used in the extract to describe Clover shows ~~him~~<sup>her</sup> to be smart and clever as she uncovers the truth behind the rumors of Mollie. She is also shown to be loyal to Mollie as she does not speak to the others about ~~his~~<sup>her</sup> findings. This is all shown in the quotes "A thought struck Clover. Without saying anything to the others, she went to Mollie's stall and turned over the straw with her hoof."

Deception has been used a lot in this extract by both characters Clover and Mollie. They have both lied or not spoke about things that they have seen or things that have happened in order to avoid trouble with the other animals.

Mollie is also seen to be late to work and disappearing in the morning everyday by using lies and deception to avoid other animals knowing as is shown in the quote "She was late for work every morning and excused herself by saying that she had overstayed, and she complained of mysterious pains, although her appetite was excellent".

Deception is also used in another part of the novel when the pigs tell the other animals that Boxer did not go to the slaughterhouse and that he did in fact go to a hospital. The pigs use this deception to keep the other animals in line and keep the farm how they want it to be.



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

The candidate does not label each part, but marks should be awarded where appropriate.

Part (a): A range of points have been made and these are sound. The candidate states that Mollie is 'weak-willed' and so easily tempted by outsiders, that she doesn't like to follow rules, and is a liar.

All are points which could be linked to the extract but no examples are provided to demonstrate any moment when she shows that she is 'weak-willed' or gives 'into temptation'. Although some quotations have been used as support, these are very long and the lines selected do not quite match the points made in every case. Point and evidence need to be more closely linked for band 2.

However, there is sound understanding of the character here and the answer does demonstrate knowledge of the chapter. Sections of the text selected are useful and could have been explained in order to make further points about Mollie. The response is top of band one. (Band 1, 3 marks)

Part (b): There is understanding of Clover as she is presented in the extract and some of the useful material offered there has been selected by the candidate. However, this answer is brief: the number of points is limited and the response lacks references to the ways in which the author achieves effects. In demonstrating how the extract reveals things about the character, the candidate does not consider specific language points at all. Although it is noted that Clover is clever and loyal, more explanation and more support would be required to move this response into band 2. This part of the answer is 'generally sound' and the limited amount of evidence selected is 'mostly relevant'. (Band 1, 2 marks)

Part (c): Although what the candidate provides here is correct, and 'deception' is understood, the answer is quite general and very brief. Once again, the number of points is very limited and there is not enough use of the extract in support of them. Much of the second paragraph is simply a very long - and unexplained- quotation. There is only enough here to suggest 'mostly sound' understanding of the context and the theme. (Band 1, 2 marks)

Part (d) : A relevant area of the text has been selected: the deception of the other animals by the pigs when Boxer is taken away from the farm. However, this is a very brief response. It does not attempt to explore or discuss the incident and does not offer any detail to demonstrate knowledge of theme or character. There is simply not enough here to award a higher mark. (Band 1, 1 mark)

SPG: Although brief, this response does demonstrate accuracy and general control of meaning. It matches mark descriptors and the exemplars for Band 2. The candidate has met the intermediate performance criteria: 'Candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. (2 marks)

The following example is mostly a Band 3 response.

a) In Chapter 5, Mollie is shown to be un-reliable.

'she was late for work every morning'

This shows how despite animal farm being about team work and all putting in hard work, Mollie is presented by Orwell to be all about herself without anyone else's feelings in mind, this is because she represents the rich in communist Russia, who didn't want to be join the revolution, but they were forced along. Therefore they did as little work as they could.

Also, Mollie is presented as dramatic.

'cried Mollie, beginning to prance about'

This shows how when she was questioned on her strange actions she got very protective and very bawsterous just to show how she didn't do anything. 'prance' is used to portray how before the rebellion she was a show horse and despite joining in on the rebellion she misses the old times when she had the luxuries like sugar and ribbon.

b) Orwell uses questions to show how Clover is known as the Mum on the farm.

'What does that mean, Mollie?'

This shows how Clover wants to find out the truth of what Mollie is doing. Also, the question sounds quite patronising like how your parents would speak to you when you are in trouble or they know something



but still want you to tell them. This shows how Clover thinks that all of the other animals are like surrogate children to her even if she did not give birth to them.

Also, Clover is presented as very clever.

'A thought struck Clover'

This shows how Clover is a quick-witted character even if she cannot read properly. The short sentence is used by Orwell to present how ~~she~~ sharp she is. Also 'struck' makes you think that it suddenly happened and that maybe all of the problems of Animal Farm has made her wiser than before, and she feels like her wisdom is growing and that suddenly she feels like she can do something about it.

Also, Clover is presented as the mother figure.

'Mollie'

This shows how she only needs to say someone's name to get their attention and that they will listen to her no matter what. This short sentence is used by Orwell to present how much she is respected on the farm and the other animals will do anything for her, and one word even their name they will feel instantly bad from hiding something from her.

c) Deception is significant in this extract as all of the animals believe that Mollie is being foolish when in fact she is being very clever.

'she complained of mysterious pains'

This shows how she could in fact be complaining ~~or~~ about working ~~at~~ on Animal Farm and that the ~~or~~ other animals think she is actually ~~to~~ hurt.

But Orwell could ~~of~~ presented it that she is complaining about not getting what she wants on Animal Farm. This shows deception as the other animals believe that Mollie is determined to make animalism happen like them, but she is in fact ~~ed~~ very selfish and only cares about her own needs. Also deception is shown in the extract.

'where she would stand foolishly gazing at her own ~~refle~~ reflection'

This shows how to them she is foolish and ~~self~~ ~~seems~~ dim witted. But in fact she could be thinking about what to do or when you want to think you go to a quiet place (the drinking pool) so she could be thinking about her future at Animal Farm or how she is going to get her luxuries which she is musing.

However, Mollie is not the best ~~to~~ ~~the~~ liar.

'He didn't! I woun't! It isn't true!'

This shows how she can not deceive Clover. This could show a loyalty to Clover despite none towards Animal Farm. However, it could also show a lack of sophistication that she cannot tell a simple lie. Which ever reason it is it shows a lacking deception and how she cannot tell a simple lie without being over dramatic or running away.

d) ~~de~~ Deception is also presented at the end of chapter 9 on pages 78 and 79. When Squealer ~~squealer~~ diminishes the rumours that Boxer was sent away to be killed.

Deception is shown when Squealer was talking about Boxer last hour.

'lifting his trotter and wiping away a tear'

This shows, how to the other animals it seems that Squealer actually cared for Boxer and for them. However, the deception could be that in fact the tear could be ~~his~~ <sup>him</sup> crying out in utter disbeliefment that they actually believe him and that they do not ask any more questions. So it could be his joy and he finds their stupidity funny.

Also deception is used to oppress the animals.

'It was almost unbelievable that any animal could be so stupid!'

This is used by Orwell to show how the pigs control the other animals mentally and physically, and that they will do anything to stay in power. 'stupid' is used to show how they oppress the animals by putting them down and believing that they were stupid to think that Napoleon would do that to them. This presents how Orwell showed how Stalin was in Russia to his people that he would do something bad and then tell lies and deceive them that he was a good leader and cared for them.



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### Examiner Comments

Part (a): There is a good range of evidence and a number of points made in this response. AO4 (social, cultural and historical context) is not assessed in Section A. (Band 3, 6 marks)

Part (b): The candidate explores three ideas in detail. A thorough understanding is demonstrated. Some thoughtful comments are offered. (Band 3, 6 marks)

Part (c): In similar style, the candidate explores the areas in detail, although these do not always appear to focus sharply on 'deception'. The response is sustained, although ideas are not always clearly expressed. (Band 3, 5 marks)

Part (D): A relevant section of the text has been chosen and helpfully indicated by the candidate. Two detailed examples have been provided and the response is sustained. (Band 3, 7 marks)

SPG: The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (3 marks)



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### Examiner Tip

Remember for 2015 examinations, the Section A questions will have three parts rather than four:

- a) Character in the extract 8 marks
- b) Language in the extract 12 marks
- c) Theme outside the extract 16 marks

SPG 3 marks

Total 39 marks.

The following is a full mark exemplar.

Q1a) In the extract Mollie is shown to be a childish character as she 'became more and more troublesome' which suggests how she has to be told that what she does isn't right and she's not conforming to what everyone else is. Mollie is also selfish and lazy as 'she was late for work' and had 'excused herself', showing how she doesn't believe she should have to do what the others do, and perhaps this done ~~out of~~ because she knows she is able to get away with it. Moreover, Mollie is confronted by Clover with an issue that she's been with humans. 'You were allowing him to stroke your nose' highlights how Mollie has broken one of the commandments and not understood that their enemy is man. Her response 'He didn't! I want! It isn't true!' suggests how she's lying yet she's panicking about covering it up. This could perhaps suggest she has been with humans due to naivety as she doesn't realise the other animals have strong feelings of hatred towards them, or perhaps she doesn't see the ~~bad~~ <sup>way</sup> that the humans have done to the animals as Mr Jones was always nice to her and humans as a threat to her, unlike the other animals, and as they give her what she wants, she's happy to go along with it.

Q1b) Orwell uses language to present Clover in a motherly way, suggesting she's caring and is <sup>trying to be</sup> kind to Mollie. 'Clover took her aside' is a declarative sentence that perhaps shows to the reader how Clover isn't being forceful, yet you can understand she wants to speak to Mollie alone. This also perhaps suggests that Clover is being motherly as, after the can 'senior rumour' went

around she wants to find out the truth and she doesn't want to believe the rumour until it's confirmed. During Clover's dialogue she pauses whilst talking to Mollie. 'And- I was a long way away', this perhaps shows how she doesn't want to sound like she's accusing her and maybe she's trying to make ~~her~~ sure the rumours not true as she perhaps doesn't want to believe it. The adjective 'long' suggests this as could highlight that she couldn't see if it actually happened. Mollie then hesitates and replies with short responses; Clover becomes fierce as the short sentence 'Mollie!' followed by 'Look me in the face' suggests a change in attitude and perhaps that Clover had tried to believe it wasn't true, yet now she's disappointed and has realised it is, perhaps reflecting her anger towards what Mollie has done. The exclamation mark highlights this as it portrays an angry tone and how she wants to here hear from Mollie why she did it to see if perhaps Clover can forgive her.

Q1c) Deception is shown within the extract through Mollie's actions and it is significant as it is the first time that an animal has disobeyed the rules of Animalism, <sup>and lied about what they're doing.</sup> Mollie 'excused herself by saying that she had overslept' indicates deception as she's lying to cover up something that she's done. She's pretending that she was sleeping, whilst by her having 'excused herself' it suggest she was elsewhere. Moreover, 'she would run away from work', this ~~indicates~~ implies that she is being <sup>deceptive</sup> as she's not doing what the other animals are doing, instead she's removing herself from work to do something that no one else has been told about. Once the rumour

had been spread that she was disobeying the rules of Animalism, <sup>deception</sup> ~~the fact~~ is still shown as she uses her dialogue to try and persuade Clover she's not doing anything wrong. 'He didn't! I wasn't! It wasn't true!' indicates her <sup>deception</sup> ~~deceptive~~ <sup>deception</sup> ~~deceptive~~ as she's trying to imply that she hasn't done anything wrong, yet she clearly has which is shown through her panic and the fact Clover saw her. When the others believe she has been <sup>deceptive</sup> ~~lying~~ <sup>deception</sup> ~~deceptive~~, they 'turned over the Straw' where Mollie's bed was and 'hidden under the straw was a pile of lump sugar and several bunches of ribbons of different colours' suggesting that Mollie had managed to hide this from the others and was <sup>deceptive</sup> ~~deceptive~~ <sup>deception</sup> ~~deceptive~~ as no-one had found out until she was confronted. This makes <sup>deception</sup> ~~deception~~ <sup>deception</sup> ~~deception~~ a significant theme in the extract as no-one had found out Mollie had gone against the rules of Animalism, until she had panicked when being confronted.

Q1d) In the extract, pages 44 - 45, deception is significant as the windmill is blown down, yet the pigs use propaganda to ensure the animals believe it was Snowball that had destroyed it. Deception is first ~~more~~ implied to the reader when Napoleon's 'tail had grown rigid and twitched sharply from side to side, a sign in him of intense mental activity', as it perhaps highlights through the word 'mental' that he's not been deceived by what's happened and he knows what has caused the windmill to be destroyed, yet ~~has~~ he's trying to think of something ~~to~~ to say to the animals in order to make them want ~~to~~ to rebuild it, highlighting him as being deceptive. Moreover, when he has

highlighting him as being deceptive. Moreover, when he has decided what it is he's going to say <sup>Oswell</sup> he uses rhetorical questions to highlight Napoleon's deceptive nature: 'Do you know who is responsible for this? SNOWBALL!', this suddenly put fear into the animals as beforehand Snowball had been made into an enemy by Napoleon, and by saying he's responsible for the windmill being destroyed it shows that Napoleon's being deceptive as he's lying about what happened in order to <sup>make the animals</sup> maintain faith in the pigs. This deception is spread further as the pigs 'Almost immediately footprints of a pig were discovered in the grass' which shows how the pigs have made sure that their fault in the windmill being destroyed, not having ~~good enough~~ making it strong enough, wasn't their fault. 'Immediately' is <sup>a word choice</sup> ~~an adverb~~ that highlights this as they're trying to be deceptive by making the lie as believable as possible. On page 46, it's shown that the pigs' deception is believed by the animals, even when the humans disagree, as 'the animals knew this was not the case' when the humans believed the wind had blown the windmill down. ~~know's~~ The declarative sentence and the use of the word 'knew' highlights the significance of the pigs' deceptive <sup>story</sup> ~~message~~ as it implies the animals have trusted what the pigs have said.



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This candidate is awarded full marks for all sections.

Part (a): Candidates should refer to the extract, drawing on specific words or phrases in order to identify personality traits. The candidate demonstrates perceptive understanding of the character throughout their response. The candidate elaborates that Mollie is shown to be a "childish character", and the fact that she



is "selfish and lazy"; in addition to exploring the more ambiguous traits using a variety of discriminating evidence from the text. In fulfilling the later criteria, the candidate notes that Mollie has failed to understand Animalism. "Mollie has broken one of the commandments and not understood that their enemy is man". The response further explores whether this position is adopted by Mollie because of "naivety", "as she doesn't realise the other animals have strong feelings of hatred" or indeed that she simply enjoys the treats afforded to her by humans and has no loyalty to those on Animal Farm- "they give her what she wants, she is happy." This discussion of the subtleties in Mollie's character marks the candidate's response as perceptive and worthy of full marks for AO1. Textual detail is selected and evaluated to both illustrate and support interpretations. The response clearly uses a range of discriminating evidence to demonstrate knowledge of the character. (Band 3, 8 marks)

Part (b): Candidates should refer to the extract. Specific words or phrases should illustrate the points made. The question requires candidates to examine language, but this does not mean each point must refer to a linguistic device or term; it is the exploration of specific words, phrases – or punctuation – which is important. The confident use of linguistic terms could be indicative of a higher band response.

