

Examiners' Report  
June 2016

GCSE English Literature 5ET1F 01

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# Introduction

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

The total number of marks available is 86.

There are 39 marks available for Section A, which includes 3 marks for spelling, punctuation and grammar assessed in part (c) of the question.

47 marks are available for Section B, which includes 7 marks for spelling, punctuation and grammar.

## Study of Prose Texts

### Section A

One text from the Literary Heritage (the three part question). There is one question per text and candidates should 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. Total 39 marks.

### Section B

One text from Different Cultures (essay). Candidates provide a response to one of two questions. Assessment Objective 1 carries a maximum of 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. Total 47 marks.

### Comment:

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

### Section A

*Animal Farm* remained the most popular option for Section A, with almost 4000 responses. The second most popular choice was *Dr Jekyll and Mr Hyde* (739 responses), closely followed by *The Hound of the Baskervilles* (434 responses). A number of candidates had crossed the wrong question number and many responses in questions 4, 5 and 6 were actually responses to Question 1.

Very few centres studied: *Felicia's Journey* (61 responses, although some of these were answers to other questions), *Pride and Prejudice* (just 15 responses) or *Great Expectations* (just 21 responses).

Some candidates still did not label their answers correctly – which often made it difficult to distinguish which part of the question they were responding to. In certain cases, some candidates seemed to merge the parts of the question and provided one long essay. In some instances, candidates only dealt with part (a) and part (b) of the question.

On the whole, there was continued evidence of improved time management and a sharper focus on each part of the question. Candidates coped much better with the 'new-style' Section A three-part questions, since their introduction last year (particularly evident in *Animal Farm* responses), with a number receiving full marks. The majority of candidates kept focus on the extract (for parts (a) and (b)) and did not discuss other parts of the text.

Some candidates still included some social and historical context (such as the Russian Revolution, Stalin and Trotsky for Question 1), which is not assessed in this section of the paper; however, evidence of this has continued to decrease. Most candidates did as was asked and chose a specific extract to discuss for part (c), which has ultimately encouraged them to discuss one area in more detail; however, some did explore several areas of the novel.

## Section B

*Of Mice and Men* unsurprisingly remained the most popular option for Section B. There was a good balance of responses, with 2210 answering Question 13 (Slim) and 2403 answering Question 14 (Violence). Rather than answering the set question, some candidates had selected another, such as 'Secrets', in error. Wherever possible, marks were awarded for relevant points that were appropriate to either Question 13 or 14. A small number of candidates attempted both questions.

The second most popular choice was *Heroes* with 168 responses to Question 11 (Larry LaSalle) and just 15 responses to Question 12 (Secrets).

*To Kill a Mockingbird* was the next most popular with 90 responses to Question 19 (Calpurnia) and just 18 responses to Question 20 (Education).

The least popular texts included *Anita and Me*; there were just 7 responses to Question 7 (Mr Kumar) and 18 responses to Question 8 (Change). Other least used texts at Foundation Tier include *Balzac and the Little Chinese Seamstress*, *Rani and Sukh* and *Riding the Black Cockatoo*.

A number of candidates had omitted crossing the chosen question number, resulting in 404 items not being correctly labelled, which was a large proportion in relation to the number of entries. Centres are asked to remind candidates to double-check that they have crossed the correct question number, especially with the new specification.

Fewer candidates wrote 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 with the new specification. The candidates' understanding of the rubrics of the examination continued to improve.

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

In this Foundation Tier report, exemplars for the most popular texts are provided to illustrate the full range of marks. The Higher Tier report contains examples for every question.

## **Question 1**

### **Animal Farm**

The chosen extract was taken from Chapter 5 when Napoleon has his dogs chase Snowball off the farm.

Part (a) Napoleon

Part (b) Terror

Part (c) Power

Questions allowed all abilities to answer with a good response – very few responses were in Band 1. Parts (a) and (b) were generally well answered. Part (c) responses varied due to appropriate extract choice. Better responses came from 'Battle of the Cowshed' and Napoleon's executions. Old Major's speech was well interpreted by higher level candidates. The 'apple and milk' incident and building the windmill generally did not give candidates sufficient examples of a range of displays of power. The 'Battle of the Cowshed' responses considered physical and mental power from both the animals and humans, and how power led to corruption. The executions section also allowed some perceptive comments on the position of the corpses at Napoleon's feet, and references to the smell of blood being a reminder of human power and leadership. Surprisingly, only a minority of candidates made reference to the whips being carried by the pigs and inference of slavery/power.

One examiner commented:

"Most candidates handled Question 1 very well. There were some who wrote about the extract in part (c), rather than another part of the novel, but there were some candidates who focused more on the context of the novel and therefore lost marks by not analysing the text thoroughly. Most candidates did well on exploring terror in part (b) with lots of them able to accurately use terminology. For part (c), most candidates explored Old Major from the opening or Napoleon changing the commandments. Really good answers focused on Napoleon's treatment of the hens or the 4 pigs, as these enabled candidates to explore a range of evidence from this section."

The first very brief response is included here to demonstrate that marks are awarded wherever we possibly can.

1A) This extract shows that ~~B~~  
Napoleon ~~is~~ is horrible

1B) enormous<sup>dogs</sup> this shows the dogs were big  
very big

1C) He changes the 7 commandments

for example he changed all animals  
are equal to all animals are equal but  
some animals are more equal ~~than~~ than others



### ResultsPlus

#### Examiner Comments

This response is included here to highlight the importance of awarding marks where we can.

Part (a) recognises Napoleon is 'horrible' (1 mark).

Part (b) 'enormously' suggests that the dogs were frightening and the candidate emphasises 'very big' (1 mark).

Part (c) Some inferred reference to Napoleon's power here with no exploration of language but the example is relevant (2 marks).

SPaG: 2 marks.

Total: 6 marks



### ResultsPlus

#### Examiner Tip

When answering extract-based questions, encourage candidates to practice by highlighting specific words and phrases and to put these into Point, Evidence, Explain (PEE) comments.

This second example provides evidence of 'some' and 'limited' understanding.

From this extract, I have learnt that Napoleon was the leader of the dogs. The first sentence tells the reader he is a strong and ~~fearful~~<sup>less</sup> character, because "Napoleon stood up and, casting a peculiar sidelong look at Snowball, from looks off people you can tell a lot about what they are going to do or say. The writer presents terror as Snowball running for his ~~life~~ "running faster than ever" explains a lot in such little words order. It presents fear because Snowball thinks his life is ~~now~~ now going to end, to get used for dog food was he eaten? or still running?

His power is Really strong towards  
all the other animals he told  
them to go work in a field  
for a week and they didn't  
say anything back just went  
and got on with... And they didn't  
~~return~~ return back to the barn.



### ResultsPlus Examiner Comments

Part (a) The candidate identifies that Napoleon is a leader, strong and fearless. One quotation is provided that does not entirely support these points, but does go on to suggest Napoleon's 'looks' tell us about what he is going to say or do. There is some evaluation of the selected example. Band 2, 4 marks.

