

Examiners' Report
June 2015

GCSE English Literature 5ET1F 01

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Introduction

The English Literature Foundation Tier (5ET1F) examination consists of two sections and lasts for one hour and forty-five minutes, approximately fifty minutes for each section. The questions on this paper have been designed to enable candidates to show what they can achieve in relation to the detailed study of two texts.

Study of Prose Texts

Section A

One text from the Literary Heritage (the three-part question). There is only one question per text and candidates must answer all three parts of the question. The maximum marks for each section of the question are: part (a) 8 marks; part (b) 12 marks and part (c) 16 marks. In addition, a mark of up to 3 is awarded for spelling, punctuation and grammar. The section carries a total of 39 marks.

Section B

One text from Different Cultures (essay). Candidates provide a response to one of two questions. Three bullet points are included in the question and candidates must address each of them. Assessment Objective 1 carries a maximum of 24 marks and Assessment Objective 4 carries a maximum of 16 marks. In addition, a mark of up to 7 is awarded for spelling, punctuation and grammar. The section carries a total of 47 marks.

General comments

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

Section A comments

Animal Farm remains the most popular option for Section A. 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*.

Some candidates are still not labelling their answers correctly – which often makes it difficult to distinguish which part of the question they are responding too. 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 questions. Candidates did particularly well with the new-style Section A, three-part questions (particularly 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) and (b) and not discussing other parts of the text. Some candidates are still including some social and historical context (such as the Russian Revolution, Stalin and Trotsky for Question 1) in their responses, which is not assessed in Section A of the paper. Most candidates did as was asked and chose a specific extract to discuss for part (c) rather than referring to the whole text (which has been a problem in the past), which has ultimately encouraged them to discuss one area in more detail. In some responses, rather than selecting another part of the text in order to answer part (c), candidates referred to the given extract, this was particularly evident on this Foundation Tier paper.

Some candidates forgot to indicate which question they were answering or they put a cross in the wrong question number box. Centres are urged to remind candidates to check this.

Section B comments

Successful responses were those that had developed some ideas, showed a sound understanding of the novel and kept a sharp focus on the question. *Of Mice and Men* remains the most popular option.

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

Fewer candidates are writing their Section B response in the Section A answer space. Centres are thanked for reminding candidates to respond in the correct area of the answer booklet and are asked to continue doing so. Candidates' understanding of the rubrics of the examination continues to improve.

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

SECTION A: LITERARY HERITAGE

Question 1

Animal Farm

As expected, there was a great range of answers for Question 1 – some candidates were determined to mention the Russian Revolution, although not totally appropriate to the question and, of course, AO4 is not assessed in this section of the paper. Candidates who achieved high marks for this question allocated time and wrote sufficiently to answer the three parts of the question. Many candidates did best answering part (a) and those who did well wrote at least three clear points about Snowball with reference to the text. Candidates who did well on part (b) commented on a range of quotes and examples about the language used to describe the battle. In many cases candidates made a good start, but were limited by writing too few points. For part (c) successful candidates demonstrated a good understanding of leadership in other parts of the novel, linking in description of characters and events as a way of supporting explanations of leadership. Quite a few responses to (c) wrote about leadership in the extract, rather than another part of the book – they had obviously read the first part of the question when it says: 'In the extract, Snowball is presented as a leader', but not gone on to read the following sentence. The beginning of the book and Major's speech was a very popular choice for this question.

Some examiners' comments include:

Part (a) Most candidates attempted this question and on the whole it was generally answered well. However, a lot of time was wasted in some cases on unnecessary information or writing three pages. Another common mistake was that some answers listed responses that were taken from other sections of the book, but on the whole there were a range of sound responses.

Part (b) Many responses were generally sound or sound. In some cases there was clear understanding of the term with some scoring maximum marks. Another common practice was to choose the relevant quotes but with little understanding of how they suited the question; in some cases candidates referred to factors outside the extract.

Part (c) Candidates mostly used relevant textual information to show their understanding of leadership in another part of the novel. They mainly wrote about Old Major and Snowball with a few attempting, in some cases successfully, a look at Benjamin, Boxer and Napoleon. They were also able to discuss different types of leadership.

On the whole most candidates found the questions quite accessible. There was a reduction in the number of blank scripts. In some cases, candidates wrote about more than one of the extract questions in Section A and ended up not having time to move on to Section B. For instance, some candidates answered parts (a) and (b) to questions 1, 2 and 3.

The first *Animal Farm* example demonstrates a mostly sound understanding of the novel.

SECTION A: LITERARY HERITAGE

You must answer ONE question from SECTION A.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2
 Question 3 Question 4
 Question 5 Question 6

① 10m

From the extract taken from Chapter 4 we can see that the character of Snowball was well respected, prepared for battle and was also very smart.

We can see that Snowball's character was well respected and that the other animals listened to him and trusted him. "He gave his orders quickly, and in a couple of minutes every animal was at his post" this shows that the animals were eager to listen to Snowball. The character of Snowball was military style, "Snowball launched his first attack" and "was in charge of defensive operations. The character of Snowball also showed bravery

through by getting shot and "flung his fifteen stone against Jones's legs".

Finally, the character of Snowball was very smart.

"Studied an old book of Julius Caesar's Campaigns"

This shows that he could read, unlike many of the other animals so this also gained him respect.

B) In the extract, the writer (George Orwell) uses language to describe the battle. "Suddenly emerged" and "without halting for an instant"

The ~~was~~ language used in the third paragraph shows that the battle was quick and happened very fast. The writer also uses language to describe the order that Snowball had created to battle "Snowball had intended" and "gave a signal for charge". The words "intended" and "signal" show that the

animals have a plan and were ready to battle.

The writer also used language such as "muted", "pecked viciously" and "butted" to show the organised movements of the animals.

~~This shows~~ ↗

C) In the novel, the writer ~~use~~ presents leadership through Boxer the horse. Boxer is shown to be a leader / present leadership in chapter IX (page 81) as "Boxer refused to take even a day off work" although his "Spur hoof was a long time in healing" This shows leadership as ~~se~~ Boxer was setting an example of how ~~the pigs~~ the pigs wanted people to work. "~~Boxer~~ he had (he Boxer had "Only one real ambition left" ~~to see the windmill and that was to see the windmill done/ started well~~" before he reached the age of retirement." This shows leadership

as many animals were fond of Boxer and felt motivated to get the windmill built for Boxer.

"After his hoof healed up Boxer worked harder than ever" this shows leadership as Boxer was working hard after an injury, so he set an example to the other animals. "Boxer never faltered" and as one of the oldest animals on the farm this showed his leadership as the other animals felt encouraged to work as hard as him.

Boxer presented leadership in the novel by repeating "Napoleon is always right" and "I will work harder" This shows leadership as Boxer was ~~prom~~ promoting hard work and the animals ideas.



Part (a) In this response there is a clear focus on the question and three main character traits are identified: 'respected', 'ready for battle' and 'very smart' in the first paragraph. The candidate develops the response by offering an interpretation with the 'animals listened' and 'trusted' Snowball, using PEE. An interesting point is made, linking the 'military style' with Snowball's bravery and there is clear referencing to the text with the use of embedded quotations on a number of occasions. Further development is seen through mentioning 'bravery' and reference to Snowball's intelligence shown through his ability to read. The candidate has covered a number of points in sufficient detail to be awarded Band 3, 8 marks.

Part (b) The candidate starts well, using PEE. A number of relevant examples are given with some explanation referring to a sequencing of events. But there is a lack of development as points are not always fully explored. Towards the end of the response clear reference is made to the effective choice of words used by Orwell: 'muted', 'pecked viciously' and 'butted' though here again the candidate does not develop an explanation as to the effect achieved by such descriptive vocabulary. The lack of development has led to the response being considered 'generally sound' and hence awarded Band 4, 9 marks.