The candidate is convincing in their references to how the writer achieves effects through their use of language. The candidate identifies the salient quotation and is confident in both naming the language feature used and describing the effect of this. "A declarative sentence that perhaps shows to (sic) the reader how Clover isn't being forceful, yet you can understand she wants to speak to Mollie alone." The candidate identifies the pertinent point and uses key word short quotations to exemplify the points made; citing their own opinion of the effect but also acknowledging where this may be ambiguous, "perhaps" and suggesting the intention of the author in these cases. The candidate perceptively and correctly identifies understanding of linguistic, grammatical, structural and presentational features of language for example "the adjective", "the short sentence", "and the exclamation mark." Their perceptive use of relevant examples from the text such as "the adjective 'long' suggests this as could highlight that she couldn't see what actually happened" and "the exclamation mark highlights this as it portrays an angry tone" marks this as a response worthy of full marks in Band 5. (Band 5, 10 marks)

Part (c): Again, candidates should refer to the extract and select examples from it in order to support the points made. The candidate is effective in their exploration of the significance of deception in this extract. The candidate again provides an explanation of the significance of theme in the extract, showing a perceptive understanding. The candidate highlights their understanding of the meaning of deception and the effects of this specifically in the extract by exploring Mollie's actions. "She's lying to cover up something she has done", "she's trying to imply that she hasn't done anything wrong when clearly she has, "she had panicked when being confronted", and "she's pretending that she was sleeping." There is a convincing reference to context and therefore an implicit thorough knowledge of the rest of the novel. "It is significant as it is the first time that an animal has disobeyed the rules of Animalism." Overall, the candidate displays again a perceptive understanding and was awarded the top mark in Band 5. (Band 5, 10 marks)

Part (d): Candidates should select their own choice of extract to explore. Ideally, the chosen extract should be of similar length to the one provided (around a page or 350 words) in order for candidates to analyse it in sufficient detail, although some candidates may choose a longer extract or chapter. More time is usually spent on this part of the question, as it carries the most marks. The length of the response does not have to be much longer than previous answers, as the candidate has had to spend time looking for their extract. The candidate is asked to respond by using an extract from one other part of the novel in part (d). The candidate is successful in their selection of a relevant part of the novel and provides a page and event reference. The candidate notes how deception is introduced subtly by the author "deception is first implied to the reader" and provides an effective quotation to support this assertion - "Napoleon's tail had grown rigid and twitched sharply from side to side, a sign of intense mental activity." The candidate continues in their perceptive use of relevant examples from the text to demonstrate knowledge. "Do you know who is responsible for this Snowball!", "almost immediately the footprints of a pig were discovered in the grass." The candidate also highlights a perceptive understanding of linguistic features. Furthermore, the candidate displays their perceptive understanding of the author's use of grammatical, structural and presentational features. "Orwell uses a rhetorical question to highlight Napoleon's deceptive nature", the declarative sentence and the use of the word "knew" highlights the significance of the pig's deceptive story." The candidate again fulfils all criteria and is awarded the top mark in Band 5. (Band 5, 12 marks)

SPG: The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (3 marks)



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Examiner Tip

Remember:

AO4 is not assessed in Section A, so references to the context of the novel are not credited and can waste the candidate's time, e.g. a discussion of the Russian Revolution in relation to Animal Farm.

## Question 2

### Dr Jekyll and Mr Hyde

This novel was the second most popular option for Section A. A full range of marks was awarded. The extract was taken from *Dr Lanyon's Narrative*, when Hyde transforms in front of Lanyon.

#### Part (a) Hyde

On the whole, candidates made a good range of points about Hyde's character and supported these with, more often than not, selective quotations and good references to specific language points (even though not required to for this part of the question), such as mentioning the verbs 'reeled' and 'staggered'.

#### Part (b) Lanyon

Many candidates explored Hyde's character and how this juxtaposed with Lanyon's more conventional personality. There was good evidence to reveal that Lanyon transforms himself from a somewhat calm persona to his terrified 'O God' ejaculations.

#### Part (c) Terror in extract

On the whole, this was well-answered. Many repeated ideas from the previous two parts, which was acceptable.

#### Part (d) Terror elsewhere

Popular and appropriate choices included: the Carew murder; Hyde trampling the child and 'Incident at the Window'. Most candidates responded well, although responses often lacked full exploration of the chosen extract.

In this first example, the candidate provides a mostly sound response.

In the extract it emphasises the great affect in which Hyde had on Jekyll, it is very negative. We are shown this great impact through 'like a man restored from death', suggesting that Hyde's character is very evil and that he is taking the life from Jekyll and that the character of Jekyll is of some type of monster as Jekyll suffers from changes such as 'his face became suddenly black and the features seemed to melt and alter'. This part of the extract is very effective in showing how Hyde's character

is controlling and becoming ~~the~~ dominant over Kipling, this is greatly sensed through 'the features seemed to melt and alter' showing that Hyde has gained all power in weakening Kipling's features and that he has become more altered to Hyde.

b) Kipling is presented as though he is a man of his word and intelligence. He is shown how Kipling is a very professional and clever man through the writer's use of 'said', appearing a coolness that is far from truly possessing showing how he knows he needs to keep calm while he is talking, however, it is the total opposite to what he is wanting to do, which is greatly shown through the writer's use of 'possessing' which is a strong word of ability the reader to understand how this may not be Kipling's normal behaviour.

Kipling is presented as though he is very strong at having an opinion, as shown through the words of his visitor 'you who have been so long been bound to the most narrow and material views?' this is presenting Kipling in a very serious way and the reader is easily able to understand the character of ~~how~~ Kipling as being a man who is not

easily persuaded to change his mind and has very little agreement on others' views.

The writer uses a reporting type of language, describing Kaysan's reaction to the charge of blasphemy, ~~and~~ 'o god! i screamed, and 'o god' again and again? this is effective in showing that Kaysan is a normal character and is ~~is~~ more than shocked by Kaysan's abnormality.

c) There is an extreme significance of terror throughout this extract. It is mainly expressed to ~~the~~ the reader through Kaysan's reactions, for example 'my arm raised to shield me' showing how Kaysan is truly terrified and feels as though he needs to protect himself, however, from 'i sprung to my feet and leaped back' it greatly reflects just how petrified Kaysan is at what is happening and feels as though he can not do anything and is greatly hesitant about it, therefore, emphasising the theme of terror.

we gain the great significance of terror, through Langens saying of 'my mind submerged in terror' this is very effective in showing the reader just how terrified Langen is, and by the use of 'submerged' this shows how he could not be anymore scared and is a great way of showing just what the situation is like.

d) Another part of the story where terror is significant is chapter 8.

The writers use of adjectives such as 'he cried' emphasises the type of panic and terror Poole is in.

Terror is very effectively shown through Sir's sayings as 'I don't like it sir - I wish I may die if I live it'

this is greatly effective and builds up a sense of terror to the reader

as you are not certain about what is happening for Poole to be so terrified it would be normal for the butler to not have an input or take

personal matters of the matter as their own, therefore, as Poole has gone to utterance, it expresses what type of fear he must be in.

Pode continues to say how 'I have been afraid for about a week' which is ~~shakily~~ shakily followed by 'I can't bear it no more' this shows to the reader how Pode has been greatly negatively affected by the situation in Jekyll's house and is shown to be in a state of emergency and in a living nightmare.

We are able to understand the terror which Pode is in through Utterson's reaction to him of 'now, take your time' this shows the reader how Pode is in a major state of terror and has either witnessed or heard of something so terrible for him to be in such an on edge, horrified manner, which he is unable to control his emotions.



Part (a): The candidate approaches the question of Hyde's character by commenting on the effect of the emerging personality of Hyde on Jekyll's character. The response begins with the general point that Hyde has a "negative" effect on Jekyll. This is supported by Jekyll's appearance as "like a man restored from death". The candidate elaborates on the evil nature of Hyde suggesting that he is "some type of monster" and gives further textual evidence to illustrate this. This response is limited in range but does use the text to support the points made. The response is sound. (Band 2, 3 marks)

Part (b): The candidate identifies Lanyon as "intelligent", "professional" and "clever". These assertions are supported by Lanyon's words "said I, affecting a coolness that I was far from truly possessing". The candidate makes an interesting point that such "calm" language in a situation of great terror accentuates Lanyon's "professional" nature. Further character traits identified are "strong at having an opinion", "serious" and "formal". These points are supported by quotes and close textual reference. The comments on the nature of Lanyon's language and the use of repetition show a good understanding of the effects of language. This, coupled with the analysis of relevant textual detail, makes this a sustained response. (Band 3, 6 marks)

Part (c): This response explores the significance of terror in the extract by focusing on Lanyon's reactions: "my arm raised to shield me" and "I sprung to my feet and leaped back". The candidate also picks out Lanyon's words "my mind submerged in terror", but does not really explore it in any detail. This is a sound response. (Band 2, 4 marks)

Part (d): The candidate focuses on chapter 8 ["The Last Night"] where Poole goes to Utterson for help. The response gives examples of Poole's speech, "he cried" and "I don't like it, sir – I wish I may die if I like it" and suggests that the panic and uncertainty adds to the sense of terror and that Poole is in "a state of emergency and in a living nightmare". The candidate also observes that Poole's act of going to see Utterson about "personal matters of the master" is quite unusual and therefore suggests the extreme fear that Poole is in. Finally, the candidate makes the further point that Utterson's words and reactions to Poole, "now take your time", add to the sense of terror. This response shows a clear understanding with relevant examples from the text to illustrate the theme of terror in the chosen extract. (Band 2, 5 marks)

SPG (based on section d): General control of meaning is sound and reasonable accuracy is shown. There are some errors such as missing apostrophes and run-on sentences.

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



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

For 2015, Part (b) of the question will focus on language.

This is an example of a full mark script. Points are often perceptive and the candidate uses a wide range of evidence to support the points made throughout the response.

2. a) From the extract you discover that Hyde produces feelings of fear and terror in others, even when there is no exact reason for that fear. This is shown by Lanyon's reaction to Hyde's transformation as he says that ~~the~~ ~~the~~ what he saw 'submerged my mind in terror'. This suggests that Hyde is terrifying and that his ~~transformed~~ appearance as Hyde and during his transformations is ghostly and supernatural as Lanyon who is a man of law and science doesn't understand it.

Hyde is also shown to be unnatural and freakish as Lanyon describes ~~Hyde~~ <sup>Jekyll</sup> as being 'like a man restored from death'. This demonstrates the unnatural appearance of Hyde as he seems to be like a corpse compared to Jekyll. It also links to the idea of duality as Hyde is presented as freakish and death-like which suggests darkness where as Jekyll is shown to be the opposite.

The extract shows Hyde to be a believer in the advancement and exploration of science, as he says to ~~the~~ Lanyon 'you have denied the virtue of transcendental medicine'. The use of 'transcendental' suggests the supernatural and therefore shows that Lanyon's belief in an ordered and law abiding science is seen as restricted by Hyde who believes ~~is~~ in advancement into supernatural science. At the time the novel was written there had been many big scientific discoveries like Darwin's theory of evolution which could have provided inspiration for Hyde and therefore Jekyll's adventurous experiments.



We also discover from the extract that Hyde is unnatural and perhaps, in the eyes of Lanyon, satan-like. This is demonstrated through Lanyon's exclamations of 'Oh God!' which suggest that he fears Hyde and asks for God's protection from what he sees as evil. It also highlights how Hyde is more inventive and experimental than Lanyon as while Hyde has moved forward into riskier and unnatural experiments Lanyon still believes in the power of order and God.

b) Lanyon is showed to be a believer in order and traditional science through the use of the phrase 'you who have ~~been~~ so long been bound to the most narrow and material views'. The use of the word 'bound' suggests ~~the~~ ~~imprison~~ imprisonment and therefore that Lanyon is shackled to the more traditional ways of science. This shows how Lanyon ~~is~~ puts his faith in the order of traditional science as he refuses to delve ~~into~~ into the unpredictable and risky world of experimental and supernatural science.

Lanyon is also presented as fearful and traditional in his scientific views through the metaphor 'My wife is shaken to its roots'. The use of this metaphor suggests that Lanyon has been extremely affected by what he saw and therefore that he is shocked and overwhelmed by the supernatural. It also shows how Hyde's transformation has a deep and long lasting effect on him as 'to the roots'

show how it has disturbed him in his entirety showing that the supernatural goes against everything he believes in. The shock Lanyon received was deep enough and terrifying enough to result in Lanyon's deteriorating health. This is shown through the use of a semantic field of death, which ~~includes~~ includes 'deadliest', 'die' and 'days are numbered'. These words demonstrate Lanyon's deteriorating health and therefore demonstrate how the shock and fear he feels is so deep that it is enough to cause his death.

c) Terror has great significance in the extract as it is the main feeling expressed by Lanyon which therefore demonstrates to the reader the fear created by Hyde and his transformation into Jekyll.

Terror is used as the reason for Lanyon's death as in the letter Lanyon wrote that 'the deadliest terror sits by me'. This is significant in that it demonstrates the hold fear has over people and how the terror Hyde instills in Lanyon runs so deep that it has the power to kill him.

Terror is also significant when Stevenson describes Hyde changing back to Jekyll. Lanyon ~~wrote~~ wrote that 'the features seemed to melt and alter' ~~which implies the fear created~~ which shows that fear is created by the transformation as it seems to have supernatural and monster-like qualities. This makes terror significant

because it helps to instill the fear felt by Lanyon in the reader, which many books written in the 1800s tried to do as this was a time when gothic literature became very popular.

Another way in which terror is significant is that it is used to demonstrate fear of the unknown. This is shown when Lanyon writes 'I ask myself if I believe it, and I cannot answer'. The extract suggests to the reader that Lanyon is scared of ~~more~~ ~~is~~ supernatural science such as ~~the~~ Jekyll's transformation into Hyde as he doesn't know whether to believe and fears the things that he can't understand. This use of terror is significant as it is relatable to the 19th century audience, many of whom ~~the~~ were fearful of scientific discoveries of the time because they didn't understand them.

Terror is used to present the unnaturalness of Hyde and the way he changes back to Jekyll. This is shown in the simile 'like a man restored from death' which is significant because it suggests the walking dead and resurrection, so was used by Stevenson to create fear in the audience of the unknown.

d) Another part of the novel where terror is significant is in the Story of the Door, from page 7 to 8 where Enfield recounts his story to Utterson of witnessing Hyde trample a young girl. Terror is important in this extract as it is used to give us a first impression of Hyde and make the reader fear and distrust him, and to also highlight the ~~savagery~~ savagery of the event.

Terror is created in the extract by presenting the character of Hyde as beast-like and dangerous, which is achieved through the use of the simile 'like some damned juggernaut'. The use of 'juggernaut' implies danger, ~~and~~<sup>the</sup> supernatural and that Hyde is like a beast ~~or monster~~, which creates fear as he is presented as a terrifying monster. This is used to create terror for the reader and therefore gives the first impression of Hyde as being dangerous and evil.

Terror is also created through the use of a semantic field of hell which includes words like ~~the~~ 'satan' and 'hellish'. This is significant because it has connotations of the ~~the~~ Devil and evil, creating fear in the extracts for the reader and allowing the novel to fit with its gothic genre.

Another way that terror is presented is in ~~the~~ the way Stevenson describes Hyde to have 'trampled calmly' over the girl. ~~These~~ These two words juxtapose each other which creates terror as it highlights the ~~unpredictableness~~ unpredictability of evil and therefore gives the reader the message that evil people often do evil deeds without emotion or remorse.

Furthermore, the use of pathetic fallacy creates terror in the extract as 'three o'clock of a black winter morning' has connotations of isolation and ~~the~~ hiding as it suggests anything could be hiding in the dark. This instills fear in the reader as there is a sense of hidden evils and ~~the~~ unpredictability which creates fear of the unknown. This use of pathetic fallacy also foreshadows events as it creates terror leading up to the terrible deed of Hyde trampling the girl.