Part (b) In this response there is one relevant quotation and recognition of the question. The candidate considers Snowball's fear as he is chased by the dogs. Part (b) is language focused. This is Band 3, but the lack of language analysis keeps it lower in the band. Band 3, 6 marks.

Part (c) The candidate begins 'His power' and so we assume this is about Napoleon. 'Power' is the focus of the question and there is reference to another part of the novella, but specific details are lacking. This is limited and only addresses one of the bullets. Band 2, 4 marks.

SPaG: 2 marks

Total: 16 marks



### ResultsPlus 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 begins well, but parts (b) and (c) are weaker than part (a).

a) The reader could learn that Napoleon was nasty and controlling towards the other animals. We know this because he took Jessie's puppies away from her which he then later used them against all the other animals on the farm.

Napoleon had the dogs following him where he then mounted on to the raised portion of the floor where ~~the~~ Major had previously stood to deliver his speeches before he died. Napoleon then announced that on the Sundays there would be no more meetings and everything had to go straight

(Section A continued)

to him which is being selfish because he then may ~~to~~ want everyone's opinion on something so then he would have to call a meeting to ~~discuss~~ ~~discuss~~ talk about the idea.

b) The writer uses language like "nine enormous dogs" which means the writer is trying ~~to~~ to say that the dogs are like wolves because they are extremely big like wolves and can attack anything & like Napoleon has trained them to.

c) Napoleon shows his power by getting all the ~~animals~~ animals to start a ~~the~~ revolution against Mr Jones and the other farmers. The revolution worked but Napoleon still remained in charge of everyone on the farm by making

(Section A continued)

them write and follow the rules of the farm.

He also showed his power by taking the pups away from their mums to make them attack all the other animals on the farm.



**ResultsPlus**

**Examiner Comments**

Part (a) In the first paragraph, the candidate makes relevant points about Napoleon being 'nasty' and 'controlling', but does not provide evidence to show this; however, knowledge of the novella and reference to the third paragraph of the extract is made. In the second paragraph, there are quotations when the candidate paraphrases the last paragraph of the extract – the reason why it is so important to know our extracts! A point is made about Napoleon being 'selfish'. This is 'Generally sound', but the grids do not have a band for this – so it was placed in the lower-end of Band 3, 7 marks.

Part (b) There is one point and one quotation 'nine enormous dogs'. There is implicit reference to the question and the candidate focuses on 'enormous dogs' being like wolves – which is attempting to provide an evaluation, but the response is limited. Band 2, 5 marks.

Part (c) The candidate focuses on the question (power) and provides a couple of relevant points. Ideas are not supported with relevant examples or quotations and the response does not provide close analysis of language, which is required for part (c). Band 2, 5 marks.

SPaG: 2 marks.

Total: 19 marks



**ResultsPlus**

**Examiner Tip**

Candidates should avoid using very long quotations.

For this final example for Question 1, the candidate gains full marks for parts (a) and (b), but makes the mistake of using the given extract for much of part (c).

a) Napoleon is shown to be a leader as when he let off his whimper the dogs attacked snowball, I can see this in the line 'At this there was a terrible baying sound outside' and 'they dashed straight for snowball'

Napoleon can be presented as sneaky, this is because he raised the dogs in private without the others knowing. This is shown in the line 'the puppies whom Napoleon had taken away from their mothers and reared privately'.

Napoleon is also shown to be feared by the other animals

(Section A continued)

on the farm, this is because of him making the dogs attack Snowball. I can see this in the line 'Too amazed and frightened to speak' and 'Silent and terrified'.

In the line 'They kept close to Napoleon' shows that he is their leader and because he raised them they believe what he says, goes. So this line shows that Napoleon can make the dogs do what he wants them to do, as he is their leader.

Napoleon can also be shown to think that he's the highest priority on the farm and is above the other animals. This is shown in the line 'now mounted on to the raised portion of the floor where Major had

(Section A continued)

previously stood to deliver his speech'. This line shows that he thinks that he is more important of an as major used to be now Napoleon has taken over his role.

Napoleon is feared by all the animals, especially Snowball, this is because he is the dogs leader and he can get his own way. This is shown in the line 'seen no more' referring to Snowball. Snowball never returned as he could see what would happen if he stayed.

(Section A continued)

B) The word 'crept' shows that the animals were scared of the dogs and Napoleon so they quietly stood back so nothing would happen to them.

The phrase 'nine enormous dogs' is used to describe the dogs. This presents the dogs as scary or dangerous as they are big and there is many of them.

The dogs collars are described as 'brass-studded'. The studs on the collar represent danger and that the dogs are fierce. The collars also show that the dogs have an owner, Napoleon, which is why they are wearing the collars.

(Section A continued)

'snapping jaws' are used to describe the dogs when they were chasing Snowball and trying to bite him. This shows the other animals that the dogs are vicious and they should be scared and keep away from them.

The dogs are also described as 'as fierce looking as wolves! Wolves are considered to be big, vicious and terrifying. This presents the dogs as scary and they should be feared.

(Section A continued)

C) Napoleons power can be shown in the line 'They dashed straight for Snowball'. This line shows that Napoleon had planned the attack and that he has a sense of leadership towards the dogs, so the dogs do as he says.

In the line 'the puppies whom Napoleon had taken away from their mothers and reared privately' shows that Napoleon has power over the dogs, that he can tell them or teach them anything and the dogs will still see him as their leader as he raised



them. Napoleon is shown to have raised the dogs in private, this could be because him and Snowball haven't been getting along so well so he planned his attack in private so nobody would find

(Section A continued)

out his plan.

Major was once considered to have the highest power and priority on the farm. In the line 'Napoleon, with the dogs following him, now mounted on to the raised portion of the ficer where major had previously stood to deliver his speech'.

This quote shows that Napoleon is now the highest priority on the farm as he has taken over major's role of the most important animal. His power is shown when he stands on major's ground and nobody says anything. This is because

everyone knows that he has power over the dogs, so if someone said something he didn't like, they would end up like snowball or worse.



**ResultsPlus**

**Examiner Comments**

Part (a) The candidate provides a sustained response to this part of the question. Points are made and supported with relevant examples. The candidate comments that Napoleon is a leader, 'sneaky' when raising the dogs in 'private', feared and considers himself 'more important' than others. There are two examples for fear and leader. There is a sound explanation of the character and ideas are supported. Band 3, 8 marks.

Part (b) The candidate maintains a focus on the question and the examples provided are relevant. The candidate focuses on specific words and phrases and a good point is made about the dogs wearing collars. Candidates do not have to use specific terms – we are looking for the understanding of the use of language in the extract. Band 5, 12 marks.

Part (c) Focus on the question is maintained; however, the majority of the response is based on the given extract with some references made to old Major. The rubric of the question asks (in bold) to explore 'one other part of the novel'. This is mainly a rubric infringement but the references to Major allow us to award some marks. Band 1, 3 marks.