Part (c) In this response the candidate has chosen a relevant extract to comment on. The answer begins well with several PEEs considering the leadership of 'Boxer' and there is focus on the question with Boxer 'setting an example'. The answer is a little repetitive in places, particularly the latter part of response, even though there is development with reference to Boxer's 'one real ambition left'. Further valid commentary is made with Boxer 'promoting hard work and the animal ideals'. Overall, the response does show a sound understanding of leadership demonstrated elsewhere in the novel. Band 5, 14 marks.

SPG for part (c) is Level 3 with 3 marks. There is accurate use of capital letters, full stops, quotation marks and parenthetical brackets.

Total: 34 marks



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

This second example demonstrates some understanding for parts (a) and (b), but there is a basic response for part (c).

SECTION A: LITERARY HERITAGE

You must answer ONE question from SECTION A.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2
 Question 3 Question 4
 Question 5 Question 6

In this extract you can see that Snowball is a good strong leader and has good control of the animals in the farm. Snowball is a good leader as every one listens to him when he gives an order for example gave orders quickly and in a couple of minutes every animal was by his side. This shows every one listens to him and he has respect on the farm. The ~~us~~ animals look at Snowball as a good leader you can see in this extract that Snowball tells the other animals what to do many of ~~the animals~~ know Snowball also has respect for the other animals on the farm. Snowball is has courage and is a powerful animal he also is a leader as he has full control over the attack on the farm. He also a character who ~~does~~ give up on a fight which he shows also it shows he a order Animal and has everything planned for example. Just as Snowball wanted and every attack what to plan.

The writer uses language in this extract ~~well~~ ^{very} well for example it says that pecked viciously this gives the reader a good image of the attack he uses different words to show different attack senses of different animals to the reader can see and understand different animals attacks the writer language is used effectively in how he describes the battle for example he creates images and makes you feel like you're in the battle he uses many different words to attract you like suddenly emerged this makes you want to continue reading to find out what's going to happen he makes you want to know more and to carry on reading he uses powerful words to show and create images and to draw the reader in.

Leadership in the other part of the novel is when all the animals gather up in the barn for the old major as all stop and listen to what he had to say



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Examiner Comments

Part (a) Although there are no direct quotations used after the first point 'good, strong leader...has control of the animals', the candidate does refer to the extract. The response tends to be a little repetitive in places and the second point is rather vague, lacking focus. There are no specific quotations, but reasonable reference to the extract is made in places, such as 'everyone listens to him', 'Snowball has courage' and is 'a powerful animal'. The comment suggesting Snowball has 'respect' for the other animals would benefit from more detailed exploration. Overall this response demonstrates a generally sound understanding and hence was awarded Band 2, 5 marks.

Part (b) The candidate includes two direct quotations 'pecked viciously' and 'suddenly emerged'. There is some attempt at linking these ideas to imagery. Even though there are 'some' relevant points, as these are a little vague and require closer analysis the candidate has been awarded Band 3, 6 marks.

Part (c) This very brief response includes a basic point and the candidate has selected a relevant passage which is rewardable. However, due to its brevity and lack of development the response can only be awarded Band 1, 2 marks.

SPG for part (c) is 'just' into low Level 2 with 2 marks. There is reasonably sound spelling but a lack of punctuation.

Total: 15 marks



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Examiner Tip

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

This third example is a response that demonstrates a generally sound understanding of the novel.

SECTION A: LITERARY HERITAGE

You must answer ONE question from SECTION A.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 1** **Question 2**
 Question 3 **Question 4**
 Question 5 **Question 6**

From reading the extract taken from the book 'Animal Farm' we can learn a little bit about what Snowball is like. The second sentence in the first paragraph straight away tells us Snowballs roll as an animal on the farm, "He gave his orders quickly, and in a couple of minutes every animal was at his post". This tells us that Snowball is quite a bossy character already, however the other animal members don't actually mind this because they do as Snowball says straight away. The extract is giving us the impression that its animals versus human (which is correct) and that's what the book is about. The animals all started to dislike the farm owner Mr. Jones since the night he came home, drunk, and then forgot to feed all of the animals. They felt as if they wasn't being looked after and this carried on ever since. So They

all decided that this all needed to be changed and Mr Jones needed to learn his lesson. The animals met up in the barn one night and ~~talked~~ spoke about what needed to be done about this. Snowball took to this and straight away became 'leader'. Snowball comes across as a bossy but caring character who only wants the best for his fellow friends. We can see this is true from the quote towards the end of paragraph three in the extract "This is just what Snowball had intended. He knew what he was doing, he had big intentions and just wanted to protect his home. The battle between the animals and humans took place and Snowball launched his attacks (towards the humans) and because Snowball was leader, the rest of the farm ~~others~~ followed in his foot steps. We know that this happens from the quote "With Snowball ahead of them, rushed forward and prodded and butted the men from every

Side" the word 'them' ~~is~~ from "Snowball ahead of them" tells us they followed behind. The writer uses words like 'dashed' 'raised his gun and fired' to make it sound a lot bigger and more violent however it describes the battle very well.

The writer also uses ~~is~~ language to make you feel sorry for the animals this quote especially "The pellets scored bloody streaks along Snowball's back" This is emotional language used to make you deeply think into the story and how the animals must be feeling. They were treated very poorly.

© (Section A continued)

In the extract, Snowball is presented as a leader straight away because of his attitude towards the other members. From reading the full book we already know that the other animals (except Napoleon) think that the pigs are the smartest animals on the farm so this gave Snowball even more reason to be leader of the animals.

However, leadership comes up again during the book with the owner of the farm Mr. Jones because he is in charge of the animals. So even though Snowball ~~may~~ might be leader of the animals, Mr. Jones is the leader of the entire farm. In chapter one of the book we learn a bit about who Mr. Jones is and a quote in particular stuck out for me and that was "It had been agreed that they should all meet in the big barn as soon as Mr. Jones was safely out of the way." Are the animals scared of Mr. Jones? Or is it because they are aware of the amount of power he has over the

animals already? Further along in Chapter one is a speech given.

"Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals". In my opinion this shows just how much power and leadership Mr Jones has, but the animals don't understand. Even though he doesn't do anything helpful like the animals, he is lord of them all.



Part (a) Although the response is rather narrative in approach there are some tangential ideas that can be rewarded. Even though not much evidence has been included in the response, there are some relevant examples, such as 'bossy'. There is some evaluation where the candidate suggests the other animals do not mind Snowball giving orders as they do as he says 'straight away'. However, the response does tend to veer out of extract at times and as such this material cannot be considered. There is sufficient relevant rewardable material to allow for Band 2, 5 marks.

Part (b) This language response is generally sound and is stronger than the part (a) character response. The candidate makes reference to key words and phrases 'dashed' and 'raised his gun and fired' and the candidate also shows awareness of audience and effect, referencing 'the pellets scored bloody streaks along Snowball's back', suggesting the reader would feel 'sorry' for the animals. There is use of some point, evidence, explain. Band 4, 10 marks.

Part (c) Although this is a lengthy response the opening preamble does not directly address the question and then is followed by quotations that are unnecessarily long. This has resulted in little linguistic analysis and, as such, shows insufficient depth of analysis and exploration. The candidate takes a while to focus on the question and there is quite a lot of 'padding'. Even so, some generally sound points have been made and the candidate has managed to cover the position of Mr Jones in some measure mentioning both 'power' and 'leadership', though not considering the subtle difference between both. The candidate also distinguishes between Mr Jones as 'the leader of the whole farm', whereas Snowball is just 'leader of the animals' which is insightful, but unfortunately the idea is not explored further. Band 4, 11 marks.