**ResultsPlus**  
Examiner Comments

Part (a): The candidate refers to the extract frequently, drawing upon specific words or phrases from the text such as "submerged my mind in terror" and interprets these in order to display a perceptive understanding of the character of Hyde and the impact he makes on others. The candidate notes Hyde's opinions of transcendental medicine, as well as the writer's descriptions of him as being unnatural and terrifying. The response refers to the repetition of the plea "Oh God", and captures the disturbing nature of Hyde's speech and appearance. (Band 3, 8 marks)

Part (b): The candidate demonstrates several ways in which the writer presents the character of Lanyon, using relevant examples from the extract and exploring them in depth. Several sophisticated points are made, such as the linking of a semantic field of death to the deteriorating state of health of Lanyon, with convincing examples. The candidate comments explicitly on language features, for example noting the use of metaphor and describing how the experience shook him "to the roots", as well as commenting upon the way connotations of words such as "bound" shape the reader's perception. (Band 5, 10 marks)

Part (c): Throughout their answer the candidate employs sustained relevant textual reference in order to convey the importance of terror in the extract, with frequent and incisive use of quotation. The importance of terror is examined in terms of its significance in causing Lanyon's death, the transformation from Hyde to Jekyll, and the characterisation of Hyde. The exploration of terror of the unknown is linked convincingly to the book's 19<sup>th</sup> century context without deflecting attention away from the passage. Impact on the reader is engaged with, and there is also some focus on the writer's craft. (Band 5, 10 marks)

Part (d): The candidate successfully identifies an appropriate passage from another area of the text. Perceptive use of this is made to illuminate the theme of terror and this is done partly through a detailed consideration of the writer's employment of specific language features, e.g. simile, semantic field and pathetic fallacy. The candidate's points are developed convincingly and are evidenced, for example, with reference to specific vocabulary and phrases such as "black winter morning," "juggernaut" and "hellish". There is effective selection of textual detail to support the portrayal of terror as significant. The candidate demonstrates perceptive understanding of linguistic, grammatical, structural and presentational features of language. (Band 5, 12 marks)

SPG: The response is technically accurate in terms of spelling, grammar and punctuation. It uses a wide range of specialist terms adeptly and with precision. The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (3 marks)



### ResultsPlus Examiner Tip

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

### Question 3

#### The Hound of the Baskervilles

This was the third most popular option for Section A. The extract was taken from Chapter 9 of the novel, *The Light upon the Moor*, when Sir Henry and Watson catch Barrymore signalling from the window. A full range of marks was awarded and candidates engaged with all parts of the question.

#### Part (a) Sir Henry

The extract enabled candidates to fully explore Sir Henry's character and nearly always included his questioning technique.

#### Part (b) Barrymore

Most candidates demonstrated a good focus on Barrymore's character and the use of powerful verbs and the 'hiss' and 'snake' imagery linking them with the connotations of guilt.

#### Part (c) Secrecy in extract

A range of examples from the extract was included in the responses.

#### Part (d) Secrecy elsewhere

Holmes' disguise on the moor, Watson's meeting with Miss Stapleton and Laura Lyons' meeting with Sir Charles seemed to be the most popular choices for candidates.

In this first example, the candidate is demonstrating a generally sound understanding in response to the extract(s).

Q3a) From the extract, the reader discovers that Sir Henry is authoritative. This is shown when he says "his words 'sternly'". Power is also evident in Sir Henry as he demands Barrymore to tell him the secret "now!"

Q3b) In the extract the language used to describe Barrymore shows that he is quite old - "rather deaf" & that he is very respectful; even when he could be in serious trouble - "sir". Doyle uses descriptive language to describe Barrymore's appearance "intent face" and also uses the metaphor "white

mask of his face" to describe Barrymore's shock of being found. This makes the reader feel suspicious of Barrymore, and makes them want to read more and find out what he's hiding.

Q3c) Secrecy is significant in this extract because it shows that even the quiet people, who look innocent, are not. In this extract, Barrymore lies to Sir Henry and Watson. This event of secrecy foreshadows what is going to happen later on in the book. When Stapleton was lying about Miss Stapleton; he told everyone they were brother and sister, when in fact they were husband and wife. This makes the reader unsure of who to trust in the novel, and whether people are telling the truth or not.

Q3d) Secrecy is also significant in Chapter 7 when Miss Stapleton tells ~~Sir Henry~~ Watson to "Go back!" "Straight back to London, ~~but~~ instantly!" Yet doesn't say why. Doyle uses emotive language in Miss Stapleton's lines because he



wants to show the reader that even though she doesn't know him, she is trying to protect him. However, this scene turns wrong for Miss Stapleton because she thought that Watson was Sir Henry. When she realises this she says - "We have been talking at cross purposes" showing anger and regret in her voice. Doyle uses pathetic fallacy as Miss Stapleton's face "flushed with vexation," to show that she is embarrassed yet ~~angry~~ furious at the same time because of how she mistook Watson for Sir Henry.



### ResultsPlus Examiner Comments

Part (a): This is a very brief response with one main point and two examples from the extract. (Band 1, 2 marks)

Part (b): A few points have been made and supported with evidence from the extract. The candidate does not always explain what the examples tell us about Barrymore and more examples could have been included in the response. (Band 2, 4 marks)

Part (c): In this part of the question, the candidate does not support any points with evidence from the extract. The response tends to be generalised and out of extract. (Band 1, 1 mark)

It is interesting to note the change of handwriting style in this response – on closer examination the formation of some letters is very similar to the 'other' style.

Part (d): This is a sound response. A valid area of text has been selected and points are supported. Language points are not always accurate. (Band 2, 5 marks)

SPG: The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (3 marks)



### ResultsPlus Examiner Tip

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

In this second example, the candidate demonstrates an assured response to the extract(s).

3a) We learn a little bit about the character of Sir Henry in this extract. We first learn that he is a quite straight-forward character from the narrative. "(T)he baronet is a man to whom the most direct way is always the most natural." We learn here that he is quite a no-nonsense character and that being "direct" is the easiest way to get things done. We also learn in this extract that Sir Henry can be quite authoritative when he wants to be. "Look here, Barrymore", said Sir Henry, sternly. ~~His~~ His direct nature is again shown here, and this is further emphasised by the adverb "sternly" as he demands an answer from Barrymore. Sir Henry asks Barrymore many questions in this extract - "On the second floor?", "what were you doing at the window?", "why were you holding a candle?" This again emphasises Sir Henry's direct attitude as he asks straight-forward questions in an attempt to crack the mystery.

3b) We learn quite a lot about Barrymore in this extract. We first learn something about him in the first <sup>paragraph</sup> ~~line~~ of this extract. "(T)he man is fortunately rather deaf, and he was entirely preoccupied in that which he was doing." We learn here that Barrymore is fairly old, shown by the adjective "deaf." He also seems incapable of multi-tasking, shown in the phrase "entirely preoccupied." This suggests that he

is easily distracted and is ~~oblivious~~ almost oblivious to his surroundings, emphasised by the adjective "entirely". This again suggests that he is an old man. We also learn in this extract that Bannymore appears to be quite a nervous character and a weak character. "Bannymore sprang up from the window with a sharp hiss of his breath, and stood, livid and trembling." Conan Doyle ~~creates~~ ~~uses~~ uses very vivid imagery here in this descriptive sentence. The verbs "sprang" and "trembling" ~~the~~ ~~mean~~ show that Bannymore is a very fearful and perhaps weak man. ~~When~~ ~~is~~ ~~at~~ ~~the~~ ~~moment~~ Furthermore, he responds to their entrance with "a sharp hiss," this is an example of a metaphor as a "hiss" is a noise that a snake makes when it ~~is~~ ~~in~~ ~~danger~~ ~~is~~ is in danger - suggesting that Bannymore felt threatened by Sir Henry.

3c) The theme of secrecy is explored in this extract by Conan Doyle. Bannymore's behaviour is the key example of secrecy in this extract. "We found him crouching at the window, candle in ~~his~~ hand, his white, intent face pressed against the pane," this odd ~~and~~ and secretive behaviour by Sir Bannymore introduces the themes of both secrecy and mystery into this extract. The verbs "crouching" and "pressed" suggest that Bannymore is doing something that he knows he should not be doing, and the adjectives "white" and "intent" used to describe the look on his face ~~suggests~~

~~It~~ <sup>emphasises</sup> ~~the~~ <sup>verbs</sup> to the reader that Barrymore is doing something suspicious and with ~~the~~ <sup>a</sup> genuine intentions. There are many ~~verbs~~ <sup>words</sup> ~~throughout~~ throughout this extract that emphasise ~~the~~ Barrymore's mysterious behaviour, such as the verbs "sprang", "glaring" and "shaking" ~~or~~ ~~as~~ ~~the~~ ~~verbs~~ that all highlight that Barrymore is acting very secretive. Another emphasis on the theme of secrecy within this extract is how unwilling Barrymore is to reveal what he is doing. "Don't ask me, sir Henry - don't ask me!" I give you my word, sir, that it is not my secret." The desperation in ~~the~~ Barrymore's tone here is ~~emphasised~~ <sup>emphasised</sup> inferred by the repetition of "don't ask me" as well as the exclamation mark and his weakness ~~as~~ and vulnerability is shown by his repetition of "sir" which makes him come across as very apologetic and makes it pretty obvious that he is acting in an extremely secretive manner.

3d) The extract that I have chosen runs through pages 70 and 71, from "The woman who approached me was certainly that" ~~to~~ to "His small light eyes glanced incessantly from the girl to me."

The theme of secrecy is explored heavily by Conan Doyle in this extract. The first example of secrecy is the descriptions of ~~Mr and Mrs~~ the Stapletons. "There could not have been greater contrast between brother and sister," This immediately introduces the theme of secrecy into this extract as ~~the~~ siblings are generally meant to look fairly similar, whereas the ~~to~~ "contrast" between these two becomes quickly apparent. "Stapleton was neutral-tinted, with light hair and grey eyes" whereas his 'sister' was "slim, dark and tall." This group of three adjectives not only emphasises her ~~best~~ beauty, but also makes it clear that they do not look at all similar, making the reader suspicious as to whether these two are brother and sister. The behaviour of ~~stap~~ Miss Stapleton in this extract is also very secretive and mysterious. "~~Go straight back to London~~ "Go back!... "Go straight back to London, instantly." This Miss Stapleton's direct ~~to~~ ~~to~~ hugely emphasises the theme of secrecy in this extract as the reader immediately becomes curious as to why. The desperation in her tone is emphasised by the repetition of the ~~phrase~~ "Go back", as well as the use of the adverb "instantly" which not only gives a sense of ~~secrecy~~ secrecy, but also suggests that Stapleton could be a dangerous man. The theme of secrecy is explored again on Stapleton's return, "his small light eyes glanced incessantly from the girl to me." The verb "glanced" as well as the adverb "incessantly"

makes Stapleton seem curious and unapproachable here, which again emphasises the theme of secrecy. Secrecy is a key theme in this novel as it allows puts emphasis on other themes such as danger and mystery, in turn making the novel exciting.



## ResultsPlus

### Examiner Comments

Part (a): The candidate provides an assured response and is beginning to demonstrate a perceptive understanding. 'Straightforward', 'no-nonsense' and 'authoritative' are some of the suggestions which the candidate uses to describe the character of Sir Henry. These comments are supported by a variety of discriminating quotations from the extract. There is evidence of confident engagement with the text and trying to come to grips with the language. (Band 3, 7 marks)

Part (b): A full range of points has been considered. The response on how the language in the passage describes Barrymore is assured. There is an assured and liberal use of relevant examples from the text and some pertinent comments especially when comparing Barrymore to a snake. This is a compact and focused response. (Band 4, 7 marks)

Part (c): The candidate has provided a response about the theme of secrecy which is both perceptive and convincing. Firm focus on the question is maintained throughout and comments are supported by sustained relevant textual reference. The candidate's choice of examples demonstrates an excellent grasp of the theme. (Band 5, 10 marks)

Part (d): The candidate guides the reader to the chosen extract which discusses in convincing detail the Stapleton 'siblings'. The response is focused on the question. The candidate uses perceptive and relevant examples from the text and the level of textual detail indicates a convincing knowledge and understanding of the text and the theme in question. (Band 5, 12 marks) The candidate fulfils the 'High Performance' criteria.

The candidate spells with consistent accuracy and displays a controlled use of grammar and punctuation. Specialist terms when used, were used with accuracy and precision. Level 3, 3 marks.



## ResultsPlus

### Examiner Tip

Candidates should always remember to use the entire extract, not just one small part of it.

## Question 4

### Felicia's Journey

This novel receives the least number of responses compared to other texts in Section A, but often the quality of them are very high. The extract was taken from Chapter 6, when Felicia goes to see Mrs Lysaght and asks her for Johnny's address.

**Part (a):** This part of the question asked candidates to consider the character of **Mrs Lysaght**.

**Part (b):** Focused on the language used to present **Felicia** in the extract.

**Part (c):** Asked candidates to explore the significance of '**desperation**' in the extract and for **Part (d):** '**desperation**' in another part of the novel.

A full range of marks were awarded and one example is included here.

This is a full mark exemplar. The candidate has provided a wide range of points and has supported these with relevant textual evidence.

4a) In the extract we learn that Mrs Lysaght is very protective of her son and wants Felicia to have nothing to do with him - "Leave my son alone. Leave him." We also learn that she is considered quite an old, wise and knowledgeable person - "You could tell by being in Mrs Lysaght's presence that she was a woman who knew everything." Half way through the extract we learn that Mrs Lysaght is suffering in some way as she utters over "as if some pain had begun there." Similarly ~~to~~ at the end of the extract, she educates the reader and Felicia on her health by saying "I'm not well." Throughout the extract, Mrs Lysaght ~~is~~ questions Felicia 3 times and commands her ~~to~~ by saying "You've had contact enough with him" and this shows her authoritative and powerful persona. We also learn that Mrs Lysaght could be acting in

such a way because she has suffered from some-one and is a victim - "She raised the fingers of her right hand to the scar on her face." This cold image of Mrs Lysaght is secured when we discover her unfriendliness - "Her mouth sagged; distaste crept into the coldness in her eyes."

4b) Language represents Felicia in the extract through the use of desperate imperatives and the imagery of embarrassment. The use of short sentences also presents Felicia's vulnerability and innocence.

Felicia is shown as a desperate ~~character~~ character through the constant pleas to Mrs Lysaght to let her contact Johnny. Felicia tries to convince Mrs Lysaght that Johnny would be okay with it through the use of repetition. "It'd be all right giving it to me." "He wouldn't mind, I know he wouldn't".

The use of repetition lets us see how Felicia is determined to persuade Mrs Lysaght into giving her the address by trying to convince her it'd be okay. In this we can see



young and naive Felicia is because this a very childish thing to do, to get what you want.

We also learn that Felicia is embarrassed with herself when she realises how obvious her desperation is. "She felt a burst of ~~heat~~ heat on her face that ~~to~~ tingled to the roots of her hair." The imagery of heat here especially through dramatic words like 'burst' and 'tingled' show how Felicia is being physically effected by the situation. This lets us know that Felicia is not one to control her emotions and can easily be overwhelmed by things, in this case ~~to~~ her love for Johnny.

Another way that ~~prevents~~ Trevor creates an effect through language is the short sentences he uses for when Felicia speaks. "I need that address badly." and "I need the address, Mrs Lysaght." These short sentences ~~add~~ add to the ~~urgency~~ alarmity of the situation, and shows us that Felicia's mind is completely set to contacting Johnny.

In conclusion Trevor presents the character of Felicia as young and desperate through repetition, short sentences and imagery.

4c) Trevor presents the significance of desperation in the extract by juxtaposing two very desperate characters who want opposite things. Mrs Lysaght is desperate and adamant that Felicia stays away from her son, and Felicia the opposite.