SPaG - Although there are some errors, such as inconsistent use of apostrophes and the capital letter for Major, on the whole ideas are clearly conveyed. The response does not have to be perfect for 3 marks to be awarded.

Total: 26 marks



**ResultsPlus**

**Examiner Tip**

Candidates should avoid using very long quotations.

## Question 2

### Dr Jekyll and Mr Hyde

The chosen extract was taken from *Search for Mr Hyde* when Utterson goes to see Lanyon to discuss Henry Jekyll.

Part (a) Utterson

Part (b) Lanyon

Part (c) Friendship

Part (a) was mostly answered well, and several candidates gained marks in the top band. Part (b) allowed all candidates to give some level of language analysis. Part (c) answers varied in success dependent upon the chosen extract. Many candidates chose Enfield and Utterson's relationship – this tended to be a more superficial look at friendship. More detailed analysis generally came from Utterson and Jekyll's friendship.

This first example is a Band 3 response for all parts of the question.

~~From this extract you begin to learn that the character of Utterson is rational and scientific. He began to go wrong in the mind. The subject which so disagreeably preoccupied his mind, Utterson is curious to find out about Lanyon and Jekyll.~~

(a) From this extract you learn that Utterson is a well respected man and is very rational 'put on a great coat and set fourth'. This suggest he is a very good ~~doctor~~ lawyer and is a wealthy man. It also seems as if he is desperate to find answers from the words 'set fourth' ~~blatently~~ clearly he is now searching for the answers that he is unable to work out himself. As he is a rational character like Lanyon he believes there is an answer for everything and is not unorthodox.

(b) Language used in this extract used to describe Lanyon was very positive and makes the reader believe he cares for himself and is a kind character. However when Stevenson describes him Lanyon has no sense of being unique as Lanyon was a character that represented a lot of Victorians back in the time it was set. 'Shock of hair prematurely white' Describes Lanyon to be intelligent and wise, as white hair represents knowledge as well as old age, so others see him as a person with all the answers.

(c) In the novel a close friendship is shown in chapter one. <sup>This</sup> represents the strong friendship Utterson and Enfield share 'his own blood' Utterson sees Enfield as family and trusts him with everything leading to the story of the young girl being trampled on. Enfield is close enough with Utterson to share the story of what he had witnessed. However the writer creates the feeling to others around them that they are "singularly dull" and makes the reader feel as they are acquaintances.



## ResultsPlus

### Examiner Comments

Part (a) The candidate recognises that Utterson is 'well-respected', 'wealthy', 'searching for answers' and is 'rational'. There are two quotations to support ideas, but ideas could have been developed further. This is 'Generally sound', so is placed at the lower-end of Band 3, 6 marks.

Part (b) The candidate identifies the description of Lanyon as being 'very positive' and that he 'cares for himself'. One quotation is provided and the example of 'white hair' is considered. The lack of examples hinders progress. Band 3, 6 marks.

Part (c) The candidate considers the friendship between Utterson and Enfield in Chapter 1. There are some relevant points and two quotations. There is some attempt to explore 'singularly dull', but ideas are not developed enough and more examples could have been included. Band 3, 9 marks.

SPaG: 2 marks.

Total: 23 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.

This second example almost gains full marks.

From this extract ~~Mr Utterson~~ is you learn that the character of Mr Utterson is well known. This is shown when the author writes "At sight of Mr Utterson, he sprang up from his chair and welcomed him with both hands" This quotation ~~it~~ exemplifies that Utterson is kind and liked by many. The author has presented Utterson in this way to portray the ~~importance~~<sup>importance</sup> of this character and to give the audience a sense ~~of~~ he is important. The audience will also start to see Utterson as a good, friendly and caring character in the novel which will cause them to enjoy and like this character more than some of the others. During the Victorian times it was important to have a good reputation and from this quotation you

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(Section A continued)

can see that Utterson has a very good reputation and is seen as a gentleman. Stevenson has done this to further prove Utterson is an important and well known character.

In the extract Lanyon is described as nice and a good looking ~~gentle~~ gentleman. This is shown where Stevenson uses the words "a hearty, healthy, dapper, red-faced gentleman" ~~the~~ which describes him as a warming friendly person. The author has done this to give the idea Lanyon is also kind and warming person like Utterson. ~~the~~ presenting Lanyon in this way and using these words to describe him cause the audience to believe he is a ~~the~~ friendly man and is seen as kind and welcoming. In this time reputation was one of the most important thing and ~~the~~ from this quotation you can also see Lanyon is a gentleman and a well respected man which further supports that Lanyon is a nice respected gentleman.

(Section A continued)

Lanyon is described as clever and is exemplified ~~when~~ when Utterson says "If anyone knows, it will be Lanyon." This quotation makes it seem Lanyon knows many things and he knows a lot of people. Stevenson has done this to give the idea Lanyon has been well educated and is extremely smart. Doing this causes the audience to believe that Lanyon is very important as Utterson also a very smart person has gone to him for help. The effects of ~~the~~ presenting Lanyon ~~as~~ and using these words to describe him in this way makes the readers feel like he is an important and knowledgeable character. In the Victorian era being knowledgeable of so many things it made that person ~~a~~ good ~~blackmailer~~ at blackmailing people as not to lose their reputation which further supports Lanyon is clever and knows many things.

In chapter six - the remarkable incident of Dr Lanyon's friendship is also presented



(Section A continued)

Where Utterson writes a letter to Jekyll complaining about no longer being able to see Jekyll anymore. ~~which~~ The author writes "Utterson sat down and wrote to Jekyll, complaining of his exclusion from the house, and asking the cause of this unhappy break with ~~to~~ Lanyon." This quotation shows Utterson is strongly concerned about his two close friends, Jekyll and Lanyon and presents Utterson to be upset that Jekyll has pushed him away also. Stevenson has done this to show Utterson is a caring man and had a close friendship with Jekyll. From this quotation it creates the audience to feel upset and annoyed for Utterson and makes them believe Utterson is truly upset about his exclusion from the house also giving the effect that their friendship was important to Utterson making the audience feel sorry for him.

Further on in this extract Utterson receives a letter which says he should

(Section A continued)

not open until the death or ~~death~~ disappearance of Dr Henry Jekyll. Friendship is presented here where Stevenson writes "but professional honour and faith to his ~~dead~~ dead friend" meaning Utterson would not forget the friendship of him and Lanyon and only open the letter when allowed. The author has done this to show the importance of friendship and loyalty Utterson has even to his dead friend. This creates the audience to believe friendship is a very important part to this story which gives the effect that Utterson is faithful to his friends. ~~and~~ During this time ~~it~~ it would be strange to receive a letter like this written by someone who had just died so by Utterson restraining from opening it shows an incredibly strong friendship and further proves his loyalty to his friends.