SPG for part (c) Level 2, 2 marks.

Total: 28 marks



Candidates should avoid using very long quotations.

This final example is very brief and basic.

SECTION A: LITERARY HERITAGE

You must answer ONE question from SECTION A.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2
 Question 3 Question 4
 Question 5 Question 6

In chapter 4 Snowball is presented as violent, ~~th~~ this is shown by Snowball launched his first attack when he tells the animals on the farm to do them violent things to the humans to keep them off the farm.

The writer uses strong language to emphasise the imagery. This is shown by ~~light~~ ~~firm~~ ~~strong~~ ~~manoeuvre~~.



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Examiner Comments

Part (a) The candidate considers that Snowball is violent which is supported by the reference 'launched'. This is a relevant point, even though not included in the indicative content in the mark scheme, and hence has been awarded. Although this is a brief, limited response there is a relevant point made and an appropriate example chosen. Band 1, 3 marks.

Part (b) The candidate has scribbled the quotation out and written over the top. A clear point considering the use of 'strong' language has been made. Band 1, 1 mark.

Part (c) No response was given so no marks could be awarded.

No marks were awarded for SPG for part (c) because there was no response.

Total: 4 marks



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Examiner Tip

A mark for SPG can only be awarded if there is a response to part (c) of the question.

Question 2

Dr Jekyll and Mr Hyde

This was the second most popular text for Section A of the paper.

Part (a) Nearly all candidates attempted this question and, on the whole, it was answered well with most candidates referring to the extract to support their comments. In some cases candidates demonstrated little understanding of what 'pace' meant or what it revealed.

Successful candidates picked up on characteristics of Poole, such as his anxiety and loyalty to Jekyll.

Part (b) Candidates mostly used relevant textual information to show their understanding of how the setting is used to show mystery. The responses in most cases were sound or generally sound. Candidates seemed to have been able to write more effectively about the setting than some were able to write about how language was used to describe the battle in *Animal Farm*. Successful candidates commented on the setting, describing things like the moon and the deserted streets.

Part (c) Again, candidates chose from a range of examples with many commenting on the 'incident at the window' or 'the story of the door'. Some were able to select relevant examples but not able to say how it showed suspicion.

Others wrote about fear and picked an extract to describe how characters feel this, such as Jekyll's transformation. Less successful responses were more limited in their scope and description of language and characters.

In this first example, a mostly sound understanding of the novel has been demonstrated.

SECTION A: LITERARY HERITAGE

You must answer ONE question from SECTION A.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number:

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

From this extract I learn that Poole is ~~at~~ anchours and in a hurry to get to where he wants to go. Poole "kept all the way a pace or two ahead". This shows that he wants to get to the house as fast as he can because he doesn't want Hyde to get away from Dr Jekyll's laborty.

Poole is nervous that what ~~heso~~ he suspects is true. "Poole" wiped away, but the moisture of some strangling anguish" This shows that Poole is worried about what is about to happen because Mr Utterson might comgerm that in fact it is not Dr Jekyll in behind the door.

Poole is loyal Logik to his master, Dr Jekyll. Poole says "God grant there be nothing wrong". This shows that Poole is fearful of what could happen to Dr Jekyll because he has been working for him for along time and Poole cares for Dr Jekyll.

2b

The setting is strange and mysterious and abandoned, as if anything could go wrong.

The moon is described as being "pale". The word "pale" is when something is ~~hard~~ varied white and stands out. This shows that the setting is mysterious ~~because~~ because the moon is full and bright which shows that bad things are going to happen because full moons are associated with mystery.

The square is described as being "deserted". ~~The~~ The word "deserted" is where a place is completely empty and nothing is going to happen. This makes the set seem dangerous as it is empty anything ~~could~~ could happen.

The trees are described as "lashing themselves". The ~~personification of the word~~ word "lashing" is where someone violently hits another person or object. The trees being personified in this way makes them dangerous because ~~the trees~~ are given a human characteristic which makes the set of the square seem ~~more~~ dangerous.

20

The section that presents fear is in the story of the ~~be~~ door. In this section we first encounter Mr Hyde trampling ~~over~~ over a little girl in the middle of the street. Mr Englewood is telling the story to Mr Utterson.

The action that Mr Hyde took over the girl was horrific.

The way that Mr Hyde walked over the girl was described as "trampled". The word "trampled" is when a violent person violently walks over something in anger. This means that Mr Hyde did this on purpose as he did it in anger because he is a fearful man.

The child on the floor was described to be "screaming". The word "screaming" is where a child is in distress and needs help. This shows that the child is in pain and agony and is screaming because she is full of fear.

Mr Hyde's body was described as "Juggernaut". The word "Juggernaut" means a person that is huge and is used in war to strike fear in the enemy. This shows

that Mr Hyde was a big, bulky person that struck fear into people ~~be~~ because he was so big. The little girl would have been fear full of him because of his size.



Part (a) The candidate has produced three solid Point/Evidence/Explain paragraphs. A range of points are covered and evidenced with relevant quotations.

The candidate considers that Poole is anxious, nervous, loyal and caring and there is a close focus that shows the question has been at the forefront of their minds. It is difficult to see what more the candidate could have done and so this piece is definitely 'sound' and hits the top of the band. Band 3, 8 marks.

Part (b) The candidate again makes good use of the Point/Evidence/Explain technique. The inclusion of some embedded quotations helps the piece flow well and the candidate provides some close analysis of specific words and this leads to the development of ideas, for example around the 'full moon' in the second paragraph.

Overall there are three main points which are nicely developed and with the exploration of the 'personified' trees in the final paragraphs this piece again hits the criteria for 'sound' and is awarded the top of Band 5. Band 5, 12 marks.

Part (c) This is an apt choice of 'one other' extract from *The Story of the Door*. The Point/Evidence/Explain technique is used with perhaps a little less success in terms of the development of the points. Some relevant examples are included, such as 'trampled' and 'screaming' but there is some repetition. The candidate had perhaps left themselves a little short on time after putting so much effort into parts (a) and (b). That said, this is still a generally sound response that just falls short of being 'sound'. Band 4, 13 marks.

SPG for part (c) - there are some spelling errors but the punctuation is often accurate and so it sits in Band 2 scoring 2 marks.

Total: 35 marks



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

This example demonstrates 'some' understanding of the novel.

SECTION A: LITERARY HERITAGE

You must answer ONE question from SECTION A.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2
 Question 3 Question 4
 Question 5 Question 6

From the extract we learn that Poole is a butler and has gone ^{to} Mr Utterson (the lawyer) for help we also learn that he is worried about his master by the way the text says "Poole, who had kept all the way a pace or two ahead".

This shows that Poole is loyal and worried for his master's health but is also afraid. The extract ^{explains} how Poole's voice is broken and harsh.

The writer uses words such as "It was ~~a~~ ^a ~~cold~~ ^{wildly cold,} a seasonable night of murch with a pale moon laying on her back as though the wind had tilted her" to explain the wind and what the moon looked like he uses these words to get the reader stuck in and wanting to read more.

The writer also uses "The whole servant's, men and women, stood huddled together like a flock of sheep" it explains what the servant's ^{are} doing it also explains that they could be ~~so~~ ^{afraid} scared or cold.