Felicia shows desperation in the extract through repeating her ~~also~~ consistent pleas and securing the fact that it will be okay to let her have it. "It would be alright, Mrs Lysaght" "He wouldn't mind" "I know he wouldn't." In return, Mrs Lysaght responds in an equally desperate way - "What do you want with Johnny?" "He wouldn't want his address given out." The stubbornness in each ~~other~~ characters tone creates a tense atmosphere where one person is going to have to win the metaphorical ~~battle~~ 'battle' of Johnny's address.

Trevor not only shows desperation mentally but he shows it physically as both characters suffer from physical discomfort at the thought of losing this battle of desperation. Felicia suffers from "a burst of heat in her face that tingled

\* and a stammer;

to the roots of her hair" \* and Mrs Lynght had to hit down and touch her stomach "as if some pain had begun there." This shows that although ~~both~~ both women want different things, they both suffer from desperation in the same way. Not only is Johnny causing pain and ~~the~~ trouble for Felicia, ~~but~~ he is causing desperation and discomfort for her mother.

Commanding terms also create a sense of desperation in the extract. "Leave my son alone!" "leave him." "you've had enough contact with him." This refusal and bitterness from Mrs ~~the~~ Lynght contrasts with Felicia's young, innocent and love-implicated quotes like "All I want to do is contact him" and "I need the address badly." This shows us that Felicia's desperation is considered compulsory as contacting Johnny is necessary to her as it is "all she wants". These desperate remarks are repeated throughout the extract seven times which really emphasises Felicia's need to contact Johnny.

Trevor creates desperation through placing two juxtaposed characters in the same scene

and making them battle over ~~now~~ Johnny. Mi's effects the characters physically and through speech and terror show that well.

4d) Desperation is signified in chapter 19 of Felicia's Journey when Felicia wakes up in the middle of the night to a rather unsettling situation.

The scene starts where Felicia wakes up from a dream to Milditch lying next to ~~was~~ her who is in lots of physical and mental discomfort. "The breathing becomes deeper, an urgent throateness only inches from her face." Desperation is shown here because we can see how it is effect Milditch's body. ~~through the word "was"~~ The word 'urgent' links to desperation and this signifies that the scene is going to be about what Milditch is so affected and desperate about.

The desperation that Milditch is undergoing is also shown through the metaphor about light. Milditch repeats numerous times for Felicia to <sup>NOT</sup> turn the light ~~on~~ on. "NO, don't put the light on, he says he doesn't

want the light." Trevor creates a metaphor here that the light is the truth and sanity, yet Mildritch is so upset about the possibility of the truth that he demands the light is not turned on. Desperation is very significant here as we know not only is it affecting him ~~physically~~ physically through ~~words~~ "blubbery" "heavy breathing" and crying; it is affecting him mentally and this is where we start to see Mildritch's mental health deteriorate.

Felicia also suffers from desperation in the extract. This is because she suffers from "nervousness" and commands Mildritch to "leave me alone, please." This shows that her desperation is shown through the small amount of text she says. "Please" signifies her vulnerability and how she feels threatened by the situation. The extract continues with "Unable to move, petrified by fear..." "She knows she must not get in the car." Again this shows how Felicia's actions are influenced by the desperation in the situation.

To conclude Trevor creates desperation in chapter 19 by creating metaphors and showing characters body language and thoughts.



## ResultsPlus

### Examiner Comments

Part (a): The candidate provides a range of points about Mrs Lysaght and uses the whole extract. Each point is supported with relevant examples. Ideas are maturely expressed and interpretative. (Band 3, 8 marks)

Part (b): The candidate maintains a sharp focus on the question and provides a range of examples to illustrate the character of Felicia. These points also explore the language, such as the use of imperatives and the use of repetition. The candidate explores specific words, such as 'tingled'. The response is perceptive. (Band 5, 10 marks)

Part (c): In this part of the question, the candidate explores all areas of the extract in detail in order to explain the 'battle' of desperation, which is both 'mental' and 'physical' for both Felicia and Mrs Lysaght. The response is very detailed and supports all ideas with relevant examples. (Band 5, 10 marks)

Part (d): The candidate provides a thorough treatment of the chosen extract. A wide range of points and examples have been provided to illustrate desperation in another part of the novel. Ideas are maturely expressed. (Band 5, 12 marks)

SPG: The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (3 marks)



## ResultsPlus

### Examiner Tip

As demonstrated in this response, selective quotations are often far more effective. More than one point can be made from a sentence.

## Question 5

### Pride and Prejudice

The extract was taken from Chapter 20, when Mrs Bennet wants Mr Bennet to support her when demanding that Lizzy should marry Mr. Collins.

This remains a popular text for many centres and the extract proved an engaging and inviting entrance into the examination. Candidates were able to comment with confidence on aspects of language from the extract, commenting on "coax" and "threaten" with some remarkable development in some cases. The theme of marriage and attitudes toward it was an open and inviting task and many candidates clearly felt comfortable. There was a tendency to generalise and provide a potted history of 'women' during the 18<sup>th</sup> and 19<sup>th</sup> centuries, which was not entirely helpful and simply served to steer the candidates away from the extract. The more impressive responses highlight tension in the text and explore the author's craft, with worthwhile comments on gender equality.

A full range of marks was awarded.

**Part (a)** of the question focused on **Mr Bennet**.

**Part (b)** asked candidates to comment on the language used to present **Mrs Bennet**.

**Part (c)** focused on views of **marriage** in the extract and for Part (d) candidates were asked to explore the significance of **marriage** in another part of the novel.

In this exemplar, the candidate demonstrates a thorough understanding of the text.

5) a) From this extract, you learn that Mr Bennet is very laid back towards his family, whilst Mrs Bennet is desperate to marry off one of her daughters so that she will have somewhere to live when Mr Bennet dies. Mr Bennet disagrees with the methods she is using. When Mrs Bennet asks him to ~~ask~~ ~~now~~ tells him about Elizabeth refusing Mr Collins' marriage proposal, he responds "And what am I to do on the occasion?". This shows that the situation doesn't particularly bother him and that he doesn't feel like he needs to do anything about it.

We also learn that Mr Bennet is quite sly. He acts as though he intends to do as Mrs Bennet asks of him when he responds "let her be called down". He doesn't show any sign to Mr Bennet that he doesn't agree with her. He then - much to Mrs Bennet's shock - tells Elizabeth: "From this day you must be a stranger to one of your parents" as Mrs Bennet refuses to see Elizabeth again if she doesn't marry Mr Collins and Mr Bennet claims he will refuse if she does, although this is just his sly way of getting his own way, rather than having to agree with Mrs Bennet.

b) The language used in this extract shows Mrs Bennet to be a quite demanding character. When trying to get her own way - of Elizabeth marrying Mr Collins - Austen uses assertive language. For example, she makes the demand at Mr Bennet: 'Tell her that you insist'. Here, she is giving him instructions on what he must do, purely because she wants her own way. She wants to be in control of the situation and so makes demands to get what she wants.

We also find that in this extract, Mrs Bennet is selfish. She claims that if Elizabeth doesn't marry



Mr Collins that she will 'never see her again'. Mrs Bennet says this to try and change Elizabeth's mind. Mrs Bennet is only thinking about herself, as if none of her daughters matter, they will be homeless because she has no sons and in those days, when the owner of the estate (Mr Bennet) dies, it is passed down to the next male in the family. Seeing as the Bennets have no sons, it will be passed onto Mr Collins. Mrs Bennet refuses to be homeless, even if it means going against her own daughters' will and happiness because she only cares about herself.

In the extract, Mrs Bennet is described as being 'disappointed' multiple times. This shows that she is clearly expectant of having her own way. Austen uses free indirect discourse where she says 'in spite of her disappointment in her husband'. Here, she is narrating in the voice of Mrs Bennet, also using words like 'coaxed' and 'threatened' to show Mrs Bennet's angry and controlling character.

c) This extract shows many different views of marriage. ~~in the~~ Mrs Bennet has a very traditional view of marriage. She ~~demand~~ makes a demand to Mr Bennet: 'Tell her that you insist upon ~~me~~ her marrying him'. This is because

Elizabeth won't marry Mr Collins. Mrs Bennet feels that Elizabeth must marry Mr Collins so that they will have somewhere to live when Mr Bennet dies seeing as Mr Collins will inherit Longbourn. In those days, women were expected to marry for money and most importantly for social status. Mrs Bennet knows that Mr Collins has money and also good connections, so she is desperate for Elizabeth to marry him.

However, despite the expectancy of women to marry, Elizabeth does not share this view. She wants to marry for love, not for money. It is said that she 'declares she will not have Mr Collins'. Elizabeth doesn't believe that she must do as her mother tells her, she wants to decide who and when she marries and on her own terms. Most people would have been shocked at Elizabeth's refusal but she doesn't care what others think.

Mr Bennet also shares this view as he has learnt from his own mistake. He is not in love with Mrs Bennet; he married her out of lust. He does not want his daughters to make the same mistake so he tells Elizabeth: 'I will never see you again if you do' - referring to her marrying Mr Collins, as he knows that this isn't what she wants.

d) Extract = Page 1 - Chapter 1 = 'It is a truth universally acknowledged... and therefore you must visit him as soon as he comes'.

This extract shows the two main contrasting opinions on marriage. In those days, marriage was expected as in the book where it states: 'a single man in possession of a good fortune, must be in want of a wife'. The use of the word 'must' shows that it's an expected view from the regency period.

Mrs Bennet shares this traditional view. When she finds out about Mr Bingley moving in nearby she is sure to tell Mr Bennet - 'A single man of large fortune... what a fine thing for our girls!' showing that she expects him to marry one of them, despite having not even met them. She is desperate for them to marry him as he has a large fortune, so this would instantly improve the family's social status and connections, which is all marriage was considered for in those days.

Mr Bennet doesn't share this view, he believes that a single man doesn't have to marry unless he chooses to. He asks Mrs Bennet: ~~where~~ if 'that ~~is his~~ 'is that his design in settling here?' showing that he believes that a man doesn't ~~is~~

necessarily desperate to marry, especially if he  
hasn't fallen in love as that is one of Mr  
Bennet's biggest regrets - he married for lust, not for  
love.?



## ResultsPlus

### Examiner Comments

Part (a): The question focuses on Mr Bennet - there are a number of points drawing on his relationship with Mrs Bennet. Nevertheless, a thorough understanding is demonstrated. (Band 2, 5 marks)

Part (b): The candidate provides a sustained response, which demonstrates a thorough understanding of the character. Confidence improves. (Band 3, 5 marks)

Part (c): A sustained response is presented. The candidate moves away from the extract and would have benefited with more examples. (Band 3, 5 marks)

Part (d): The candidate helpfully guides the reader to the chosen extract. The response is sustained, although more close analysis would have benefited the answer. (Band 3, 6 marks)

SPG: The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (3 marks)



## ResultsPlus

### Examiner Tip

For the final part of the question, candidates should select an extract of similar length to the one provided.

## Question 6

### Great Expectations

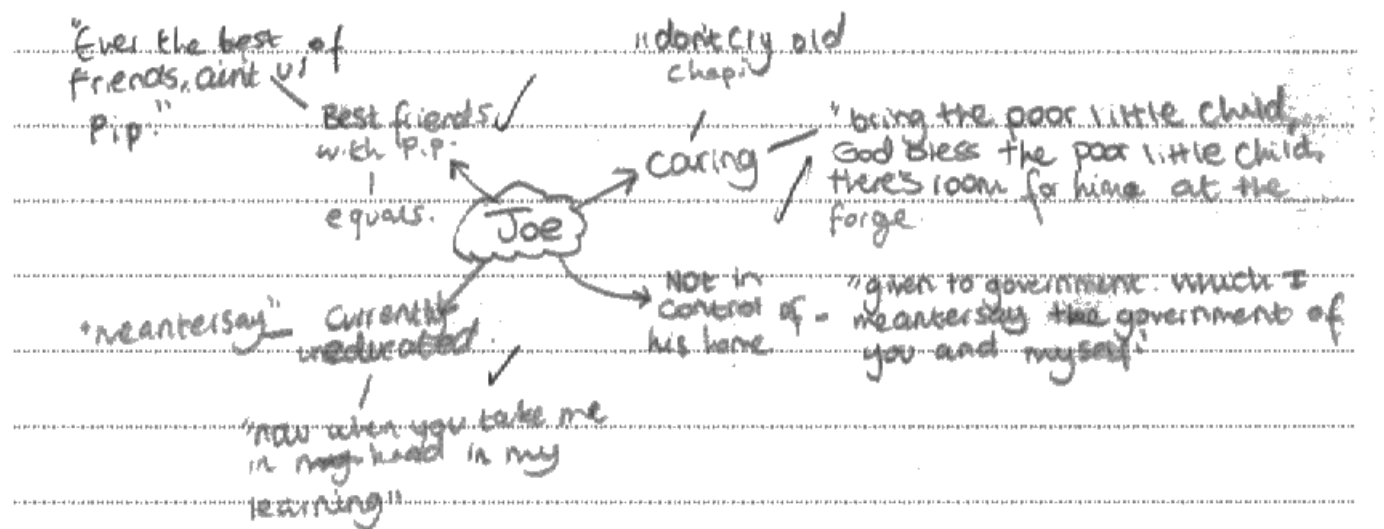
There were few entries on this text which surprised examiners as it remains a timeless presentation of family, power politics and a thoroughly amazing story of love and obsession. Candidates were provided with a very effective extract from which to shape their responses - the extract was taken from Chapter 7, when Joe and Pip are talking. Many candidates highlighted the relationship between Magwitch and Pip; many of these responses were 'a joy to read as it was clear that the candidates fully understood the dynamic of the relationship.

**Part (a)** of the question focused on the character of **Joe**.

**Part (b)** asked candidates to comment on the effect of language used to present the character of **Pip**.

**Part (c)** focused on **relationships** in the extract and **Part (d)**, **relationships** in another part of the novel.

In this exemplar, the candidate has fully engaged with the question, but has run out of time for Part (d).



a) Whilst reading this extract we discover a lot about Joe the blacksmith. Joe is married to Pip's sister and guardian which would see Joe as being more of a father figure to Pip, however we see their relationship blossom into a special friendship at the beginning of the novel. "Ever the best of friends aint us Pip." This shows the close

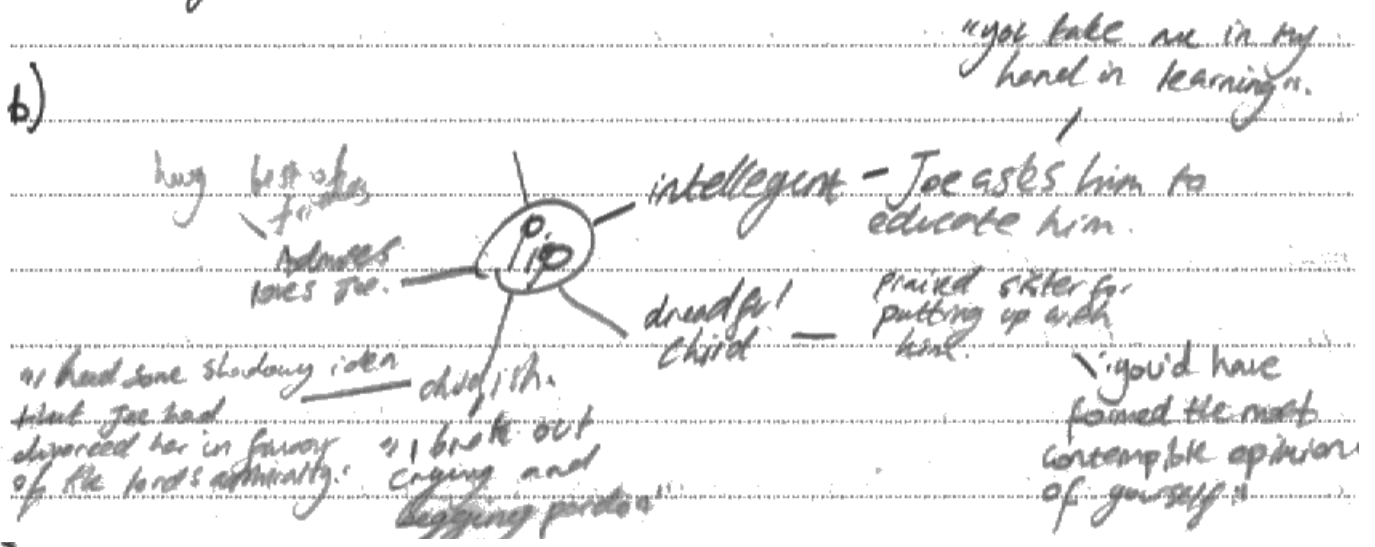
relationship that the two have developed; probably from the mutual aspect of both falling victim to Mrs. Joe's short temper. This shows Joe wants Pip to see him as a companion and best friend, whom he can confide in and love and trust, rather than a father figure who in 19<sup>th</sup> century would have not have had a close relationship with his children like Joe has with Pip. This also shows that Joe needs somebody to talk with in the forge other than Mrs Joe as she often swings into uncontrollable rages with Joe ~~the~~ at the recieving end.