Part (a) The candidate makes a wide range of points about the character of Utterson, but only one quotation has been used to support the points made. There are points and general observations about Utterson, but these could be about any example or extract from the novel – however, they remain evident in the extract provided. More evidence and close analysis of the extract is needed. Overall, there is a generally sound understanding of the character in relation to the extract. Band 3, 6 marks.

Part (b) There are some developed ideas about the character of Lanyon, although it is a little repetitive in places. Two quotations have been used and a range of points made suggesting that Lanyon is 'kind', 'warm', 'well-respected', 'clever', 'well-educated' and 'important'. More close analysis at word level would benefit this response. Band 5, 11 marks.

Part (c) The candidate has chosen Chapter 6 to explore 'friendship' when Utterson writes a letter to Jekyll. There is consideration on the effect on the reader and how sympathy is felt for Utterson who genuinely cares for his friends. There is a sound understanding of the theme throughout the response, but little close analysis of language. Band 5, 15 marks.

SPaG: 2 marks – ideas clearly conveyed with some blemishes.

Total: 34 marks



Candidates are reminded to always label their answers clearly.

### Question 3

#### The Hound of the Baskervilles

The chosen extract was taken from Chapter 14 *The Hound of the Baskervilles* when Holmes and Watson are waiting for the appearance of the hound.

Part (a) Holmes

Part (b) Setting

Part (c) Suspense

The text was generally well chosen for the ability of the candidates. Part (a) was well received and most candidates achieved a good all round description of Holmes.

Part (b) responses were stronger when candidates acknowledged the gothic theme to fully explore the suspense and effect of the setting. On the whole, responses to part (c) were the weakest area of Section A. Whilst candidates generally chose suitable parts of the text; analysis of the effect of suspense was limited. In this response, the candidate does not provide an answer to part (c) of the question.

~~From~~ Holmes is a very impatient character "and stamped his feet in his impatience" he doesn't like waiting. ~~He~~ Holmes is also very important everyone makes sure things are okay with him before just doing it. He is also very mysterious and gives a challenge and not afraid. Everyone listens to Holmes he is very powerful. He loves to solve mysteries.

The writer has put a lot of detail in one setting and has made it sound as mysterious as he can

to fit in with the boat. "that dense white sea, with the moon silvering its upper edge, sweep slowly and inexorably on. Also he has described the moor in a detailed way"

(Section A continued)

Every minute that white woolly pain which covered one-half of the moor was drifting closer and closer to the house"



**ResultsPlus**

**Examiner Comments**

Part (a) The candidate begins with a relevant quotation and point, but the points about Holmes being 'important', 'mysterious', 'liking a challenge' and 'powerful' are rather general and are not supported with any examples from the extract. There is 'some' here. Band 2, 5 marks.

Part (b) There is very little of the candidate's own comment in this response. There are two long quotations and one point about the setting being 'mysterious'. Due to the brevity of the candidate's own contribution, this can only be considered a 'Limited' response. Examples are relevant. Band 2, 4 marks.

Part (c) There is no response to part (c) therefore this must be 0+0 marks.

Total: 9 marks



**ResultsPlus**

**Examiner Tip**

A mark for SPaG can ONLY be awarded if there is a response to part (c).

This response gains full marks for part (a) of the question, but loses strength – possibly due to time limitations.

a) In the extract you learn that Holmes is an impatient character. It shows this when it says 'stamped his feet in his impatience'. 'Stamped' is a key word to understand what kind of character he is because it shows you're angry or in a state of stress when you stamp. Another key word is "impatience", this gives us a clear idea of how he acts throughout the extract.

This extract also shows that Mr Holmes can be caring, when it says "Thank God, I think that I hear him coming". This shows he cares because he is thanking god just because he knows someone is safe and hasn't got lost.

The extract shows he is caring, impatient but also a man that takes charge, we know this because Watson asks Holmes questions instead of telling him what they should be doing, for example when Watson asks 'Shall we move farther back upon higher ground?'

b) The writer uses lots of adjectives to describe in detail what is happening in the eyes of Holmes and Watson. For example: "Golden square of the lighted window". This gives us a good idea what it looks like and shows us it's bright by using the words 'golden' and 'lighted'.

The writer also uses different techniques like alliteration, a good example of when the writer uses this technique is when it says "White woolly plain". All three describing words help us to understand what he (Holmes) is looking at on the moor. Another example of alliteration from the extract is "Shadowy sea". The writer uses many different techniques to describe the setting, another one he uses is a simile, you see this when it says "like a strange ship upon a shadowy sea". The writer describes it like this to show what the moor looks like at the current time.

c) On page 229, Chapter 6, suspense is created as Holmes returns to the room in which Watson is also staying in. Suspense is created after Watson asks Holmes a question but Holmes then stood beside him in silence. This makes the reader wonder what is going to happen, the lights are off, is the person stood in silence definitely Holmes?

To show the reader that the man in the room could be anyone, instead of using Holmes' name, it says instead "Then the tall, lean figure inclined towards me." The man then goes on to whisper to Watson "Would you be afraid to sleep in the same room with a lunatic, a man with softening of the brain, an idiot whose mind has lost its grip?". This whole paragraph builds suspense up

until the end in which they both go to sleep.  
The writer uses suspense a lot throughout the book  
clearly shows he thinks it is an important characteristic  
to have in a novel.



### ResultsPlus Examiner Comments

Part (a) The candidate provides three references to the extract and identifies that Holmes is 'impatient', possibly 'angry or in a state of stress', 'caring' and 'takes charge'. Although language is not assessed in this part of the question, there is a good point about Holmes using a question 'instead of telling him what they should be doing'. Band 3, 8 marks.

Part (b) The candidate maintains focus on the language used to describe the setting. There is reference to the use of adjectives, alliteration and a simile. There is some attempt to explore the 'bright colours' of 'golden' and 'lighted' but their effects are not considered. Ideas are not developed enough and the response seems more focused on the features rather than the effect. Band 4, 10 marks.

Part (c) The candidate helpfully guides the reader to the chosen extract. There is an appreciation of how suspense is created through the 'silence' and ambiguity of the person in the room. The response could have included more exploration of the examples provided and more quotations from the extract selected, but overall there is a generally sound understanding without close analysis of specific language. Band 4, 10 marks.

SPaG: 3 marks – some errors, but spelling is sound.

Total: 31 marks



### ResultsPlus Examiner Tip

For each point made, support ideas with evidence from the extract(s).



## **Question 4**

### **Felicia's Journey**

The chosen extract was taken from Chapter 11, when Felicia returns to the Gathering House in search of her money.

Part (a) Felicia

Part (b) Miss Calligary

Part (C) Loss

No examples are included for this question. Please refer to the Higher Tier report.

## **Question 5**

### **Pride and Prejudice**

The chosen extract was taken from Chapter 16 when Wickham discusses Darcy with Elizabeth.

Part (a) Wickham

Part (b) Elizabeth

Part (c) Strong opinions

No examples are included for this question. Please refer to the Higher Tier report.