The writer presents fear by using words like wept or hysterical whispering for example "at the sight of Mr Utterson the housemaid broke into hysterical whisperings and the cook crying out 'bless God! it's Mr Utterson'". This shows that the writer by using these words presents fear into the character's and can get the reader hooked into the ~~story~~ ^{story} making them want to read more. The writer even shows how Poole's scared and Mr Utterson by the way Poole says at the maid who was about to whoop but instead calms her down enough for her to be quite.



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Examiner Comments

Part (a) Initially this response may appear basic and is therefore a good indicator of the need for an examiner to read carefully before considering a band. Once dissected it can be seen that this response is more than basic.

There is some re-cap of who is who at the start but this is followed by the one relevant quotation the response contains. The candidate has attempted some evaluation and so taking this into account there is enough to move this response into Band 2 'some'. However, there is insufficient development for marks to move to the top of the band. Band 2, 4 marks.

Part (b) The candidate begins by writing 'with words such as...' and then a relevant but overlong quotation follows. The reader is left with a feeling of disappointment as there is a lack of close analysis of the evidence given; there are several missed opportunities in terms of linguistic terms and towards the latter part of the response the candidate drifts from the setting and becomes a little lost. However, there is 'some' here and after careful unpicking of the response, enough to secure the top of Band 3 and 7 marks.

Part (c) The candidate has used the Point/Evidence/Explain technique here. The opening to the response is a little repetitive but once the candidate settles to their writing there are 'some' relevant points and the candidate has included one relevant quotation. Again, there is insufficient development for the piece to move more securely into Band 3 but there is enough for it to move beyond limited. Band 3, 7 marks.

SPG part (c) - whilst it can be seen that there is inaccurate spelling in this response, on the positive side there is (despite the random appearance of several apostrophes) some accurate punctuation and so this piece falls just into Band 2 and is awarded 2 marks.

Total: 20 marks



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Examiner Tip

Candidates will qualify for marks in a higher band, if they penetrate the extract for as many one or two word examples as possible and avoid using longer quotations.

Question 3

The Hound of the Baskervilles

On the whole, answers in response to this question were successful. Responses to part (a) described Sir Henry's 'weather-beaten' look and some of the clothes and colours he wore. Successful responses to part (b) described mystery and explained how the language contributed to this, including aspects such as the letter. Successful responses to part (c) provided developed explanations of mystery. Popular choices were the mystery of the walking stick and the man on the tor.

The first response provides an example of a mostly limited response. The candidate has not included enough examples in the answers.

SECTION A: LITERARY HERITAGE

You must answer ONE question from SECTION A.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number:

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

a) In this extract we learn Sir Henry is a man that keeps getting threatened by someone, this shows this by the mysterious letter appearing at his door. He is also a kind and joking man, this shows this by ~~has~~ him having a laugh with Mr Holmes and it shows that hes kind because he does not anything wrong and does not deseave whats coming to ~~be~~ him.

b) The writer presents mystery using language in many different ways, for example he describes the book ~~g~~ using colours "it was of common quality, greyish in colour".

The writer also presents mystery in a one word affect 'moor' ~~thi~~ makes you wonder what goes on at the moor.

c) In chapter 1 (Mr Sherlock Holmes) mystery is presented by a stick and Mr Holmes is left there to pick ~~g~~ up the peices.

The stick leads to a person with a dog. It leads to Dr Mortimer which is a ~~be~~ devious game because it later foreshadows his role in the book.



ResultsPlus

Examiner Comments

Part (a) This response is rather generalised and there is only one relevant point that has actually been made. There is the suggestion that Sir Henry is 'threatened', 'kind' and 'joking' but no real evidence or analysis to back this up. This is a 'basic' response that sits at the top of Band 1 and was awarded 3 marks.

Part (b) The candidate makes two very general points with limited use of evidence and no real attempt at developing the response.

The first point lacks any real analysis and there is a limited analysis offered with the ideas about the 'moor'. This lifts the piece just out of basic and into Band 2 with 3 marks.

Part (c) The response is a little confusing on first reading. However, a relevant section has been identified (the walking stick left in Holmes's office). There is evidence of limited explanation but the candidate appears to have confused 'Dr Mortimer' and 'Mr Stapleton'. Overall this response lacks any development and careful unpicking has to be done to lift it out of 'basic' and into 'limited'. Band 2, 4 marks.

SPG for part (c) - the candidate correctly spells 'devious' and 'foreshadowing' (although 'pieces' becomes 'peices') and although there is limited punctuation, there are no major errors and so Band 2 is appropriate and 2 marks are awarded.

Total: 12 marks



ResultsPlus

Examiner Tip

It is always helpful to guide the examiner to the extract selected for part (c), but this should only be brief, as exemplified here.

This second example is mostly a 'generally sound' response.

SECTION A: LITERARY HERITAGE

You must answer ONE question from SECTION A.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2
 Question 3 Question 4
 Question 5 Question 6

3a

Sir Henry is seen and portrayed as a gentleman in the extract, this is shown because he is well presented as he dresses well and his appearance is noticed he spends a lot of time outdoors which may resemble him to be a hard worker which indicates he is a gentleman.

We are also aware from the extract Sir Henry may also be a liked person as he has recently received a letter from an unknown person persuading and warning him not to and to keep away from the moor this shows somebody is looking out for him. As the moor seems to be dangerous.

From the extract we can see Sir Henry is portrayed to be a well liked man if somebody is warning him to stay away from the moor. However this may also mean Sir Henry could be in danger.

3b = In the extract presented resembles mystery for many reasons ~~the~~ one of the reasons shown is because Sir Henry has received a letter from an unknown person which is telling him to keep away from the moor however the verb 'keep' tells him directly to stay away, this peritically verb creates mystery as Sir Henry ~~wonders~~ wonders why the moor is so dangerous.

Another reason why mystery is created is because nobody knew where Sir Henry was staying the language used to tell us this was perceeded ~~to~~ mystery as it says 'there was no possible indication we intended to go to this hotel' this means they wasn't sure they were even staying at this hotel so how would somebody else know Sir Henry was thinking about staying there, the verb intended implies ~~it~~ it wasn't a deffemate chance they were planing on staying here which then creates the mystery of how would someone else know.

After Sir Henry wonders how somebody would know how to find him, the letter was even more of a mystery as ~~the~~ the letter was influencing him not to go near the moor which also created the mystery of why.

From the text provided we can see the theme mystery is permeated within the novel as the language used persuades Sir Henry to keep away from the moor this then makes Sir Henry wonder why which also creates tension.

3c

In the other part of the novel another mystery is also presented as Sir Henry buys a new pair of shoes which then leaves outside which he then later returns to find they have gone missing. This creates a mystery on why would someone take a pair of boots for no reason. This creates the mystery of who did it and why did.

This also creates the mystery of why he left them outside in the first place. It then makes us wonder why he would

then leave a new pair of boots outside.

This later on builds up to more tension as he later on receives a letter this shows or could mean it is a warning as he could be in danger and it is somebody's way of saying be careful or it could also mean he is in danger and who ever is doing it is telling him to watch out.

The Author presents the build up of mystery by making him wonder (sir Henry) think why this is happening to him. As there have been a number of events leading up to this happening which then creates the build up of ~~tension~~ mystery. we are aware something is meaning to make sir Henry wonder why somebody is meaning to make him worried for some reason. which also makes more tension.



Part (a) The candidate makes some relevant points relating to the character of Sir Henry and there is some use of relevant textual reference (this is paraphrased rather than directly quoted). The response becomes a little repetitive in the final paragraph, instead of this repetition a closer analysis of the extract would have benefited the response and helped it move to Band 3. As it is, it sits comfortably at the top of Band 2 with 5 marks.