We also see a contrast in Joe. As the blacksmith, Joe is extremely strong with a very muscular physique, however inside we see a very soft and caring side to Joe. "bring the poor little child, God bless the poor little child. There's room for him at the forge." This shows Joe's naturally caring and mellow nature which leads Pip to love and admire him so much. This contrast between Joe's character and his appearance shows us that we should not judge people by their exterior as incorrect judgements can be made.

~~Joe~~ Joe is also uneducated. His background of growing up in the country side pursuing a career in manual labour means he never had a <sup>hand</sup> chance of a proper education. "Now when you take <sup>me</sup> in my learning." Shows although he is previously uneducated he has ambitions to learn and better himself even though he is perfectly content at the forge. "meantersay" we often see examples of Joe's lack of education through his vocabulary. He has a limited understanding of words as he cannot read or write and this becomes evident in his speech. ~~However, uneducated~~

~~The~~ Finally, we become aware that Joe invited Mrs. Joe to come and live at the forge with him, but since her arrival the control and authority of the forge has been stripped from him. "given to government. which I meantersay the government of you and myself." This shows although Joe is the owner of the forge and the man of the house, within his relationship Joe is treated like an inadequate child who must be controlled. This shows weakness in Joe as he does not defend himself or Pip against his wife.

b)



B) In this extract of the novel we see different parts to Pip's character through the language used by Dickens.

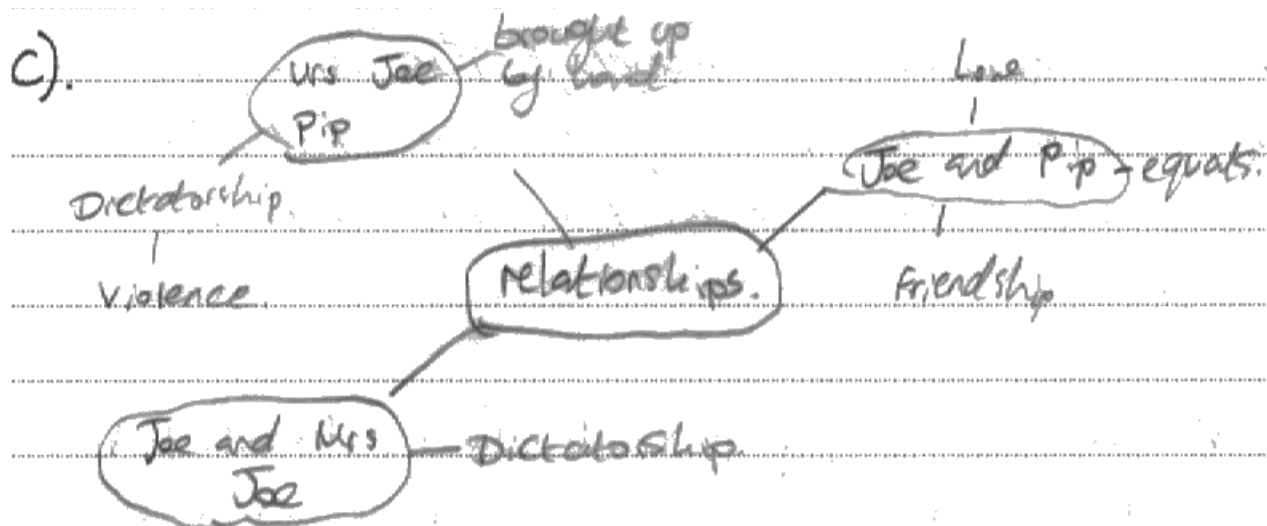
We see that Pip is intelligent as he is beginning to educate his companion Joe. "You take ~~me~~ my hand in ~~teach~~ my learning". This shows in Pip's short life so far he has managed to educate himself to higher levels <sup>than</sup> ~~on~~ Joe. This gap in intelligence also shows why Pip later comes to be discontent with Joe and his humble beginnings.

Also, we find out why Pip is resented by Mrs Joe so much, Pip was a dreadful child who Mrs Joe had chosen to bring up by hard. Joe who shows admiration to Pip even tells him "you'd have formed the most contemptible opinions of yourself." This shows how awful Pip must have been as a child but also shows the formation he has had to turn into a pleasant young child.



Although, we learn Pip is moderately educated. We see that he still has many childish attributes. "I broke out crying and begging pardon." This shows an emotional side to Pip that is often lost by boys in their teenage years. This shows that Pip is yet to mature and that he is still very ~~young~~ much a young child. We also see his immaturity of mind. "I had some shadowy idea that Joe had divorced her in favour of the Lords of the admiralty, or Treasury." This shows Pip lets his imagination spiral into these unrealistic chains of thought which shows he is still very young.

We also learn of Pip's love and admiration towards his best friend Joe. "hugged Joe around the neck... Ever the best of friends." This shows Pip very much loves Joe at this point in the novel and would never predict their parting as Pip still sees Joe as a role model and aspires to work in the forge like him.



c) There are three main relationships explored in the extract. The relationships between Joe and Pip, Joe and Mrs Joe, and Mrs Joe and Pip. These relationships do go on to change later in the novel.

We see first the relationship between Pip and his sister Mrs. Joe. After the death of both of their parents Mrs. Joe raised Pip "by hand." This means clothing, feeding and nursing him however we are aware of Mrs. Joe's temper and in Pip's eyes it means the beatings she gave him for not conforming. This shows that Pip would have feared Mrs. Joe and was not extremely thankful for his upbringing. We also see how Pip is controlled by Mrs. Joe in the forge. Joe describes it as "your sister is given to government." This shows like how a government controls the ruling and laws set for it's people and the punishments chosen for breaking these, this also

applies in the autocratic <sup>Dictatorship</sup> leadership of Mrs Joe in the Gargery house hold.

In complete contrast to this we see the relationship between Pip and his brother in law Joe. As the rules are set to them both by their ruthless leader

Mrs Joe, Pip and Joe are immediately seen as equal. They are both treated the same by Mrs Joe and confide in each other as they both have ~~same~~ <sup>the</sup> same treatment. This is how a loving companionship "ever the best of friends us pip." This shows how much they love, respect and value each other as each one makes the other's life at the forge ~~comfortable~~ bearable. ~~the~~

We also learn about the relationship between ~~Pip~~ Joe and Mrs Joe. After hearing how good Mrs Joe had been in raising Pip by hand Joe had ~~persuaded~~ <sup>persuade</sup> her for her hand in marriage. "at such times as she was willing and ready. This shows that Joe loved Mrs Joe and was eager for her to join him at the forge. This means Mrs Joe must have had some redeeming features that we are not made aware of. Also, at the time the novel was set, it was most common for the man to take charge in marriage; he would earn the money, be looked after by his devoted wife and would have controlled the house hold ~~managing~~

However, in the Gargery marriage this is completely different, there is not even equality in the marriage. Instead, Mrs Joe controls Joe like she does Pip. "Your sister is given to government... which I meantsay the government of you and I." This shows that Joe fears his wife's reaction if she is made aware of Joe's secret education, which shows ~~how unfair~~ <sup>the unbalance</sup> in their relationship.

D) Pip and Estella. At Miss Havisham's we see Pip and Estella meet for the first time. Pip is stunned immediately by her beauty and although she is wicked to him he falls in love with her regardless. She rocks his "thick boots" and "coarse hands" which makes Pip, for the first time, discontent with his upbringing. From this day Estella captures Pip's heart with the ambition to break it and this leads Pip to never forget her ~~one~~ or even let her leave his mind between their meetings.

This relationship is significant because it shows ~~that~~ how love and exterior attraction can lead to complete discontent with ones self and ruin real relationships with mutual love and friendship like Pip and Joe's. This is also the first time that Pip gives himself *Great Expectations* and begins to change for the worse to make Estella fall in love with him as a Gentleman.



### ResultsPlus Examiner Comments

Part (a): This is a comprehensive and discriminating response, which goes beyond expectations (a pun is not intended here). It offers an excellent number of perceptive points and considers matters which reveal much about Joe's character such as education, family relationships and ambitions. It looks in some depth at the contrasts between Jo and Pip at their shared status as victims of Mrs Joe's temper. Ideas are explained and supported with short apt quotations or references. (Band 3, 8 marks)

There is more here than is required for full marks and it seems that time has been spent on this part of the question at the expense of part (d).

Part (b): Again, a perceptive and discriminating response is offered. Many points listed in the indicative content are included here and the answer is fully explained and supported. We are shown that Pip is revealed in the extract as intelligent, but also loving and childish. Quotations are short and well-chosen. (Band 5, 10 marks)

Part (c): Here a detailed exploration of the three relationships presented in the extract is undertaken. The candidate considers each and makes convincing reference to context supported with relevant textual reference. The theme and its significance is clearly understood and thoughtfully explored. All points are well-supported with apt quotation and reference. Clearly, full marks. (Band 5, 10 marks)

Part (d): It seems likely that the candidate ran out of time (and space) here, perhaps because the previous sections were dealt with at such length. A relevant section of the novel has been chosen, that in which Pip and Estella first meet, but not enough close analysis has been included. More detail on the use of language and other devices would be required for a higher mark. There is some insightful explanation of the extract (and what it will lead to) and knowledge about the relationship is clearly demonstrated. Tangential connections are made between the extract and the ways in which its significance is revealed in later parts of the novel. There is confidence in the way that cause and effect are considered. (Band 3, 6 marks)

SPG: The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (3 marks)



### ResultsPlus Examiner Tip

Careful time management is essential.

For the 2015 examination, it is recommended that candidates spend approx 10, 15 and 20 minutes per part, to reflect the weighting of marks.

## Question 7

### SECTION B: DIFFERENT CULTURES AND TRADITIONS

#### Anita and Me

Although not a popular text option, a range of marks was awarded. Question 7 asked candidates to consider the setting of Tollington in the novel. Some interesting ideas were presented, such as the differences in culture and customs, racism and the difficulties experienced by Asian families. There were some who made comparisons between Tollington and India. Others juxtaposed the changing nature of Tollington with the changes Meena was experiencing as she grew up.

This is an example of a 'sound' response.

The setting of Tollington is totally different to where Mr & Mrs Kumar originated from which was India. Meena describes India as being a "dusty village garb" & says that moving to Britain was a huge "culture shock, marooned & misplaced in Wolverhampton". This culture shock affects Mrs Kumar the most as Meena describes as "crying" due to being homesick.

Her homesickness is helped when the the extravagant character of Nanima arrives in Wolverhampton, she is described as "fun" & "loving" & she helps Mrs Kumar settle into England & also teaches Meena her real Indian culture, by teaching her Punjabi.

Tollington in some ways takes away some of Meena's culture at the beginning of the book as ~~it~~ all Meena wants to do is fit in. so she speaks

"the local tongue" & dresses in normal British clothes. All Meena really wants is to become a "wench" & be best friends with Anita Rutter, who is 3 years older than her.

Meena's family are never truly accepted in Tollington as the local people such as Sam Lowbridge are racist during the Kumars two year stay. Other racist incidents such as "paki bashing's" & the Rutter's dog being called "Nigger" occur, these upset Mrs Kumar especially.

The children of Tollington are totally different too traditional Indian girls "Pinky & Baby" who are the daughter's of Auntie Shaila. This in some ways turns Meena against her family & help her grow up faster.



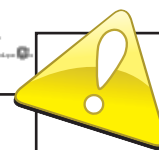
### ResultsPlus Examiner Comments

The candidate draws comparisons between the Kumars' lives in India and Tollington and how the arrival of Nanima helps them to 'settle'. Some reference is made to how Meena wants to become a 'wench' and to fit in by using 'the local tongue'. More specific reference to Tollington and how the area changes would have benefited this response. The response is sound, but not sustained.

AO1: Band 2, 6 marks

AO4: Band 2, 8 marks

SPG: The candidate has met the intermediate performance criteria: 'Candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. (4 marks)



### ResultsPlus Examiner Tip

A short plan would help some candidates keep ideas focused and to generate more ideas.

## Question 8

### Anita and Me

Candidates were asked to explore the theme of 'loss' in the novel. Very few responses were seen, but a range of marks were awarded. Some interesting ideas were presented, such as the loss of the Tollington residents' way of life and how it changed as the area developed. Most candidates concentrated on the loss of Meena's innocence and childhood, Meena's loss of Robert and the loss of friendship with Anita.

This is an example of a Band 1 borderline response.

Loss in the novel Anita and Me, the very sad loss when Meena found out Robert was no longer alive. "My dear Meena, We are sorry to tell you that our dear son Robert left us on the last day of December." She had so much fun in the hospital when she ~~deliberat~~ purposely broke her leg by getting off the horse. They both ~~for~~ communicated with the help of sign language and Meena felt loved by him and thought to herself she had more fun with him even if it was for short time compared to Anita who didn't even visit her when Meena was in the hospital

"To bring your back. I only wrote half of 'em the nice ones mind. Anita did the others"... 'it shows no matter how nice Meena was towards Sam and Anita they were both very mean to Meena. The 'loss' is highlighted here because Anita begins to understand everyone, and she is grown up she knows what Sam and Anita have been saying and how they were never really her friend. She gradually understands everything. ~~and~~



she remembers how Robert was her true friend and how he is better at keeping their friendship than Anita.

There's loss in the novel when the dog Anita owned gets killed. Tracey & Meena are the only who is very sad about it.



### ResultsPlus Examiner Comments

The candidate immediately considers the loss of Robert and goes on to briefly comment on her loss of friendship with Anita. The final paragraph suggests that the candidate ran out of time. The idea of the loss of the dog is briefly mentioned. The response does not contain enough examples.

AO1: Band 1, 4 marks

AO4: Band 1, 5 marks

SPG: The candidate has met the intermediate performance criteria: 'Candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. (4 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 9

### Balzac and the Little Chinese Seamstress

Although not one of the most popular texts, responses to the novel are often very successful.

In this question, candidates were asked to consider the significance of the narrator in the novel. The majority of answers gained marks in the top two bands.

This is an example of a sound response.