## Question 6

### Great Expectations

The chosen extract was taken from Chapter 1 when Pip meets 'the man' for the first time.

Part (a) Pip

Part (b) 'the man' (Magwitch)

Part (c) Fear

Some very good responses for this question were seen and a full range of marks awarded. Most candidates selected a range of valid points relating to Pip in the extract and were able to find a number of points relating to 'the man' for part (b). For part (c) a variety of extracts were selected, such as Pip's fear of being discovered stealing food for the convict or Pip's first visit to Satis House and his meeting with Miss Havisham.

There were few examples available for this question, but one is included here. The response is problematic and should be read holistically.

Pip is a vulnerable frightened man. ~~that has not~~ a lot of money. ~~it can tell that pip hasn't got~~ a lot of money because in the paragraphs ~~it says~~ ~~describes~~ describes pip with old clothes ~~on~~ dirty clothes on and broken shoes.

Pip comes across very nervous and someone who keeps themselves to themselves and doesn't really like to talk much. I believe this because he says very short sentences such as "pip, sir." So then the man asks pip to repeat himself.

You can ~~tell very clearly that~~ very clearly tell how traumatised pip ~~has~~ feels about this man. I know he feels this way because his first words were "O! ~~ff~~ Don't cut

My throat, sir, pray don't do it, sir!" ~~The~~ The writer then added ~~an~~ <sup>it</sup> "I pleaded in terror!"

The writer's language quite formal in places ~~where~~ where there ~~arent~~ <sup>arent</sup> any speech marks. For example in the paragraph ~~that~~ <sup>that the man</sup> gets described in, that is quite formal, other places such as ~~cut out the place~~ "Tell us your name, quick" and "Once more, give it mouth!" Also the first two lines are worded strangely because you can't tell whether it is formal or not due to when the man says "Hold your noise, keep still you little devil, or ~~tht~~ I'll cut your throat!"

The writer makes the villain sound aggressive and abusing in this chapter. He also uses language to make pip sound innocent and terrified.

The man sounds aggressive ~~when~~ throughout the ~~entire~~ whole thing especially when so far he has made ~~entire~~ empty ~~threats~~ threats and forces pip to tell him personal ~~information~~ information.

Pip is made out to be innocent and harmless. The writer has proved this ~~using~~ ~~using~~ by having Pip say "O! Don't cut my throat sir, pray don't do it, sir."

The writer presents fear by what Pip says in the extract. For example ~~to make~~ the writer makes Pip cry for help when he is being threatened. The writer ~~shows~~ <sup>gives you</sup> ~~the image~~ ~~out~~ that Pip is ~~is~~ ~~is~~ trembling when he ~~replies~~ replies with ~~the~~ "Pip, Pip, Sir!" This gives off the impression that Pip is frightened.

Also the writer puts ~~and~~ exclamation marks as if Pip is screaming at this man in fear.

~~Coming to a conclusion,~~ at the end of this ~~text~~ extract, the writer wrote that Pip held tighter on <sup>to</sup> the tombstone to keep himself on it ~~and~~ to keep himself from crying.

If Pip wanted to burst into tears then stating the obvious, he is clearly scared to death of the situation.

Coming to a conclusion ~~at~~ the ~~beginning~~ beginning of the paragraph to describe the man, the writer calls "the fearful man". This proves that Pip should be afraid of this man.



## ResultsPlus Examiner Comments

As the candidate has not identified each section, we must do a little work. Read the complete response before deciding on the mark.

The question is whether to attempt to break the response into parts of the question or whether to take a holistic approach. The answer is that we must do the best for the candidate and find as many marks as possible.

If we consider the first page for part (a), the candidate makes two points ('nervous' and 'traumatised') and supports these with relevant quotations. More examples could have been included. However, on the next two pages more comments are made that are relevant to part (a).

In what could be considered as part (b), more comments relating to Pip are mentioned ('terrified', 'innocent and harmless').

The section towards the end could be considered as a response to part (c) of the question; however, it is based upon the given extract. More points are made about Pip, showing that he is 'frightened' and 'scared to death'.

The second page has points that are relevant to part (b) of the question ('the man'). There are some quotations, but points about the use of 'formal language' are not convincing and seem a little muddled. 'The man' is identified as being 'aggressive', 'abusing' and 'threatening'. There is more about Pip than 'the man'.

There is nothing written for us to take into consideration for part (c), as all of the response is based on the extract, but 1 mark could be applied as an SPaG mark.

If we applied marks based on page 1 being a response to part (a) and page 2 being a response to part (b) and the final page a response to part (c), the award would be:  $5/6/1+2=14$ .

If we applied marks holistically  $8/6/0+0 = 14$ . The holistic approach is the better method to use in these situations and would be the mark awarded.

Total: 14 marks



## ResultsPlus Examiner Tip

Candidates should spend longer on part (c) of the question, as it carries more marks. Check the marks available for each part of the question and section of the paper.

## ***Question 7***

### **Anita and Me**

This question asked candidates to consider the ways in which Mr Kumar is a significant character in the novel. There were very few responses to this choice of text but, on the whole, responses were successful.

No examples are included for this question. Please refer to the Higher Tier report.

## ***Question 8***

### **Anita and Me**

For this question, candidates were asked to explore the significance of change within the novel. A range of ideas were considered, such as how Meena changes throughout the novel, the changes in Tollington, the changes in family circumstances and the changes in friendships. Most candidates successfully dealt with this question.

No examples are included for this question. Please refer to the Higher Tier report.

## ***Question 9***

### **Balzac and the Little Chinese Seamstress**

This question asked candidates to consider the significance of Luo in the novel. Although few centres choose this novel to study, the few responses seen are always a pleasure to read.

No examples are included for this question. Please refer to the Higher Tier report.

## ***Question 10***

### **Balzac and the Little Chinese Seamstress**

The question asked candidates to consider the ways literature is significant in the novel. As seen for Question 9, responses were, on the whole, excellent and contained a wide range of examples and considered the effects that literature has on the characters.

No examples are included for this question. Please refer to the Higher Tier report.

## Question 11

### Heroes

This question focused on the significance of Larry LaSalle in the novel. Marks across the full range were awarded. Some examiners reported that most candidates clearly knew and understood the text, although at times the responses were not fully developed and fell more into 'sound' rather than the higher bands. Typical points included reference to LaSalle gaining the Silver Star, his success in Frenchtown and his abuse of Nicole.

Bullets in the question focus on what LaSalle says and does; why Francis seeks revenge and LaSalle's actions affecting others.

This first example is a Band 2 response.

Larry lasalle wants to destroy Francis for ~~betraying~~ betrayed him as a boy, but Francis wants to kill Larry because he raped a girl Larry liked violence but he covered it up and went on to be normal normal were as Francis didn't because he didn't like the rape 1. because he loved her and 2. because it was violent.