Part (b) The candidate includes some valid points which focus on 'mystery' and there is a sense that they are really trying to engage with the language through the focus on the importance of the verbs. However, there is little development and the ideas are not always clearly conveyed and instead, as in the second and final paragraph, they are repeated. The lack of examples and close analysis hinders progress. However, taken as a whole a 'generally sound' understanding is demonstrated. Band 4, 9 marks.

Part (c) The candidate identifies a relevant 'other' section of the text - when Sir Henry's boot goes missing. There is some general and vague comment on 'mystery' and Sir Henry 'wondering' without enough close analysis of the chosen extract. In the third paragraph the candidate returns to the named extract and so loses focus. There is limited evaluation and so this piece is restricted to Band 2 with 6 marks.

SPG for part (c) - spelling and punctuation are generally accurate and controlled so 2 marks are awarded.

Total: 22 marks



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

Question 4

Felicia's Journey

Please refer to the Higher Tier report for an example response.

Question 5

Pride and Prejudice

Please refer to the Higher Tier report for an example response.

Question 6

Great Expectations

Candidates who produced successful answers to part (a) commented on Mrs Joe's feared appearance and manner, as well as some of her physical characteristics such as her 'black eyes'. Successful responses to part (b) explained Pip and Joe's relationship in depth, including things they shared. One aspect was how they were both treated badly. Explanations of cruel treatment were given for part (c) with reference to the key parts of the text, with Estella's cruel treatment towards Pip a popular option. Less successful responses did not cover the range and detail of more successful responses.

SECTION B: DIFFERENT CULTURES AND TRADITIONS

Question 7

Anita and Me - **Meena's upbringing**

Please refer to the Higher Tier report for an example response.

Question 8

Anita and Me - **Friendships**

Please refer to the Higher Tier report for an example response.

Question 9

Balzac and the Little Chinese Seamstress - **The Narrator's friendships**

Please refer to the Higher Tier report for an example response.

Question 10

Balzac and the Little Chinese Seamstress - **'Re-education'**

Please refer to the Higher Tier report for an example response.

Question 11

***Heroes* – The relationship between Francis and Nicole**

The candidates were given three bullet points to consider:

- how Francis and Nicole meet
- how their relationship is affected by Larry LaSalle
- the effect of the war on their relationship.

Most responses were sound and a range of appropriate evidence was used. Answers were usually sustained and pertinent. However, some candidates do need to develop their use of embedding quotations and to avoid using overly long ones.

This example is a borderline Band 4/5 response.

SECTION B: DIFFERENT CULTURES AND TRADITIONS

You must answer ONE question from SECTION B.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 7 Question 8
 Question 9 Question 10
 Question 11 Question 12
 Question 13 Question 14
 Question 15 Question 16
 Question 17 Question 18
 Question 19 Question 20

Chapter 2 of Heroes is the first time Francis meets Nicole. He describes the moment as when he saw her throughly.

'The most beautiful girl I had ever seen, from the first sight of Nicole, Francis falls deeply in love with her, even describing a recognition of her.

Francis uses religious iconography in his description of her, comparing her to 'The statue of St Thérèse', this comparison suggests that Francis sees Nicole as pure, and as he comes from a catholic school, St Thérèse is a very respected icon for the religion, this could suggest Francis's respect and loyalty for Nicole, alike the the catholics respect

for religion.

Francis describes himself kneeling like a knight at her feet, this suggests his loyalty to her, protecting her, & being devoted to serve her for the rest of his life.

Throughout the Novel Francis always holds Nicole in high-regard. In chapter 11, Larry LaSalle is described to have a mysterious relationship with Nicole, and the qualities of this relationship between the two are never fully described.

Larry's attack on Nicole affects Francis' relationship with her completely, although Francis never stopped loving Nicole, Nicole blames him for not helping her. 'You didn't do anything' (Chapter 12). When Francis goes to visit Nicole after the attack, he fumbles with his words, using ellipses to indicate the change in relationship, how he cannot find the words to say to Nicole.

The writer uses Francis's thoughts in chapter 12 to show how limited Francis feels speaking with Nicole, as if he cannot speak to her as he feels unworthy and

guilty.

'Are you...' here Francis pauses in his question to Nicole this indicates his guilt, he cannot find the words to ask her. His hesitation is caused by Nicole's accusational language, 'Why didn't you do something...'

Their relationship consists of accusation and guilt, which ~~opposes~~ their relationship before they met Larry LeSalle, of loyalty, innocence and purity, although love still remains as a feeling for Nicole.



ResultsPlus

Examiner Comments

This is an interesting response. When first read, it looks like it would merit full marks; however, the candidate does not respond to the 3rd bullet of the question (focusing on the effect of war on their relationship). The rubric of the question states that candidates **must** consider each of the bullets. The response does contain perceptive contextual comments on religion. This would have been awarded full marks on AO1; however, because of the lack of 3rd bullet focus, it can only be awarded a mark at the top of Band 4 for AO1, but it can go to the top of Band 5 for AO4. Do note that references to religious context in this novel are as appropriate as those on war.

AO1: 19 marks

AO4: 16 marks

SPG: 6 marks

Total: 41 marks



ResultsPlus

Examiner Tip

For a response to gain a mark in Band 5 for AO1, it must contain some reference to the three bullets in the question, but these can be implicit or explicit.

Question 12

Heroes – Heroism

The candidates were given three bullet points to consider:

- why Larry LaSalle is considered a 'hero'
- how Francis becomes a 'hero'
- Francis's view of 'real heroes' at the end of the novel.

Most responses were sound and a range of appropriate evidence was used. Answers were usually sustained and pertinent. However, candidates need to learn how to embed quotes and avoid overly long quotations.

For this first example, the candidate has responded to both Questions 11 and 12.

SECTION B: DIFFERENT CULTURES AND TRADITIONS

You must answer ONE question from SECTION B.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number:

Question 7

Question 8

Question 9

Question 10

Question 11

Question 12

Question 13

Question 14

Question 15

Question 16

Question 17

Question 18

Question 19

Question 20

11- ~~Francis and Nicole~~ Francis Joseph Cassavant met a girl ~~to~~ named Nicole Renard for the first time in the seventh grade at St. Jude's Parochial School during arithmetic. Him and Nicole's relationship was affected by Larry LaSalle. Larry asked Nicole for a last dance on his own without Francis being there. He pretended to walk off and go and watched them in secret. The song for the last dance stopped, "I heard a sigh and a sound that could have been a moan and a rustle of clothing." Hearing the same moans / sounds, Francis had been betrayed by not only his girlfriend his friend too. "Nicole's white blouse torn and one hand clutching the front of her blouse to hold it together". She had just slept with Larry LaSalle. Larry LaSalle has wanted and been needing to get close with Nicole for a long time.

12- While Francis was away at war Nicole had left and hadent said goodbye. ~~Re~~ When he had come back from war he was a silver star hero, He returned with hardly no skin or no face, "I pray for ~~the~~ Nicole Renard, wherever she may be ^{at}" It will always be Nicole Renard, I wonder if I will ever see her again; Nicole is the only girl his heart desires; he doesn't want to accept anybody else. When returning to Frenchtown to his beloved Nicole to be gone had stutled him and ~~Re~~ now he is left wondering if she will ever return for him.

13- ~~Re~~ became a hero, He earned a silver star His blown off face was a symbol of how brave he was. He saved his patrol by falling on the grenade but he fell on it to end his life but his face got blown off, he didnt die, He wants to die because of Nicole Renard.



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Examiner Comments

The candidate has written a small amount on each question – there is a response to Questions 11 and 12. In this situation, examiners read through both responses and the response with the highest mark is recorded. Examiners do not combine the marks.

Q11 - This is a basic response with very little there and some misinterpretation.