The narrator is very important in the novel as he seems to be in the distance almost to everything that is happening. He watches Luo and the little Chinese seamstress fall in love secretly despising it and being extremely jealous. The narrator from the bourgeois class is sent ~~reluctantly~~ reluctantly to Phoenix Mountain for reeducation by Mao Zedong. Throughout the book you can see the love the narrator has for the little Chinese seamstress.

As the narrator tells his story you can often sympathise with him such as when Luo ~~leaves~~ leaves to look after his sick mother and he is left to sort out his her pregnancy. When Luo does leave it is the narrator that carries on reading to the little seamstress and educating her which although he is an aware of it ends up in her leaving them both forever.

The narrator tries to contradict the reeducation process at first with him and Lu using the alarm clock to get over on the headman. This later backfires when both boys lose track of the real time as they try similar to how at first they can they contradict the little seamstress but then lose her.

Throughout the book the narrator shows his pure drive for freedom. By gaining the books from Faw's foreyes lodge he gets some of the freedom he desires. Throughout the book we see him constantly looking for ways to find freedom. Personally I think his personal bit of freedom was educating the seamstress whilst

Lu o was gone. Although she eventually left the boys I think he found a sense of accomplishment from what he had done. As he had set out to modernise her and change her from ~~the~~ ~~her~~ ~~pass~~ her peasant ways and ethics what he had accomplished.

The Narrator shows love and compassion for not only the seamstress but Luo. In the book he often questions and criticizes Luo's fault to such as his fear of heights it is obvious that the narrator looks up to Luo and as it seems almost as though they have a brotherly relationship.

~~I think the Narrator's experience of re-education could be similar to the others.~~

To the little seamstress the Narrator is her way of freedom, as he educates her she realizes the world she is missing.

She becomes more and more interested in what is going on on the other side of the main chain. The

Narrator is her way out. With his education she becomes aware of the world and curious of what is of Phoenix Mountain.

Also the Narrator is Luo's other sense of freedom. To Luo the narrator is a reminder of their life previous to their re-education. As they have been friends since 'boyhood' they can reminisce on their shared

Memories. The Narrator provides companionship and a lot of guidance to Luo and ~~the~~ they keep each other strong through out the ~~time~~ time that they are here.



**ResultsPlus**

**Examiner Comments**

The candidate makes a range of relevant points, but the response is not supported with enough specific examples. Many points are generalised rather than being supported with detail from the novel. There is clearly a sound understanding of the narrator when the candidate discusses the relationships he has with both Luo and the Seamstress.

AO1: Band 2, 6 marks

AO4: band 2, 8 marks

SPG: The candidate has met the intermediate performance criteria: 'Candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. (3 marks)



**ResultsPlus**

**Examiner Tip**

Candidates should locate specific events in the novel where the named character features and use this evidence in their response.

## Question 10

### Balzac and the Little Chinese Seamstress

Although not one of the most popular texts, responses to the novel are often very successful.

In this question, candidates were asked to consider the significance of the cultural customs and beliefs in the novel. This task was the most popular option for candidates.

This following exemplar is an assured response.

Throughout the novel, Chinese customs and beliefs play a significant role. They foreshadow future events and are also a form of symbolism. Firstly, Luo and the narrator are sent to Phoenix Mountain. This mountain is where young intellectuals are sent to be re-educated. However, on the mountain there is a clash between those of the bourgeois class and those of the proletariat class. The aim of the mountain is to have people from both classes re-educated so they support Mao's regime. The mountain, Phoenix of the sky, was "a poetic way of suggesting it's terrifying altitude." The name "Phoenix" was given as only "common birds of the plain could never soar to its peak." The use of the phoenix represents rebirth as in Chinese culture the phoenix is a bird that is re-born from its ashes. This bird symbolises the re-birth of Luo and the narrator. They were sent to the mountain in order to be re-educated which relates to the phoenix as it is as if they are being re-born on the mountain.

one of the things that Luo takes with him to the mountain is his alarm clock. Before his arrival, there "had never been an alarm clock in the village." The fact that it "seized the imagination of the peasants" shows how it was like something foreign to them. As they were "peasants" it was no surprise that they hadn't seen one before as it is likely that they didn't have the money to afford one. Luo and the narrator found work on the mountain tough, so they used the clock to their advantage. In order to sleep longer, they "slid the clock back by one hour" After doing it once, they soon got into the habit of readjusting the time. Depending on how they felt they would adjust the time. However, this had slight consequences as eventually they had "no idea what the time really was." This foreshadows the seamstress leaving at the end as Luo got lost in time, the same way ~~as~~ as the seamstress got lost in the words by Balzac. The alarm clock is also significant as it represents their former lives. They face many hardships on the mountain so the fact that they are so attached to the alarm clock shows how Luo and the narrator still have very fond memories of the past.

Chinese beliefs are also portrayed through the presence of the Ginkgo tree. In the novel it is described as being a "magnificent, towering tree that grows in a secret valley." The words used to describe it show just how prominent it is in Chinese culture. Luo states that himself and the seamstress made "love there, against the trunk." He also says that she dripped blood "onto the leaves scattered beneath (which were shaped like butterfly wings)." In Chinese culture the 'butterfly' represents love and affection. By using it in this scenario, Dai is portraying the love between Luo and the seamstress. Also, the fact that she bled onto the leaves show her maturing. Throughout it's life, a butterfly goes through drastic changes. In this instance, the seamstress bleeding represents ~~her~~ her changing, maturing, with the blood showing her losing her innocence. Later on, Four Eyes drinks Buffalo's blood, showing how he has matured since arriving on the mountain.

During the Chinese Revolution, Mao ordered all books to be burned other than his own "little red-book" as well as books on agriculture and farming. Ironically, Four-eyes who passed his re-education was the one who went against this rule and possessed "western books." Even after it was announced that he was to leave the mountain, he was told by his Mom to "look in the suitcase to make sure no books are



missing." This shows that these books which were banned were important to Four-eyes. The constant mentioning of these books is a way in which Dai Sisi is mocking Communism, and Mao's methods. The fact that they appear so prominently throughout the novel shows that people will never forget their former identity. It also symbolises how reeducation is a failure as Luo and the narrator read these banned books while they are on the mountain.



**ResultsPlus**

**Examiner Comments**

This is a maturely expressed and assured response. The candidate explores in detail a range of relevant points, such as: Phoenix Mountain and the significance of its name; the importance of the alarm clock and the significance of time; the 'gingko tree'; Four Eyes drinking the buffalo's blood and concludes with some discussion about 'The Little Red Book'. The social, cultural and historical context is naturally embedded through the examples provided.

AO1: Band 4, 12 marks

AO4: Band 4, 18 marks

SPG: The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (6 marks)



**ResultsPlus**

**Examiner Tip**

Candidates should consider 'how' and 'why' the examples used are significant or important. They should use a range of examples in support of the question from throughout the whole text.

## Question 11

### Heroes

In this question, candidates were asked to consider the significance of Arthur Rivier in the novel. Many thoughtful and sustained responses were seen and candidates had considered the impact of the war on both Arthur and other veterans.

The following is an example of a thorough, thoughtful and sustained response. Despite some repetition, the candidate is beginning to demonstrate an assured understanding, so the marks have been pushed up into Band 4.

Robert Cromier uses language devices to show the significance of Arthur Rivier in the novel. For example, verbs were used to show what he does in the present after the war. 'Slumped against the brick' and Francis initially knows he is 'drunk' to tell the readers that he drinks to ease the pain. During the era of when this was written many veterans became dehumaned and ~~was~~ <sup>were</sup> still experiencing aftershocks of what they saw in the war and Arthur shows it by ~~see~~ <sup>is</sup> one example and that <sup>(becoming)</sup> is a alcoholic.

Arthur then replies by saying that 'Nobody talks about the war' as he shouts Francis with 'bloodshot eyes' to emphasise how he was badly affected by the war and ~~to~~ <sup>he</sup> shows us a glimpse of the bad side of joining the war and the regret of enlisting for the army.

Arthur then cries by saying 'I want to talk about it, my war' to show the pain he has been suppressing inside and the ~~truth~~ <sup>truth</sup> behind the 'Silver Star' and becoming heroes

in Frenchtown. Many men felt helpless after coming back from the war and were confused to whether they should call themselves heroes and earning praises when they were 'scared' as Arthur responds, 'Everybody was scared' to show the importance and the truth of what their real belief was off the war.

Furthermore, Arthur Rivier mocks the noun 'Heroes' by saying it in a voice sharp and bitter to emphasise his hatred of hearing it. For example, he explains they 'werent heroes' but 'only the boys of Frenchtown'.

This links back to the many young students who forged their identity to fight in the war and defend their country. However, many young men enlisted and showed desperation and passion of enlisting to think that in the end they will become 'Heroes' and be praised by everyone. However, they once they return nobody felt safe and some men continue to hide the negative side and act as if: ~~the war was~~ ~~breagng~~ and being in the war was ~~insignif~~ not significantly horrifying <sup>but</sup> ~~what~~ ~~others~~ show their cowardness in the dark alone and remind themselves that they 'werent heroes' but they 'wee only there' which links back to the idea of the scared young

men who fought for their country but never felt proud about returning as they know that the purpose of going to war ~~to~~ was to kill someone and not being heroes. This contradicts with the religious perspective of many young men at the time - Francis grew up in a Catholic and religious society and ~~was~~ there are possibilities that some men were pacifists and did not want to go to war but was allegedly forced by other people. This tells us that religion ~~which~~ was not considered significant anymore ~~and~~ as the ~~World~~ US joined the war after the attack of 'Pearl Harbor'.

Another example which contradicts with Arthur's heroic side is when they were in the St. Jude's Social club drinking and praising the men who went to war and ~~to~~ <sup>earned</sup> ~~earned~~ the a silver star medal. For example, they mentioned that the 'heroes in the scrapbook' should be praised. ~~and~~

Arthur ~~he~~ suddenly recognized Francis and was about to introduce him to the other men ~~however~~ for all his efforts however, Francis suddenly grabbed him and said not to. He responds by saying 'you earned the right not to talk'. The

verb 'earned' relates to the fact that Francis earned a silver star for saving his platoon and falling in the grenade. Arthur shows respect to Francis as they both could personally relate to ~~see~~ one another - young men of Fenchtown who had no heroic capabilities.

In conclusion, Arthur the River is significantly important in the novel as he portrays the character of the many veterans who felt hopeless at the time of the war. Robert O'Connell purposely intended to describe the war as ~~just~~ a horrifying experience to tell the audience that there was ~~nothing~~ joyful about it. This causes a global ~~of~~ audience ~~back~~ in many generations as ~~everyone~~ ~~be~~ everyone had a part to play and can relate to the war as we all have connections.



## ResultsPlus

Examiner Comments

The response discusses the presentation of Arthur Rivier in *Heroes*. The candidate establishes a clear focus from the opening of the response and explores Rivier's 'significance in the novel'. Reference is made to how he is a veteran of the war and a 'drunk' and the candidate explains how the impact of war has scarred Arthur Rivier and driven him to drink to 'ease the pain'.

Throughout the response the candidate explores the context of the novel, its setting after the war and how Arthur is 'badly affected' by his experiences as a soldier. The candidate also considers how Cormier uses Arthur to 'show the pain he has been suppressing' following his experiences. The response is sustained throughout and close references to the text are made frequently and securely. At the start of page three, the candidate does begin to briefly lose focus and the response becomes more general, discussing the impact of war on the men in Frenchtown and discusses the theme of what it is to be a 'hero'. However at the bottom of page three the candidate does return to the main focus of the question – Arthur Rivier. A number of key areas of the novel are explored including Arthur's relationship with Francis and how he shows him 'respect'; his attitude to war and thoughts on being a hero. At times the response is a little repetitive, however context is clearly integrated throughout and the candidate was awarded marks in Band 4.

AO1: Band 4, 11 marks

AO4: Band 4, 16 marks

SPG: 5 marks

SPG: The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (5 marks)



## ResultsPlus

Examiner Tip

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

## Question 12

### Heroes

In this question, candidates were asked to consider the significance of appearances in the novel. This was the more popular of the two questions. Many candidates considered Francis's physical appearance and explored how the appearance of Larry LaSalle was deceptive. Some considered Nicole's appearance and compared her changing appearance from the beginning of the novel and at the end.

This is a sound response.

In the novel Cormier talks about the significance of appearances in the novel; "the war is over and I have no face". This gives a very dramatic first appearance of Francis; "I wear a scarf that covers the lower part of my face" this shows that he is very disgusted and embarrassed by his appearance that he doesn't want to show his face. ~~It~~

Everyone called Francis a hero "You're a big hero, he said. A Silver Star hero". This may make Francis look like a good person however he didn't look what people appeared him to be because he "wanted to die" in the war not save his fellow soldiers. ~~He~~

Nicole Renard was seen as a good catholic and was pure "The pale purity of her face reminded me of the statue of St Thérèse" this is how she was described by Cormier, she was seen as an angel to Francis. "For another long moment she stared at me, mouth still agape" at this moment Nicole had been raped which completely changed ~~her~~ her appearance to people because she has lost her purity and it

has destroyed her. Larry LaSalle 'was' described as a 'good person that helped at the wreck centre with young people so he was seen as a good person, ~~and~~ he was also described as ~~being~~ a "dazzling movie star" which built him up to be this important person; 'This appearance is then taken away when he then rapes Nicole and is seen as a horrible person. The war Francis was involved in was ~~the~~ ~~the~~ World War II when ~~was~~ the Japanese bombed Pearl Harbour. This lead people to be very patriotic.



### ResultsPlus Examiner Comments

This is a sound response and is a typical Band 2 answer. It is not sustained (hence preventing it from Band 3), but the evidence referred to is better than a Band 1 response.

The candidate considers Francis, Nicole and Larry LaSalle in the response, but the lack of details, examples and development prevent this response from progressing to the higher bands.

AO1: Band 2, 6 marks

AO4: Band 2, 8 marks

SPG: The candidate has met the intermediate performance criteria: 'Candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. (4 marks)



### ResultsPlus Examiner Tip

Candidates should select examples throughout the text and provide as many as possible.



## Question 13

### Of Mice and Men - Candy

Candidates produced a variety of well practised responses on Candy as expected, but as ever some fresh insight was well expressed. As Candy is evident in most sections, candidates had plenty of evidence to choose from. Most successful candidates were selective and developed points in greater depth. Many picked up on his subtle manipulative nature and his more overt penchant for gossip.

One examiner wrote:

"The choice of Candy was an inspired one as candidates were able to comment with sophistication and detailed analysis on the ways in which he was presented. Candidates were impressive in the ways in which they discussed the character thematically. Moreover, they drew effective parallels with other characters such as Crooks, Lennie and Curley's wife. Occasionally candidates drifted into what seemed like a separate history assignment." Centres should recognise that to move away from the text in this way is not a helpful approach, and that contextual comments must be rooted in the actual novella.

This first example is a borderline Band 1 and 2.

Significance	quote
Old means unable to work as well	
Older = less desirable for work	
no hand - Wall Street crash, economy destroyed	pg 62, "I aint much good w/ one hand"

Candy is a significant figure in the novel as he represents the older generation at the time in 1930s America. Since he is the oldest member on the ranch is less desirable in any job as he won't be as efficient or able as a younger worker. We see this when Candy says "I didn't go in there, I aint got the poop no more". The effect this has on the reader is one of sympathy and sorrow as it's showing as you get older you become less able to do anything for people or yourself.