The rape ~~that~~ was a secret to 3 of them but she a 1 of them. ~~Francis~~ Francis's secret mission was to get hold of Larry and kill him



## ResultsPlus Examiner Comments

This is a short response. It begins in a muddled way, as the characters are cited the wrong way around. There is some recognition of the rape and violence surrounding LaSalle and that it was Francis's mission to kill him. The response is 'Limited'.

AO1 Band 2, 7 marks, matched across...

AO4 Band 2, 5 marks

SPaG: 2 marks (inconsistency with capitals for proper nouns – also tense issues).

Total: 14 marks



## ResultsPlus Examiner Tip

Advise candidates to refer to specific examples in the novel and then refer these back to the question.

This second example is a Band 4 response.

Larry LaSalle is important in the novel because he's the only person who encouraged Francis to be more confident, winning the table tennis game at the wreck center and he known as a champion, he also encourages other young people in Frenchtown and one of these person is Nicole Benard, Larry also helped her to be more confident with herself and he encouraged her to dance in front of everyone. But Larry is also important in the novel because he's also the only reason why Francis went to war, not to give other peoples lives but for a mission. Francis mission was to get rid of crime.



of Larry because he's the only reason why Nicole broke up and hates Francis for not doing anything when Larry sexually abused her and Francis didn't do anything; ~~when~~ he was there all the time, that's why ~~he~~ he goes on a mission because he has so much anger ~~to~~ towards Larry and Nicole will never forgive him.

• Larry affected other people's lives in many ways, one of them ~~was~~ was when he sexually abused Nicole Penard and Francis' relationship with Larry and Nicole.

Francis has so much anger towards him that's why he went on a mission to kill him because Nicole has never forgiven him for not being a good boyfriend or asking anyone for help. But Larry also affected Francis' life because he didn't like the fact that he didn't save Nicole in that night and when he ~~he~~ went back to Frenchtown he decided to take his own life because he doesn't forgive himself for not saving his girlfriend from getting raped.



## ResultsPlus

### Examiner Comments

The candidate demonstrates a generally sound understanding of the novel. There is focus on the importance of Larry LaSalle with points including his desire to make Francis and Nicole confident and why Francis wants to go to war. There is recognition that Francis and Nicole only separate because LaSalle abused her. LaSalle affects others – he makes Francis want to take his own life.

AO1 Band 4, 17 marks.

AO4 Band 4, 11 marks.

SPaG: 5 marks.

Total: 33 marks



## ResultsPlus

### Examiner Tip

Always support ideas with specific examples from, or references to, the novel.

## Question 12

### Heroes

This question asked candidates to explore the theme of secrets in the novel. Again, marks across the full range were awarded. Some candidates focused solely on Francis's secret identity whilst others delved deeper into other secrets, such as: Francis falsifying his date of birth in order to get into the army; LaSalle's secret past and his attack on Nicole; how veterans struggled with the secret horrors of war and Nicole keeping the rape a secret.

The bullets in the question focus on Francis's secret mission; the secrets of others and the effects of secrets on others.

This first response just slips into Band 3. (A borderline example.)

Secrets are important in the novel because if no one had a secret then <sup>people</sup> they would ~~still~~ not be friends with anyone. Francis keeps secrets <sup>because</sup> ~~because~~ <sup>for example</sup> the reason he has a secret mission is because he is <sup>trying</sup> ~~doing~~ to clear his mind of the <sup>guilt from the fact</sup> ~~fact that~~ he betrayed Nicole and he wants to murder Larry because he thinks it the right thing to do <sup>and this is proven when</sup> because he says 'what you did to her. And <sup>I did</sup> ~~told~~ nothing. Just stood there <sup>and</sup> ~~and~~ let <sup>it</sup> ~~it~~ happen'. The effect of secrets on the other characters is big because everyone in Frenchtown sees them all as heroes when they feel ~~like~~ they are not because of seeing the real war and because people see the war through <sup>rose tinted glasses</sup> ~~rose tinted glasses~~ they don't see what is really going on and that is made clear when Arthur <sup>ur</sup> ~~says~~ <sup>said</sup> 'the war nobody wants to talk about' to Francis.



## ResultsPlus Examiner Comments

A short response but two quotations are used and relevant points made, such as Francis's secret mission and the effects of secrets on other characters. Some ideas are not clear. The AO4 is slightly stronger than AO1. In this case we can give a slightly better mark for the social, cultural and historical context.

AO1 Band 3, 14 marks.

AO4 Band 4, 10 marks.

SPaG: 4 marks.

Total: 28 marks



## ResultsPlus Examiner Tip

A brief plan or mind map helps to keep ideas focused when answering the question.

This second example just slips into Band 5. (Another borderline example.)

Plan

\* Secrets in the novel when her Larry assassinated  
Niece and she won't tell anyone because no one  
will believe her because Larry is a much loved  
hero.

\* he wants to kill Larry for what he done to niece.

\* her Francis being too young to go in the army  
and under age to try himself only he knows that.

(Section B continued)

no 12)

In the novel there are shown to be a lot of secrets including the the secrets about Francis's secret mission. "And maybe Larry LaSalle will appear on the streets of Frenchtown and you will be able to carry out that mission". This suggests that he hates Larry for certain reasons such as the assault on Nicole Renard.

There is also a lot of secrets about other characters such as the secret of Nicole Renard. Nicole got assaulted by Larry but she is afraid to tell anyone because she thinks that no one will believe her because everyone thinks of Larry as a ~~hero~~ hero and a role model to Frenchtown; many people would love to be him and also the effects of secrets on the characters will be very strong because they don't want to tell anyone because maybe none of the characters will get believed and then even they will just get laughed at and get called a liar.

There is also another secret that a character has and that is Francis Joseph Cassavane because when he went to war he wanted to kill himself for what had happened to Nicole and so he went to war to kill himself but then only didn't if work he had his whole face nearly blown off oh I have eyes because I can see and ear-~~drums~~<sup>drums</sup> because I can hear but no ears to speak of, just bits of dangling flesh. So that shows he also has secrets because he also forged his birth certificate to go in the army and that

Shows that he must have been desperate



## ResultsPlus

### Examiner Comments

It is good to see a plan – often the sign of a good response as candidates have paused to think about what they are going to write.

In the first paragraph, the candidate deals with all of the bullet points in the question (necessary for Band 5). This is a borderline response, as so many more points could have been included; however, one deciding point to place just into Band 5 is the reference to the secret of the forged birth certificate or perhaps those with secrets feel they will not be believed and get 'laughed at'.

AO1 Band 5, 20 marks.

AO4 Band 5, 14 marks.

SPaG: 5 marks

Total: 39 marks



## ResultsPlus

### Examiner Tip

AO4: The social, cultural and historical context should be integrated into the response and not left as 'stand-alone' or 'bolt on' comments. This is most often assessed through the candidate providing relevant examples of character and themes within the novel.

## Question 13

### Of Mice and Men

*Of Mice and Men* remains the most popular option for Section B. There was a good balance of responses across the two questions.