Q12 - Misinterpretation is also evidenced here. It is a basic response with some repetition.

Both responses would gain the same mark.

AO1: Q11 5 marks Q12 5 marks

AO4: Q11 3 marks Q12 3 marks

SPG: 4 marks

Total: 12 marks



ResultsPlus

Examiner Tip

Remind candidates that they should only respond to **ONE** of the Section B questions and they should answer each bullet point within the question.

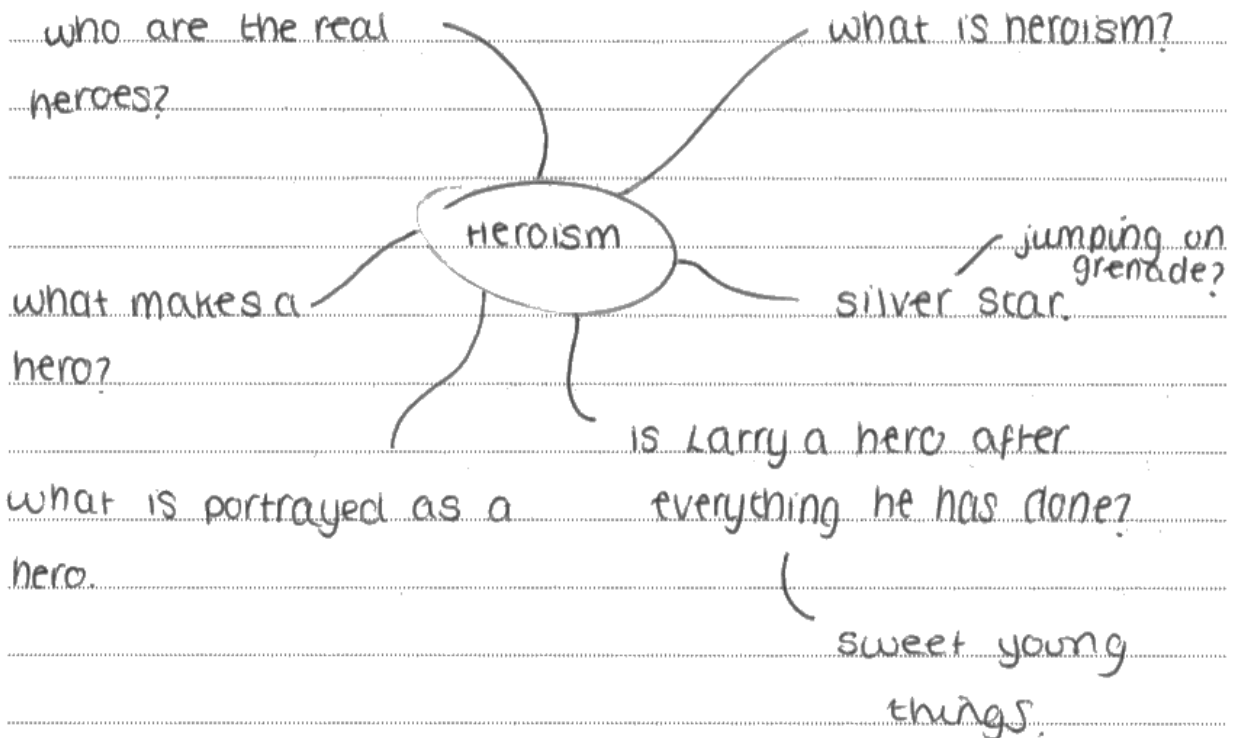
This following response gains full marks for content.

SECTION B: DIFFERENT CULTURES AND TRADITIONS

You must answer ONE question from SECTION B.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- Chosen question number:
- | | | | |
|-------------|---|-------------|---|
| Question 7 | ☒ | Question 8 | ☒ |
| Question 9 | ☒ | Question 10 | ☒ |
| Question 11 | ☒ | Question 12 | ☒ |
| Question 13 | ☒ | Question 14 | ☒ |
| Question 15 | ☒ | Question 16 | ☒ |
| Question 17 | ☒ | Question 18 | ☒ |
| Question 19 | ☒ | Question 20 | ☒ |



Q12. What is a hero? Who are the real heroes?

Heroism in this novel is a very distinct theme. It runs through the entire book flavouring it. You are always left questioning who is the hero in this book?

Larry LeSalle is a very important character in this novel. We are told that he has received a silver star for bravery in the war and we are told that he likes to help children fulfill their dreams. Later in the novel we start to see a darker side to Larry. We find out that he likes the 'sweet young things' and this has a direct hit on Francis to a certain extent this is what the book is about. Francis wants revenge, and that's what he is out to get.

The day that Larry LeSalle arrived home and back to Frenchtown was a day of joy. All of the people, the public, his children from the wreck center and the Mayor were all there to greet him. Larry was seen as Frenchtown's hero. This is when we first start to see changes. Larry has changed over the war. His features are described in a war like way. Cormier uses words like 'lethal and knife-like' to describe him giving a rather sinister impression to Larry. Almost

forshadowing the potential harm he could do.

'The terrible thing is we love our sins'

One chapter which really emphasises what heroism is and who the real heroes are is chapter 8.

We are introduced to this chapter with a drunk Arthur ~~River~~ Rivier. He is slumped in an alley.

He has been thinking of the war. 'Heroes; he scoffs'

'we weren't heroes'. ~~Francis~~ This really questions everything that the book is about. Arthur doesn't seem drunk anymore as he talks of the war.

'only us, the boys of Frenchtown. Scared and homesick...'

This makes us think. Who are the real heroes of this story?

What about everyone who went to war and survived?

Did they not mean anything?

'I went to war because I wanted to die'. Does this make Francis a hero? He saved his whole platoon from death. He saw his opportunity. But then it went wrong. He didn't die. Does that make Francis a hero? He received a silver star and is classed as a hero to other people.

'You were our hero even before you went to war'

You don't need to go to war to be a hero. Did you? Francis and all the kids from the wreck center loved Larry. He was their hero. War just made that even bigger.

In conclusion. This book portrays heroism in many different ways. The word is warped. Is Larry the hero, with his sweet young things?

Is Francis the real hero. He wanted to die but instead saved lives but also killed.

Or is Arthur and everyone who went to war and came out the heroes for simply living with themselves.

Bottling it all up and keeping it in.

This book questions the definition of heroism.

It makes the reader think independantly. What they see as heroism. The theme dripps through the novel onto every page.



ResultsPlus

Examiner Comments

The candidate provides a plan and tentatively answers all three bullets, although not always explicitly, particularly the third bullet; however, the candidate does consider a range of points and has worked very hard in order to answer the question. A range of evidence from the novel has been included in the response.

AO1: 24 marks

AO4: 16 marks

SPG: 6 marks

Total: 46 marks



ResultsPlus

Examiner Tip

Referencing is credited like a quotation - the ideal response would have a mixture of both. Examples can be paraphrased or direct quotations.

Question 13

Of Mice and Men – **Crooks**

The candidates were given three bullet points to consider:

- what Crooks says and does
- why Crooks has his own room
- Crooks' interaction with other characters.

Successful candidates explained a range of different points about Crooks and his life, his interactions with others and his significance in the novel. Quotes were used as a way of helping to explain the character as well as explain what he represents in the novel. Themes discussed included racism, isolation, discrimination, as well as how people like Crooks may have felt about it. Context included comments on life in America after the Great Depression and acceptance of racism at the time. Candidates who were less successful could improve by including a greater range of points and quotes, and by developing explanations further.

This first example is a Band 3 response, as there is 'some' understanding of the character demonstrated.