John Steinbeck also uses Candy to show how those who are injured are also less desirable for work on the ranch. When Candy says "I aint much good with on'y one hand. I lost my right hand here on this ranch. That's why they gave me a job Swampin'." Shows that the only reason he still has a job is because of pity, not because he's still wanted. ~~The effect~~ This relates to the ~~set~~ social and historical context as only fit, young, able bodied workers were wanted. The effect this has on the reader is one of fear, the fear that if this had happened to them back in 1930s America would they still be able to survive.

I think that John Steinbeck uses Candy to portray to the older World War One American Soldiers who ~~had~~ had suffered permanent injuries, such as losing body parts. This is because the 1930s was only 9 years away from another war, which those previously injured, would be undesirable or unable to fight ~~in~~ for America. This is shown when

Candy says "I aint much good with one hand" towards the end of Chapter three. The effect of this on the reader is that it will cause them to think about how much harder it must've been to survive the dust bowl with a disability.

Candy is significant in the novel as he represents self pity. This is because he has lost one of his hands and the other reason is because his dog, which he's had all his life, ~~needs to be~~ gets put down (shot) by Carlson in the back of the head. This could also be used to foreshadow Lennie's death at the end of the novel, by George shooting him in the back of the head with the very same gun. The effect this has on the reader causes them to feel pity for Candy as he has lost his lifelong companion as well as a part of himself, physically and emotionally.



### ResultsPlus Examiner Comments

After a brief plan, the candidate provides a sound response to the question. A range of points have been made, but the response is not sustained and more examples would have been of benefit. The candidate identifies that sympathy is created for the character and how he has been injured on the ranch. The final paragraph contains some relevant points about the shooting of his dog and how this foreshadows the shooting of Lennie.

AO1: Band 2, 5 marks

AO4: Band 2, 6 marks

SPG: The candidate has met the intermediate performance criteria: 'Candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. (4 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'.

The following is an example of a full mark response.

Candy is a significant character in the book because he embodies several of the themes displayed in the novel such as discrimination, dreams and friendship.

His friendship with the dog is one of the key features of the book because it shadows Lennie and George's friendship while also displaying his ~~his~~ loneliness. Both the dog and ~~the~~ Candy are crippled in some way; the dog with his age and ~~the~~ Candy with his hand. However they both hold on to each other ~~at~~ through half of the book. Their relationship is ~~is~~ very similar to George and Lennie's in that both have crippled disadvantages. Carlson ~~says~~ offers, in Chapter 3, to shoot the dog to which

Candy refuses adamantly saying "[he's] had the [dog] for too long" He watches after his dog simply because he has no other friend but the dog. ~~For~~ In a similar way, George looks out after Lennie because he ~~can't~~ can't leave him. ~~They are both~~ Both Candy and George are the ones that have companions in the book and both companions end up dead. Due to the fact that this is the 1930s, it was abnormal to travel with

a companion; ~~and~~ it wasn't understood or particularly approved of. The fact that Candy's dog ended up dying getting ~~to~~ rid of shows the harsh reality of friendship ~~at~~ in that time.

~~The difference in~~

~~Candy's dead reaction the dead dog is~~

~~a ~~stunt~~ ~~uncredi~~~~

~~You~~ We

can see that Candy is considerably disturbed by his dog dying as he is silent for a long time. This is unusual for him as he's ~~#~~ one of the most conversational characters in the book.

~~Another~~ ~~read~~

Candy is also a key character because of his reaction to George and Lennie's dreams and

his contribution to it. George and Lennie spend some time discussing their plans for their future and ~~while~~ upon hearing it, Candy's first words in response is, "do you know where's a place like that?" We understand that he's stunned by the concept of <sup>potentially</sup> having a good future. His response shows us that during that time, there was no "rest." There was no "leaving up". ~~The~~ workers migrated from farm to farm until they ~~could~~ had to stop.

Candy's reaction is significant because he gives us insight on the mentality the workers had back then. He tells us that George and Lennie's plans ~~to~~ ~~be~~ were incredulous. It was unusual in that setting.

Candy immediately volunteers to join them. ~~He~~ He tells them that he'll "cook and tend the chickens and hoe the garden". This is a significant contribution to our understanding of the atmosphere in that time and why his volunteering was vital. George and Lennie had now given Candy "permission" to dream they had just solicited a new hope in Candy. Candy's eagerness shows us that

dreams were not encouraged in that time.

One didn't have time to sit idly and fantasize about their future; it was impossible to make it.

Dreams were exactly what they were; dreams.

Unrelated to reality. Candy had the money and the duo had the plans and they could make it. "They looked at one other amazed. This thing they had never really believed in was coming true." This is another reason Candy is important. He was the able to fulfill

George and Lennie's plans. George and Lennie were had planned to wait and save for a long time before getting the farm but Candy's money allows ~~the~~ ~~it~~ them to get their dream much faster. Candy is significant because he furthers the plot, he ~~add~~ contributes a great deal to their dream.

Candy is important for ~~one~~ ~~or~~ one more reason he represents the discriminated weak workers.

He ~~is~~ ~~is~~ is without one hand and he understan the ~~imp~~ the consequences of that. "I got hurt 4 years ago... they'll eat me pretty soon." "Just as soon as I can't swamp out no bunk houses

they've put me ~~so~~ on the country." Candy understands that in the 1930's, there is no place for the weak. His <sup>old</sup> dog is no use for guarding and his loss of ~~his~~ one hand <sup>will</sup> makes him of ~~no~~ use for swamping ~~and~~ working. Candy tells us that the weak are looked down upon. The weak, the abnormal, the broken, they're all discriminated against. When Candy, Lennie and Crooks are in the ~~book~~ Crooks' room, Curley's wife comments, "they left all the weak ones here." Though this is technically true, they're all weak physically or mentally, but there's a negative connotation around it. Candy's ~~dis~~ <sup>is</sup> ~~umped~~ disabled and that is frowned upon. He shows us ~~how~~ how the weak were treated in those times. He shows their prejudice and dismissal that were prevalent in those times.

~~Concluding~~, In conclusion, Candy was a significant character because he personified the main themes of the book and gives us an accurate depiction of life in the 1930's.



This response presents a convincing account of Candy's significance in the novel. The candidate focuses on the question immediately with a concise introduction identifying the line of thought—that Candy is significant "because he embodies several of the themes displayed in the novel such as discrimination, dreams and friendship". The response then examines each theme in relation to Candy.

In the section on "friendship" the candidate marshals abundant textual detail to consider the connections between Candy's relationship with his dog and the relationship between George and Lennie. These links are well made and show an insightful reading of the text and understanding of character. For example, after Carlson has shot Candy's dog the candidate comments on Candy's silence as "unusual for him as he's one of the most conversational characters in the book".

When dealing with the theme of "dreams" in relation to Candy this response is assured in both its understanding of Candy's role in George and Lennie's dream and the awareness of the context of the novel. This is shown by the comments about how Candy's excitement on being part of George and Lennie's plans is accentuated due to the general impoverished situation of migrant workers where the ideas of "rest" and "saving up" were very unusual. This section is marked by mature expression showing a sensitive response to the novel – "[Candy's] volunteering was vital. George and Lennie had now given Candy 'permission' to dream".

The final section of the response examines Candy's significance in relation to "the discriminated weak workers". Again, there is lots of textual evidence given to build connections between Candy and other "weak" characters such as Lennie, Crooks and Curley's wife. The candidate stays focused on the question here and also makes relevant contextual commentary: "the weak, the abnormal, the broken, they're all discriminated against".

This response is assured throughout and in places perceptive. The expression is sophisticated and has a high degree of accuracy. The candidate synthesises text and context to address the question in a thorough and insightful way.

AO1: Band 5, 16 marks

AO4: Band 4, 24 marks

SPG: The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (6 marks)



50-60 minutes should be spent on Section B, including planning and checking of work.

## Question 14

### Of Mice and Men - Outsiders

The theme of outsiders in the novel was an open and engaging task: the responses were highly impressive in many cases. The most successful candidates chose fewer characters and highlighted different aspects of how they had been marginalised and had become outsiders. Weaker responses tended to repeat the same comments on 'strength' and 'weakness' rather than discuss how the author had presented the degree to which they were sidelined or reasons for their disenfranchisement. Many candidates used the film as a visual cue to base their analysis on which was not always a helpful method. The better candidates planned their response (to a greater or lesser extent) and it should be the case that all try to quickly map out their ideas before commencing their response.

There was some tendency to make a justification for all characters to be considered as outsiders, and therefore rather superficial evidence was presented. Most successful responses were more selective and developed points in greater depth.

This first exemplar is a borderline response, which does not include enough information and examples to take it to Band 2.

In the novel John Steinbeck has put in 4 Outsiders who are, Lennie, Candy, Crooks and Curley's wife. We know this because in chapter 4 they were all left behind in Crook's room. Candy represents how old and disabled were treated, Lennie represents the mentally ill, Crooks represents how black people were treated and Curley's wife represents the women. We see how Crooks is treated when Curley's wife says "~~Well~~ Well, you keep your place then, Nigger. I could get you strung up on a tree so ~~easy~~ easy it ain't even funny", the fact she said this so freely shows that it was considered as a normal comment from her. The fact that ~~the~~ Curley's wife is not

named shows how ~~she~~ inferior she is, as every women was meant to be in the shadow of a man she needed no name. Also we see they are all of less important to her as she says "Standin here talkin' to a bunch of bindle stiffs-a nigger an'a dum-dum and a lousy ol' sheep" she knows she can get any of those men into trouble.



### ResultsPlus Examiner Comments

This is an example of a generally sound response. Few points have been made and the candidate does not explore any 'outsider' in great detail. Some brief AO4 points are made.

AO1: Band 1, 4 marks

AO4: Band 1, 5 marks

SPG: The candidate has met the intermediate performance criteria: 'Candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. (3 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 response is provided for reference. It is an example of a full mark script.

In 'Of Mice and Men', heavy value is placed on the idea of outsiders, which makes it significant. The first outsider is Crooks. As a black man, nobody seems to care for him or want him around. The men call him a "nigger" or just "stable buck". It is like he doesn't have a name. Crooks is isolated and sleeps alone in "a little shed that leaned off the wall of the barn". This shows the racial segregation that truly went on in 1930s America - coloured people were seen as lesser beings. <sup>The</sup> This reader can see that Crooks is isolated because he is black, and also due to his intellect. Inside his bunk, Crooks has "a few dirty books" which shows he, unlike many other men at the time, was educated. Steinbeck portrays Crooks as an outsider due to these things which is significant because Crooks is the only one treated this way due to race.

Another outsider is Curley's wife. She is discriminated against for her gender and spends her days alone in her house, waiting for Curley. As well as this, her reputation at the ranch makes her an outsider because she is very promiscuous. When she appeared at the bunk house, she "leaned against the door frame so that her body was thrown forward". She was also "heavily made up" which led to the others calling her a "tramp". Curley's wife is constantly appearing to

'look for Curley' but it truly just seems like she needs to talk to someone. As a woman, she is expected to do as Curley said, and is, as women were in the 1930s, objectified by Curley. The reader can see she is an outsider due to her gender, and this makes her lonely and bitter. This is significant as Curley's wife is an outsider simply due to her gender; she can't help it.

As well as this, Curley is something of an outsider. He is not isolated but due to his anger, the men dislike him. As a small man, Curley seems to use his temper to intimidate people, which doesn't make them respect him. George calls him "that Curley bastard" and when Curley attacks Lennie, the men are on Lennie's side; Slim calls Curley a "dirty rat". Curley is an outsider because he treats people badly and has no respect for anyone, yet demands it for himself. This is significant because <sup>the other</sup> ~~Curley's~~ men see Curley as an outsider due to his actions. On this occasion, Steinbeck has made it so that Curley is responsible for his being an outsider.

A factor that can lead someone to become an outsider is mental maturity. This is why Lennie is an outsider in a way; he doesn't really understand the

world. The men like Lennie and he is accepted but he seems to be in his own world all of the time. Lennie constantly wants George to talk "about the rabbits". He makes big deals over small things like ketchup, as a child would. George often gets annoyed with Lennie and calls him a "crazy fool". Lennie is truly <sup>kind</sup> nice and tries to please George, but his lack of understanding means that he doesn't really fit in with the other men. This makes him an outsider which is significant as although Lennie appears to fit in on the outside, he doesn't on the inside. Steinbeck has showed that looks can be misleading, but Lennie is at the ranch trying to fit in because the alternative in the 1930s was being locked up in a mental hospital forever.

Outsiders are also significant because even George is an outsider somewhat. He does fit in well at the ranch and has no problems, but he is constantly travelling because of Lennie. George is never anywhere long enough to really belong, which is why he could be classed as an outsider. George shows his frustration by saying to Lennie: "You can't keep a job and you love me ever' job I get". This outburst shows his deep resentment for what he has to put up with. George

does care about Lennie, but Lennie's actions have made George an outsider, which has had an effect on him and made him want to just settle down. This could have influenced George's decision to kill Lennie at the end of the novel; this is significant because George goes to this extreme length so as to finally not be an outsider in the ranch.

Finally, Candy is an outsider. He is an outsider due to his age and disability, which make him feel useless. He confides in George that he "ain't much good with o'ny one hand" and this worries him - will he be replaced? Candy has nowhere else to go and this makes him eager to become a part of George and Lennie's dream. He is desperate because he doesn't want to be alone. The other men seem to like Candy but don't really respect him much. Carlson practically bullies Candy into ~~letting~~ letting him shoot Candy's dog. Left with no companion, Candy is alone. He is not a strong worker like the other men and the reader can tell he feels helpless. In the 1930s, if you were fired, you'd have to just get another job. For Candy, this would not be possible. He would be

doomed to being an outsider forever. The idea of outsiders is significant here because Candy is already an outsider due to his age and disability, but that is nothing compared to what could happen if he were fired.

Overall, the idea of outsiders in 'Of Mice and Men' is very significant. People were outsiders due to things they had no control of, like age or race, and some were outsiders due to their actions, such as Curley. This relates to the social historical context of the novel. In 1930, it was hard to fit in. Women and coloured people were seen as lesser beings and it was hard to make your way in the world thanks to the Great Depression, which made life exceedingly hard for workers in America. Most people are outsiders in some way for things they have no control over, which Steinbeck showed through his characters. Outsiders are significant in this book because they are everywhere and cannot do much about it, as people couldn't in 1930s America. Times advance, but outsiders always remain, which is what I think Steinbeck is trying to say.





## ResultsPlus

Examiner Comments

The points made are often perceptive and the candidate uses a wide range of evidence to support the points made throughout the response. The candidate has written almost 5 pages of focused and sustained analysis including a focus on the expected characters: Crooks, Candy, Lennie and Curley's wife but also a perceptive commentary on George and Curley. The inclusion of such characters sets the response apart from the majority of responses.

The candidate makes sophisticated reference to the writer's craft and Steinbeck's intentions. There are integrated references to significant contexts, demonstrating a perceptive understanding of the theme of "outsiders" in 1930s America. The candidate has a fluent style, with a confident, assured vocabulary and mature expression. Short, relevant, embedded quotations add to the overall finesse of the response. This candidate has clearly engaged with the text and responds in a personal, convincing manner. Technically, the candidate spells and punctuates consistently accurately throughout and demonstrates a high command of the English language. This is a thoughtful and intelligent response.

AO1: Band 5, 16 marks

AO4: Band 5, 24 marks

SPG: The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (6 marks)



## ResultsPlus

Examiner Tip

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

## Question 15

### Rani and Sukh

Candidates were asked to consider the significance of Billah Bains in the novel. Some excellent responses were seen and a full range of marks was awarded. Many candidates explored the events in the Punjab and how they impacted upon the lives of Rani and Sukh.

One problem that arose was that several candidates only referred to an extract rather than referring to the whole novel. This often hindered the progression of marks into the higher bands as the responses lacked enough examples.