Question 13 asked candidates to consider the significance of Slim in the novel. Many candidates responded well to this question. Comments were maturely handled and often very focused. Candidates were able to explore the significance of Slim as a significant character in great detail; noting that he was often elevated to a 'God-like person'. A good range of interesting points were made and were well explained. However, a few responses lacked enough specific examples from throughout the novel.

One examiner commented:

"I was really impressed by the quality of these essays. The candidates were supported by the bullet points and were able to explore a range of ideas. The band 5 essays used a range of evidence. Candidates who explored the theme of violence did well when they remembered to consider why different characters were violent as this pushed them to evaluate. Band 3/4 essays simply described the violent moments in the novel. Some candidates only explored the fight scene and although this was done in detail, it was hard to justify a top band award because there wasn't the range. Some more original approaches were to explore Curley's Wife's violence towards Crooks and Crooks' violence to Lennie. Original approaches to Slim's character included suggesting he was Steinbeck's mouthpiece and noticing how he related to George and Lennie."

The bullets in the question focus on what Slim says and does; his interaction with others and how he is respected.

This first example is a Band 2 response.

Slim is an tall and skinner and  
Slim works as a team.  
also Slim don't need to  
wear no high heeled boots.  
Slim is interact with other  
characters like they are all  
family and friends like they all  
have different dreams together.  
Why Slim respected to other  
men on the ranch because  
Slim is the boss of the

ronch everyone does what  
he say mybe everyone  
#1 like's him. lennie likes to  
touch everything but curleys

(Section B continued)

Wife dress shows a lot  
of damage and lennie likes  
to touch everything thats  
brite.



### ResultsPlus Examiner Comments

This brief response touches upon each of the three bullets, but it is a little vague and does not include enough specific points about the character, although there is brief mention and textual reference to the 'high heeled boots'. Slim is not 'the boss' per se, but is the 'boss' of the men. Some later points are irrelevant and there is some inaccuracy, as Lennie likes to pet things that are 'soft', not 'bright'.

This is a Limited response.

AO1, Band 2, 9 marks.

AO4, Band 2, 6 marks.

SPaG: 2 marks

Total: 17 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.



This is an example of a response gaining full marks for content.

Slim is important because he is a character that the 'average' <sup>workers</sup> can look up to. Slim is important because he represents a sympathetic influence in the otherwise hostile nature of everyday life on the ranch; he is some one to look up to.<sup>6</sup> he moved with a majesty only achieved by royalty and master craftsmen.<sup>d</sup> This shows that he is ~~like~~ no average worker, he has a higher arch position on the ranch. This could represent the American Dream; the ranch workers want to be where he is even though it is unlikely they ~~that~~ <sup>will</sup> ~~achieve~~ <sup>achieve</sup> Slim's position on the ranch. The intention of the writer was to show that people in those days can achieve

(Section B continued)

good things but unfortunately not every one can. The effect of this on the reader makes us ~~that~~ <sup>respect</sup> Slim. ~~because~~ This could suggest that Slim is loyal, dedicated, kind just like most royalty.

Slim is respected by all because he is trusted by all; wise, Slim is made out to be extremely wise.<sup>6</sup> his word was taken

on any subject, ~~it~~ be it politics or love.<sup>d</sup>

This shows knowledge, this gains Slim respect because his word is trusted. He is someone that everyone goes to on advice for anything. This ~~is~~ ~~actual~~ ~~imply~~ authority.

The writer has done this to emphasise Slim's authority on the ranch. This has a good effect on the reader, ~~it~~ it shows that we can trust him in the novella.

Slim could be linked to the theme of ~~friendship~~ friendship.<sup>6</sup> Slim looked approvingly at George for having given the compliment.<sup>d</sup> The ~~writer~~ writer has used a subtle adjective to show the reader ~~the~~ how Slim is feeling. The intention of the ~~reader~~ <sup>writer</sup> is to show that Slim has just met George yet they get along fine and are now 'friends'. Even though Slim remains detached from the other workers ~~the~~ ~~total~~ ~~at~~ ~~let~~ everyone is <sup>or</sup> ~~can~~ wants to be friends with him, also Slim looks out for every single one of his workers, especially George and Lennie. The effect of this on the reader makes us like ~~at~~ Slim even more, respect him even more, trust him even more.



## ResultsPlus

### Examiner Comments

This response begins well, with the comment that Slim 'represents a sympathetic influence in the otherwise hostile nature of everyday life'. The candidate deals with each bullet in the question, as interaction is dealt with through the friendship shown. There are appropriate examples to support points made and some thoughtful points, such as how Slim is inspirational, as other workers 'want to be where he is'. Other points include: authorial intent and the effect upon the reader; Slim being loyal and dedicated; Slim being a man of authority who can be trusted by characters and reader alike.

This clearly demonstrates a sound understanding of the character.

AO1, Band 5, 24 marks.

AO4, Band 6, 16 marks.

SPaG: 5 marks

Total: 45 marks



## ResultsPlus

### Examiner Tip

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

## Question 14

### Of Mice and Men

For this question, candidates were asked to explore the significance of violence in the novel.

This was another question where performance was mostly very successful. A good range of interesting points were made and adequately explored. Most of the candidates were able to highlight a number of characters who were violent or victims of violence and relate this to the social, cultural and historical context of the novel. Some candidates simply focused on the fight between Curley and Lennie, but more able candidates considered a wider range of examples.

The bullets in the question focus on why some characters are violent; violent incidents in the novel and how people react to violence.

This first example is a response that just slips into Band 2.

~~In the area of mice and men Slim~~  
~~is an important character as he is~~  
~~respected as a leader. I know this because~~  
~~"he moved with a majesty only~~  
~~achieved by royalty and master~~  
~~craftsman". This shows "only achieved~~  
~~by royalty" shows that he is treated~~  
~~with respect from his men.~~  
~~Other characters in of mice and men.~~

(Section B continued)

~~In of mice and men violence is~~  
~~used through out the novel. for example~~  
~~when Lennie has a fight~~



## ResultsPlus Examiner Comments

This is an interesting training script as several points can be made. First, the candidate has attempted both questions and crossed both responses out. If a response is crossed out and not replaced, then we try to read what is there and award appropriately. In this case, both have been crossed-out, so we need to try and read both and award for the highest. The 'better' response is that to Question 13. There is very little of the candidate's own comment and the point is repeated. An appropriate quotation has been included. The word 'shows' suggests some attempt to evaluate. The response is just in to the Limited band.

AO1, Band 2, 6 marks.

AO4, Band 2, 4 marks.

SPaG: 4 marks.

Total: 14 marks



## ResultsPlus Examiner Tip

In order to access the full range of marks, candidates must address all of the bullet points in the question.

This second example is a Band 3 response.