SECTION B: DIFFERENT CULTURES AND TRADITIONS

You must answer ONE question from SECTION B.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number:

Question 7

Question 8

Question 9

Question 10

Question 11

Question 12

Question 13

Question 14

Question 15

Question 16

Question 17

Question 18

Question 19

Question 20

CROOKS has his own room because he is not allowed in the bunkhouse because he is black. and in those days black people and white people were not allowed to mix. And CROOKS got put into the Stable with all the other animals because he was not allowed in the Bunk house.

CROOKS is the "nigga" of the ranch & he is the only black guy and he is the stable Buck of the ranch people can't really talk to him unless they need something and he is not part of guys because he is Black. And in those times that was fine they would use them as slaves and they would not care. when it is Christmas are something then they would get drunk and tie there hands behind there back so then they will kick the 'nigga' and they made it nice for them him and they tried

there hands behind there back so then they could not hit them punch him because that would be to easy for them.

CROOKS does not really speak to the other guys because he is not allowed but because he is Black and they don't mix unless it is a special occasion because then that is allowed and they can mix and have fun but other then that is it is not allowed.

CROOKS bedroom was small "little room", "square four paned window". And that was what he had just a little room not much of his stuff was in there because not many people had personal things in that age. especially the migrant workers because they would move around alot so they don't really know there samily and they don't have personal things with them because they move.



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Examiner Comments

The candidate explores the character of Crooks, but some points are not based on evidence from the novel (such as 'tying hands behind back', 'not much of his stuff'). There are a few inaccuracies therefore it is not 'generally sound' but 'some' explanation is offered.

AO1: 10 marks

AO4: 7 marks

SPG: 4 marks

Total: 21 marks



ResultsPlus

Examiner Tip

Evidence should be based on information from the novel. If candidates have access to film versions, they must be made aware of any differences.

The following is an example of a response that received full marks.

SECTION B: DIFFERENT CULTURES AND TRADITIONS

You must answer ONE question from SECTION B.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 7** **Question 8**
 Question 9 **Question 10**
 Question 11 **Question 12**
 Question 13 **Question 14**
 Question 15 **Question 16**
 Question 17 **Question 18**
 Question 19 **Question 20**

Crooks is important in the novel (Of mice and men.) Crooks is the "Negro stable buck" on the ranch, he doesn't talk to the other workers much so he is lonely. he had a "bunk in the harness room" as he wasn't wanted in the bunk house. Crooks had a "crooked spine" and had "a bottle of uniment" what he "rubbed on his spine" Crooks was embarrassed about this, as when Lennie walked in "he stiffened and a scowl came onto his face" Crooks was isolated and because of this he liked to be alone.

Crooks ~~was~~ is important in the novel as he shows what black men were treated like. In the time the novel ~~was~~ was set, blacks were discriminated against and isolated, You can tell this by Curley's wife calling Crooks a "Nigger" and threatening to get him "strung up on a tree" this shows that even an outsider such as Curley's wife (who is also discriminated against) has more power than Crooks.

Crooks is important in the novel as he ~~forms~~ forms a ^{friendship} ~~relationship~~ with Lennie. When Crooks first meets Lennie, he is sharp and unfriendly. "You go on get outta my room" and blames Lennie for his discrimination. "They play cards in there but I can't play because I'm black" Crooks winds Lennie up by saying "S'pose George don't come back no more" until ~~G-~~ Lennie.

gets angry. After some time Crooks accepts Lennie and wants to be part of the dream "why id come and lend a hand".

Crooks is important to the structure of the novel as without Crooks, the dream wouldn't of been as realistic or as close to coming true. "I never seen a guy really do it" and Crooks offers to "come and lend a hand" this shows that Crooks didn't want to be discriminated against and that Crooks also had a dream.

Overall Crooks was important in the novel as he represented the black working men, made friends with Lennie after being isolated and alone for years, and made the dream more realistic than ever.



ResultsPlus

Examiner Comments

This response covers a range of points and focuses on the question throughout. This is a well-structured response and the candidate uses PEE. This is a good example of a full mark response.

AO1: 24

AO4: 16

SPG: 7

Total: 47 marks

Note: A response does not have to be totally accurate to receive full marks for SPG.



ResultsPlus

Examiner Tip

AO4: the social, cultural and historical context should be integrated into the response and not added as 'stand-alone' or 'bolt on' comments.

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

Question 14

Of Mice and Men – **Loneliness**

The candidates were given three bullet points to consider:

- which characters are lonely
- why these characters are lonely
- how loneliness affects the characters on the ranch.

The theme of loneliness allowed for a great deal of scope for candidates to comment on the novel. Many different characters were used in explanations of this theme, such as Crooks, Curley's wife, Lennie, George, etc. Successful candidates commented on characters as well as going into depth on why they might be lonely, such as migration of farm workers in America at the time.

One examiner commented: 'Question 13 and 14: candidates were well supported by the bullet points which encouraged them to explore the theme in detail. Most candidates included a range of relevant quotations to explore. In Question 13 some candidates used the strategy of focusing on Chapter 4 but this meant they didn't explore the character in great detail. All candidates explored context although often as generalisations rather than as in-depth explorations.'

There are three examples provided for this question. The first is one that gained marks in Band 3.

SECTION B: DIFFERENT CULTURES AND TRADITIONS

You must answer ONE question from SECTION B.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number:

Question 7 <input checked="" type="checkbox"/>	Question 8 <input checked="" type="checkbox"/>
Question 9 <input checked="" type="checkbox"/>	Question 10 <input checked="" type="checkbox"/>
Question 11 <input checked="" type="checkbox"/>	Question 12 <input checked="" type="checkbox"/>
Question 13 <input checked="" type="checkbox"/>	Question 14 <input checked="" type="checkbox"/>
Question 15 <input checked="" type="checkbox"/>	Question 16 <input checked="" type="checkbox"/>
Question 17 <input checked="" type="checkbox"/>	Question 18 <input checked="" type="checkbox"/>
Question 19 <input checked="" type="checkbox"/>	Question 20 <input checked="" type="checkbox"/>

~~one of the characters in of An Mile and Men~~
~~is curly's wife~~ In of Mile and Men one of the characters
is curly's wife she is the only female at the
ranch and she is the loneliest character in ~~the~~ Mile
of Men. She is the loneliest as she is the only
female character ~~by~~ which suggest that she has
not one to talk to and nobody cares about her.
This is shown when said "nobody likes to me"
~~The effect this has is that~~ ^{this suggests that} she has none to
talk to or care about her. the effect this has
on her in the ranch is that she would like to
leave and go to a place where she is loved
and feels better about her self ~~more~~. we know
that she is not cared for as she does not
have a name and she is called curly's wife
which means that she is not important compared

to the other characters. Another character which is lonely is Slim, Slim is a lonely character in the novel as he is the only black ranch worker which ~~puts~~^{decreases} his level of importance. ~~down~~ The effect this has on him in the ranch is that no body respects him and he does not get any respect.

Both characters Slim and Curley's wife have the least importance in the ranch and they are not respected well. Slim has been called "lean negro head". This suggests that they ~~are~~^{are} have no respect towards him and Slim must not feel apart.



ResultsPlus

Examiner Comments

The candidate confuses the character of Slim with Crooks. Although we know the candidate is referring to Crooks, there are inaccuracies. There is some reference to Curley's wife to be credited. Therefore there is 'some' – just!

AO1: 10 marks

AO4: 7 marks

SPG: 4 marks

Total: 21 marks



ResultsPlus

Examiner Tip

Clarity: It is important to remember that points need to be clearly expressed - a candidate must not assume that 'the examiner knows what I mean'.

The second example is a response gaining marks firmly in Band 4.