This is an example of an assured response.

Billah Bains is ~~is~~ a significant character in the novel, because he has ~~an~~ a secret relationship with Kulwant. For example, "Then we will run away my love". Here Billah is telling Kulwant how much he loves her even though he knows their relationship should not be happening. Also, in the extract Billah knows that he and Kulwant are not meant to be together. For example, "If my father finds out about us he will kill you!" This makes Billah a significant character in the novel because he ~~is~~ knows he isn't meant to be with Kulwant but still does, knowing that it could cause feud between the

families. This is because when Kulwant and Billah had an affair it happened in the Punjab, where ~~the~~ people were strict about relationships and had strict expectations.

Billah is also significant in the novel, because Kulwant kills herself for him. For example "Forgive me, my lord and then she fell..." Here Kulwant kills herself and her baby, as she is pregnant, just because her love ~~die~~ Billah died. ~~Minisub no~~, because if she saw her parents again they might have also killed her due to the harsh expectations in the Punjab, because ~~her~~ her family may have thought she ruined their honour. This makes Billah a significant character, because due to him two others lose their lives.

Billah is also a significant character in the novel, because when he dies it causes feud between Rani and Sulehs families. For example, "From the shadows Nimmo watched Billah die." Here Billah is killed only because he had a relationship with Kulwant. This suggests that in the Punjab,

The expectations are too high that even if you fall in love, you could be killed for it. This is shown when Nimmo says "My lord- how did such hatred come from love?" This suggests that Billah is a significant character, because he is the character that shows how strict the Punjabi culture is and how different it is to the modern Western culture.

Billah is also significant in the novel, because it affects the lives of Rani and Suleh as they cannot be together because of him. For example, "They've been fights between our uncles, our cousins- we even go to separate Gurdwaras!" This indicates that both Rani and Suleh's families don't get along because of Billah and indicates that the same may happen to Rani and Suleh if they get found out.

because due to his death Resham accepts Rani and Suleh's relationship as he doesn't want another death. For example, "we are British now and this will not destroy us." Here Suleh's father is saying that he doesn't want his family being destroyed over a relationship, unlike Billah. Here Resham has adapted to the British culture and is no longer supporting the strict Punjabi culture, instead he is accepting what has happened and wants to help Rani and Suleh. This shows how ~~different~~ different the Punjabi and British cultures are because the British culture is less strict and more understanding, whereas the Punjabi culture is a lot more strict.

Billah Baines is also a significant character in the novel because due to his relationship with Leulwant, it causes Suleh to die. For example, "saw his son stagger, still holding onto Rani, and then fell to the floor!" Here Suleh was killed, because he repeated

What Billah did which was to fall in love, and he also ended up dying. If Billah didn't get killed and didn't start a relationship with ~~her~~ Kulwant, it might have changed things for Sukh.

Also because of Sukh's death Rani had to bring up her baby alone because it's dad had died.



### ResultsPlus Examiner Comments

This is a sustained and assured response. The candidate maintains a focus on the question and often begins new paragraphs with some reference to the character's significance. There are points relating to Billah's relationship with Kulwant and how he knew that it was dangerous. There is consideration of the effect on Kulwant when Billah is killed and the resulting family feud. Later, the candidate considers Billah's actions and the impact of these upon Rani and Sukh. Ideas are clearly conveyed and detailed.

AO1: Band 4, 12 marks

AO4: Band 4, 18 marks

SPG: The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (6 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 16

### Rani and Sukh

This question focused on the significance of vengeance in the novel. Again, a full range of marks was awarded and some very detailed responses were provided. Many candidates mentioned *Romeo and Juliet* in their responses and drew similarities between the vengeance and feud between the Bains and Sandhus compared with the Capulets and Montagues.

This is an example of a sound response, working towards Band 3.

Vengeance is significant in Rani and Sukh as it is a key theme in the novel and is one main reason for the family feud between the Bains and the Sandhus.

In the 1960's Meranwali, Billah Bains and Kulwant Sandhu, both from respected families in the Punjab, fall in love and Kulwant becomes pregnant. In Punjabi tradition a female's *izzat* must be protected by her father and he decides who she marries. Kulwant's father was no different when he found out Kulwant was ~~pregnant~~ seeing Billah "Here he is - this thief" <sup>pg 156</sup> Harbhajan seeks vengeance on Billah and kills him in front of his family. This act of vengeance starts the whole family feud that carries on for 40 years, when the same situation happens again but in modern times where vengeance is not so easy.

Rani ~~and~~ Sandhu and Sukh Baines fall in love just like Kulwant and Billah, not knowing that their families hate each other, which they find out about off Sukh's sister, Parvy. Rani's family are strict Punjabs and believe in the traditional Punjab traditions, especially Mohinder Sandhu and Rani's brother Diny, who eventually beat her and lock her in her room when they find she is seeing a boy, but don't know she is pregnant. Diny is disgusted by Rani "Think what you like, you slag!" he says when he tells her she's being locked away.

Diny eventually finds out who Rani is seeing and seeks vengeance on Sukh accompanied by his mates, father and brother. Diny succeeds by killing Sukh, and fuelling the family feud even more, leaving Rani a single mother who moves to New York to start a new life.

The start of the feud (the revenge on Billah) could be seen as the reason for Sukh's death and all the problems that



arose from this, that is why vengeance is so significant in the novel, one act of vengeance created a hatred lasting 40 years before another act of vengeance created even more problems.



## ResultsPlus

### Examiner Comments

In this response, the candidate explains why vengeance is significant in the novel. The background to the feud is explained and how this has resulted in acts of vengeance. The social, cultural and historical context is integrated and relevant to the points made, such as family 'izzat'. There is some narrative, but some relevant points within. The response would have benefited with more specific examples.

AO1: Band 2, 7 marks

AO4: Band 2, 10 marks

SPG: The candidate has met the high performance criteria: 'Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question'. (6 marks)



## ResultsPlus

### Examiner Tip

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

## Question 17

### Riding the Black Cockatoo

With regret, there were no responses for this novel. All of those in this category were for *Of Mice and Men* and candidates had crossed the incorrect box on the examination paper.

## Question 18

### Riding the Black Cockatoo

With regret, there were no responses to this novel. All of those in this category were for *Of Mice and Men* and candidates had crossed the incorrect box on the examination paper.

## Question 19

### To Kill a Mockingbird

The character question focused on Jem. Some excellent responses were presented and usually followed a chronological order through the text. Examples included his childish obsession with 'Boo' to his angry tears of rage after the trial. There were some references to 'his charity to embrace the insect world' to highlight his maturity. There was evidence of some excellent engagement with his character.

The following is an example of a sustained Band 3 response.

The novel *To Kill a Mockingbird* was written in the 1960's but was set in the 1930's. 1930's America in the ~~south~~ southern states <sup>(like Maycomb)</sup> was involved in a lot of racism and a rise in unemployment. Racism was a big issue as it linked in with the Scottsboro case and now <sup>a</sup> group of black men got unjustly accused of raping a white girl. This is just like the Tom Robinson case. The rise in unemployment was also a ~~big~~ <sup>important</sup> issue as the great

Depression left millions of people unemployed Harper Lee wrote the novel in the 1960's which contributes to the civil rights movement. In the novel, Jem's ~~ex~~ experiences leave a significant stamp on the novel and the reader.

In Chapter 11, ~~the narrator~~ Scout narrates on Mrs Dubose, who lived 'two doors up the street' from the Finches and she was 'very old'. Scout describes her as 'vicious' and 'could do nothing to please her.' Mrs Dubose ~~was~~ said what she thought and often made remarks to Jem about Atticus, which ~~is~~ made Jem 'furious'.

One day, Mrs Dubose and the two children, Jem and Scout, got into a argument. Mrs Dubose said 'Not only a fence waiting on table, but one in the courthouse yawning for niggers!' Racism in Maycom.



is sick, therefore she can't be nice all the time. Atticus is helping Jem ~~to~~ understand how other people live. This links to the theme of growing up. Jem turns from being a young boy, to becoming a ~~at~~ understanding gentleman as he learns ~~about~~ about poverty and illness.

Another part of the novel where Jem is significant is ~~the~~ ~~that scene with Tom Robinson~~ when Jem presents courage as ~~he~~ he goes to ~~find~~ ~~the~~ ~~to~~ collect his trousers from the Radley place as the children were messing around, trying to catch a glimpse of Boo Radley. Boo Radley was ~~known~~ known as the 'freak' of the community. So Jem had ~~to~~ to be courageous ~~is~~ when getting his trousers. This is a significant part of the novel ~~and~~ for Jem as

he gets some contact with Boo Radley. We see this as the trousers were tangled up in the fence but as Jem went to collect ~~and~~ them, they were 'folded' across the fence. Like they were expecting me. This shows the first step of communication with Boo Radley and Jem which later ~~leads~~ unfolds to something more important later on in the book.

Jem's experiences in the novel show most of him growing up and understanding racism within Maycomb and now ~~is~~ <sup>someone</sup> not being very nice has more meaningful depth behind it. Atticus also helps Jem become an intelligent young man and Atticus was mostly influential with ~~the~~ Miss Dubose in ~~chapter~~ chapter 11.



## ResultsPlus

### Examiner Comments

In this response, the reader at first is not sure whether this is an answer to Question 19 or 20. It is not until the second page that Jem is mentioned. The response is sustained, although not assured enough for a Band 4. A good range of relevant points has been made, such as when Jem destroys Mrs Dubose's camellias and Jem's courage.

AO1: Band 3, 9 marks

AO4: Band 3, 13 marks

SPG: The candidate has met the intermediate performance criteria: 'Candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. (4 marks)



## ResultsPlus

### Examiner Tip

Candidates should try to avoid providing a background introductory paragraph about the novel and attack the question directly.

## Question 20

### To Kill a Mockingbird

The theme question asked candidates to consider the significance of prejudice in the novel.

This question was a popular choice and, as one examiner commented 'one candidates must have been longing for'. Most responses contained sound textual evidence, although some textual knowledge could have been more selective. There were examples of prejudice between the sexes as well as examples from Mrs Merriweather, and the prejudice towards Tom Robinson.

The following is an example of an assured, Band 4 response.

Harper Lee writes in 1930s America and bases her novel on the same time, where prejudice and racism were common.

When Jess and Scout go to Calpurnia's church with her, they find out that most of the black people can't read. This shows prejudice as it makes the reader aware that black and white people have very different lives in terms of education, as they would have been segregated at the time, so black and white people would either go to different schools, or black people wouldn't go to school. When Calpurnia says 'They can't read', it shocks Jess and Scout greatly as Scout responds by saying 'Can't read?', 'All those folks?'. This shows Scout's innocence as she is not exactly aware of how much prejudice there was towards ~~men~~ and ~~black~~ black people, although she was literate, as were many of the people around her like Atticus, Jess, Scout, Calpurnia and Dill, in a time when many people weren't.

Prejudice is also significant in the novel when Dill ~~is~~ comes out of the trial crying, as Scout says to him 'he's just a Negro.' This shows that although Scout is too young to properly understand the idea of prejudice, ~~she~~ ~~and~~ ~~the~~ she still considers black people to be ~~is~~ lesser than white people. This is shown by the word 'just' as she says it as though black people don't really matter, therefore showing prejudice. However, when Dill responds to Scout saying 'he's just a Negro' by saying 'I don't care one speck. It ain't right', it shows that not everyone feels prejudice towards black people.



~~the end~~ At the end of the trial, when Atticus is making his final speech, prejudice is significant because he ~~knows~~ knows that Tom Robinson is at a huge disadvantage because of his colour as Atticus says 'in our courts all men are created equal', showing that he wants the jury to ~~they~~ consider Tom Robinson equal, although he knows that it is unlikely that they will do so. At the end of his speech, when he says 'In the name of God, believe him' to himself rather than to the court, showing that he is very aware that the jury is likely to find him guilty based on his skin colour alone. This is because at the time of Harper Lee's 'To Kill a Mockingbird' in, in 1930s America, it was common for black ~~people~~ men to be found guilty of assaulting white women without any actual evidence. This was a ~~result of the~~ result of the racism and prejudice around in ~~1930s~~ 1930s America.

Another part of the novel ~~is~~ in which prejudice is shown to be very significant is ~~at the very beginning of~~ when Jem, Scout and Dill go up onto the balcony in the court house with Reverend Sykes. Prejudice is present as soon as they go up as Lee writes 'Four Negroes rose and gave us their front-row seats.' This shows prejudice because the 'Negroes' felt ~~it was~~ that it was necessary for them to give ~~up~~ up their front row seats to them, most likely simply because they were white. Also, in Scout's narration she calls it 'the 'Coloured balcony', showing prejudice because of the segregation as, similar to the ~~First Purchase Church~~, ~~where~~ First Purchase Church, ~~where~~ there is a lot of segregation between black and white people, which shows prejudice towards black people as they are not allowed to go to places where white people go, such as ~~the~~ when Lula says 'they got their church, we got our'n'.

This is an example of the segregation ~~at a~~ in 1930s America, as black people were made to go to separate churches, schools, train carriages, theatres and even use back doors, which is shown in the novel when Calpurnia goes to ~~the~~ the Radley Place to warn them about Tim Johnson. ~~Scout~~ Scout says 'She's supposed to go around in back', meaning that black people have to use back doors, once again showing segregation and therefore prejudice towards ~~black~~ ~~people~~ black people.

In conclusion, I think that prejudice is a very important and significant part of the novel, as it shows the extent to which people were racist to black people and how much segregation there was, which relates to what was also going on at the time, in 1930s America.



### ResultsPlus Examiner Comments

This is an assured response. The candidate provides a number of examples, which are supported with textual evidence and AO4 contextual consideration.

There are relevant textual references to the significance of prejudice, such as the social inequality suggested by individuals giving up their seats, and the attitudes of Scout and Dill towards the trial. The candidate's exploration of Scout's use of "just", for example, is detailed and well developed.

The selection of pertinent material displays an assured understanding of the theme of prejudice. The candidate explores a range of events and their implications, and is able to link these effectively to the novel's context. The answer falls in the middle of Band 4.

The expression is assured throughout, and spelling is generally accurate although there are some minimal errors.

AO1: Band 4, 12 marks

AO4: Band 4, 18 marks

SPG: The candidate has met the intermediate performance criteria: 'Candidates spell, punctuate and use the rules of grammar with some accuracy and general control of meaning in the context of the demands of the question'. (4 marks)



### ResultsPlus Examiner Tip

Candidates need to be reminded to check their responses for spelling, punctuation and grammar.

## Section A

The responses placed in 'Section A' are those where candidates did not identify which question they were answering for examiners to mark. There were 225 responses where candidates failed to identify which question they were answering - or had crossed more than one box. A reminder to candidates would be very helpful.

## Section B

The responses placed in 'Section B' are those where candidates did not identify which question they were answering for examiners to mark. There were 483 responses where candidates failed to identify which question they were answering - or had crossed more than one box.

Wherever possible, we should like to get this large number of 'unidentified' responses reduced and very much appreciate your help with this through general reminders.

## Paper Summary

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

- for Section A, candidates must support their answers with relevant examples from the extract(s)
- for Section A, Part (d), candidates are required to provide examples from an extract of similar length to the one provided
- candidates should only answer one question from Section A (all parts) and one question from Section B
- candidates should label all parts of Section A clearly
- candidates should check that they have crossed the correct question number
- if a candidate prefers to respond to the Section B question first, they need to do this in the correct area of the answer booklet
- please remind yourselves of the specification changes for the 2015 examinations.

Thank you.

## Grade Boundaries

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

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

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