SECTION B: DIFFERENT CULTURES AND TRADITIONS

You must answer ONE question from SECTION B.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number:

Question 7 <input checked="" type="checkbox"/>	Question 8 <input checked="" type="checkbox"/>
Question 9 <input checked="" type="checkbox"/>	Question 10 <input checked="" type="checkbox"/>
Question 11 <input checked="" type="checkbox"/>	Question 12 <input checked="" type="checkbox"/>
Question 13 <input checked="" type="checkbox"/>	Question 14 <input checked="" type="checkbox"/>
Question 15 <input checked="" type="checkbox"/>	Question 16 <input checked="" type="checkbox"/>
Question 17 <input checked="" type="checkbox"/>	Question 18 <input checked="" type="checkbox"/>
Question 19 <input checked="" type="checkbox"/>	Question 20 <input checked="" type="checkbox"/>

In the novel loneliness ~~is~~ is seen quite frequently with the characters crooks, candy ~~and curly~~ and curly's wife. all these character are lonely for different reasons, crooks is lonely in the novel because he's black and in the 1930's racism was a big thing. crooks was not aloud into the bunk house with all the other men but had to have his own room in the ranches barn because of this. ~~this is shown in the~~ crooks is lonely which is seen in the quote 'maybe if he sees somethin, he can't turn to some other guy and ast him if he sees it too.' this shows that crook doesnt have anyone to speak too.

(Section B continued)

Curly's wife is lonely on the ~~farm~~^{ranch} because she is the only lady on the ~~farm~~^{ranch} and doesn't get any attention but from curly. In the novel she wanders around the ranch looking for attention from the men but doesn't get any. This is also because women in the 1930's had no power or say about anything. She is expected to stay in the house all day.

Candy, an old ~~man~~ with a hand missing has nobody on the ~~farm~~^{ranch} apart from his dog at the start of the novel until it dies. Candy is lonely and ~~alone~~ and wants to belong somewhere so he has somewhere to live when he's caned from his old age.



ResultsPlus Examiner Comments

Three characters are referred to. There are three relevant points and no inaccuracies. Although somewhat lacking in detail, this provides a good example of a 'generally sound' response. There is a lack of direct textual reference or examples, with only one quotation.

Note: Evidence does not have to be direct quotations. Evidence can be paraphrased or references to specific points in the text.

AO1: 18 marks

AO4: 12 marks

SPG: 5 marks

Total: 35 marks



ResultsPlus Examiner Tip

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

Our final example is a response that gains marks just into Band 5. It is an example of a borderline response.

SECTION B: DIFFERENT CULTURES AND TRADITIONS

You must answer ONE question from SECTION B.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 7 Question 8
 Question 9 Question 10
 Question 11 Question 12
 Question 13 Question 14
 Question 15 Question 16
 Question 17 Question 18
 Question 19 Question 20

In the novel 'Of mice and men' loneliness is important as in the Great Depression in 1930's people like Crooks was singled out because of the colour of his skin and because he is crippled. Also in the 1930's there wasn't alot of people like George and Lennie that travelled around together and stick up for each other. The migrority of people was like Carlson, Candy, Crooks and Curley's wife.

Candy is lonely after Carlson kills his dog as he was who he had to keep him company as he is old and crippled so, he can't

do very much. Crooks is probably one of the loneliest people on the ranch as he has his own bunk house in the horses stables also that he is the only black person that works on the ranch and he can't talk to anyone as he is a crippled, older coloured ^{stable} ~~rough~~ buck.* Curley's wife is lonely as he is the only female that is on the ranch so, she is discriminated as in the 1930's females were seen as 'sluts' or as prostitutes or they do what she does marry a ranch worker so she can kinda have a easier life without being in a town ^(boobytown) where they are paid to sell ~~there~~ their selves.

* As well as Crooks telling Lennie that George isn't going to come home tonight as he has gone into town, and he isn't coming back. Crooks is just trying to scare Lennie because he knows him and George are close friends so he is scaring

Lennie as it's like Crooks wants him to be alone like he is.

Loneliness affects the characters on the ranch because ranch workers in 1930's are meant to be the ~~loneliest~~ loneliest people ever. It affects Curley's wife as she is the only female and she is named Jail bait as she is looked to be a beautiful young lady that is looked to seek attention as Curley only uses her for sexual pleasures. She also tells Lennie about her dream although every woman in the 1930's had as they want to become a Hollywood actress. In this time era most females wanted to become a Hollywood actress as they were lonely as all the men went to work and they didn't have anyone to speak to so they wanted to become an actress so she gets attention by everyone that watches the movie/film.

Loneliness affects Candy as he is one of the oldest ranch

workers and he needs a bit of attention because he is old and frail. So Candy had a old dog that use to keep him company at the start of the novel but near the middle Carlson kills his dog because it smells and it is too old. But as soon as Candy knew about Lennie and Georges dream he wanted a part of it as he wanted to be apart of someones life and he needed someone to be there for him like Lennie and ~~to~~ George had been there ~~th~~ for each other.

~~Prejudice~~ Prejudice is another part of loneliness as they all have ~~their~~ their own specialty as which singles them out Lennie: as he is a strong worker and has learning difficulties. Candy: as he is old and crippled (in the 1930's if he didn't work or got even more crippled he would be canned/killed because of his old age and his disability). Crooks: as he

is black (the only one on the ranch) and we got kicked in the back so he is a bit crippled so he is discriminated by the other ranch workers. Curley: as he had his anger issues and not many people like him on the ranch because he is cocky. At the end of the novel George is lonely as he kills Lennie (because everything bad keeps happening to them so they can't just stay at one ranch for their money to buy a little ranch house and live off the fatta of the land), so George has no one and only has himself to eat lock after.



ResultsPlus

Examiner Comments

In this response, there are some sweeping generalisations; however, the candidate does try to give lots of examples and attempts to cover the theme across the novel. This response covers more content than the previous example once one unpicks it. Examiners have to do a little work for the candidate, but a 'sound' understanding is beginning to be demonstrated.

AO1: 20 marks

AO4: 14 marks

SPG: 5 marks

Total: 39 marks



ResultsPlus

Examiner Tip

Remind candidates:

- not to simply retell parts of the story; advise them to refer to specific examples in the novel and refer these back to the question
- that they need to refer to examples throughout the novel and not to just one extract.

Question 15

Rani and Sukh - **Sukh's upbringing**

Please refer to the Higher Tier report for an example response.

Question 16

Rani and Sukh - **Family feuds**

Please refer to the Higher Tier report for an example response.

Question 17

Riding the Black Cockatoo - **John's relationships with the Aborigines**

There were no responses to this question.

Question 18

Riding the Black Cockatoo - **Education**

There were no responses to this question.

Question 19

To Kill a Mockingbird - **Mrs Dubose**

Please refer to the Higher Tier report for an example response.

Question 20

To Kill a Mockingbird - **Growing up**

Please refer to the Higher Tier report for an example response.

Paper Summary

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

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

Section A

- Candidates should provide as many examples from the given extract for parts (a) and (b) of the question as possible.
- Remember to select another area of the text when answering part (c) of the question.
- Remember that AO4 (the social, cultural and historical context) is NOT assessed in Section A.
- One or two word examples are often much more successful than longer quotations, especially for part (b).
- For part (c), candidates should select an area of text approximately the same length as the given extract.
- For parts (b) and (c), candidates should refer to aspects of language. Although the use of linguistic terms is not essential, specific words and phrases (even punctuation, where used for effect) should be discussed and their effect on the reader commented upon.

Section B

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

General

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

Finally, thank you and well done to all centres and candidates.

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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