In the book of Mice and Men some of the characters are violent, some of the characters violence is important through out the novel such as Lenny. His violence isnt ment as such it is only because of his size and also he is heavy handed. This goes to show when Lenny kills

the animals he pets  
Witch is followed by Curley's wife's  
death. Witch Lenny didn't do  
all on purpose. ~~He~~ ~~is~~ ~~not~~  
Lenny is also violent when  
George tells him to or if

Lenny sees something he ~~does~~  
~~doesn't~~ doesn't like towards George.  
He is protective over him  
because he sees George as a  
father like figure. ~~The~~ The death of  
Curley's wife is led to the  
death of Lenny by George  
shooting Lenny in the head.  
When Curley is violent towards  
Lenny this shows that Curley  
makes sure that everyone  
knows his place on the ranch  
and nobody messes about with  
him.



## ResultsPlus Examiner Comments

The candidate attempts to deal with all of the bullets, but more detail and specific examples could have been included. There is recognition that Lennie's 'violence' is not meant and that when he kills the animals and Curley's wife, it was accidental. The response ends with how Curley 'ensures that everyone knows his place on the ranch', which could be considered in response to the final bullet of the question. There is some relevant material here.

AO1, Band 3, 14 marks.

AO4, Band 3, 9 marks.

SPaG: 4 marks.

Total: 27 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'.

This final example is a Band 5 response.

John Steinbeck, made Lennie out as a dumb man that relies on ~~Geo~~ George to survive and he doesn't ~~to~~ know what to do in some situations and sometimes he is violent.

The reason why Curley is so violent is because his father owns the farm so he can tell anyone what he wants, in other words a bully to the people that work on the farm.

The reason why Lennie killed Curley's wife ~~by~~ was because she was screaming and making a lot of noise and Lennie was panicking because he

(Section B continued)

didn't know what to do ~~out~~ so he snapped ~~at~~ her neck by accident, and that it a death by accident that wasn't meant to happen.

John Steinbeck also includes violence ~~into~~ in the novel by Curley. Curley was violent to Lennie because he felt threatened by Lennie and his high height so he punched him in his face, and the last punch Lennie caught ~~his~~ Curley's hand and crushed it.

When Curley's wife died Curley just implied that he will get the person that killed ~~her~~ her but he ~~had no~~ never showed sadness about the death because she was his property.



At the ending of the novel there is violence with George because George ~~was~~ didn't want Lennie to get hurt by anyone else so George shot Lennie at the back of his head putting him out of his misery.



### ResultsPlus Examiner Comments

The candidate deals with each of the bullets in the question. A range of examples has been provided, such as Curley being violent because he is the Boss's son and a 'bully' – he can 'tell anyone what he wants'. There is consideration of Lennie killing Curley's wife and Curley's reaction to this. Some points could have been developed more to give specific details, but a sound understanding of the novel is demonstrated through the range of examples provided.

AO1, Band 5, 21 marks.

AO4, Band 5, 15 marks.

SPaG: 5 marks.

Total: 41 marks



### ResultsPlus Examiner Tip

Be careful! If film versions are shown when studying a novel, do be aware that some details are changed or 'enhanced' for cinematic effect. Marks are awarded on the study of the printed set text.

## ***Question 15***

### **Rani and Sukh**

This question asked candidates to consider the ways Resham Bains is a significant character in the novel.

No examples are included for this question. Please refer to the Higher Tier report.

## ***Question 16***

### **Rani and Sukh**

This question asked candidates to consider the significance of secrets in the novel.

No examples are included for this question. Please refer to the Higher Tier report.

## ***Question 17***

### **Riding the Black Cockatoo**

This question focused on the character of John's father. The responses that were seen for this question were mostly marked in the top two bands. The understanding of both character and context demonstrated a sympathetic and assured understanding of the text.

No examples are included for this question. Please refer to the Higher Tier report.

## ***Question 18***

### **Riding the Black Cockatoo**

This question asked candidates to consider the significance of reconciliation in the text. Although there were very few responses to this question, the candidates who did attempt this were very successful.

No examples are included for this question. Please refer to the Higher Tier report.

## ***Question 19***

### **To Kill a Mockingbird**

This question asked candidates to consider in what ways Calpurnia is a significant character in the novel.

No examples are included for this question. Please refer to the Higher Tier report.

## Question 20

### To Kill a Mockingbird

This question asked candidates to explore the significance of education in the novel. A full range of marks were awarded and several gained full marks. Candidates considered Scout's experiences at school, Scout's education at home and what Calpurnia taught her, how Atticus taught his children morals and what the children learned about life in Maycomb and the social injustices.

One examiner commented: "The question invited lots of discussion of context; more successful responses rooted context in characterisation or events, exploring the metaphorical, physical and moral education discussed and looking at the novel as a whole."

The question focuses on the importance of education in the novel. The three bullets focus on Scout and Jem's school education; how children are educated outside of school and what is learned about life in Maycomb.

One example is provided here of a response that was awarded full marks.

This essay will be explaining why education is important in the novel of 'To Kill A Mockingbird'.

Firstly, Jem and Scout ~~to~~ went to school in Maycomb ~~which~~ in the 1930 ~~which~~ which at the time still had a lot of racism in the southern states which is where ~~the~~ Maycomb is. The education that Jem and Scout got there wasn't the best as when Scout ~~she~~ came to school they told her not to read at home as she was one of the brightest kids and was already ahead of the class. 'Caroline told me to tell my father not to teach me any more, it would interfere with my reading'. This is the first example of ~~the~~ <sup>Miss</sup> Caroline attempting to stop Scout from reading with her father at home.

(Section B continued)

However Scout didn't only learn from the classes that Miss Caroline taught but also from the students and the way they behaved. Scout later learned that the majority of the students were also racist as she got bullied for her dad being a 'nigger lover'. This educated Scout on the racist society she was living around which is important because Scout now ~~was~~ grows up a small bit and begins to understand more.

Secondly, Scout <sup>and Jem</sup> ~~are~~ then ~~taught~~ taught near to the opposite at home on the subject of racism. Atticus (Scout's <sup>and Jem's</sup> father) teaches Scout <sup>and Jem</sup> to ~~love~~ love everyone and it doesn't matter what race they are which was odd and not normal for a father to do in the 1930's Southern States of America where most people were still racist. For example 'Do all lawyers defend n-Negroes, Atticus?' and Atticus replies with 'Of ~~of~~ course they do, Scout.' ~~This shows that~~ This is one ~~example~~ example of when Atticus taught the kids to not be racist. This is also very important as if Scout and Jem didn't get taught otherwise by their father at home they probably would turn into the typical ~~racist~~ racist Maycomb scitisan. Atticus also continued to educate them by reading with them even though he

told Scout not to, and by doing this Atticus is teaching the kids to not always listen to everything your told to do.

In conclusion it is seen than Jem and Scout have a good education both at school and at home ~~but~~ however they are not educated well about how to treat others and what racism is at school which is why Atticus does teach them about it at home which affects them positively as they will grow up ~~being educated on the topic of racism and~~ knowing what is good and bad with a good education from school and home.



### ResultsPlus Examiner Comments

This is a structured response with an introduction and good conclusion. A range of points are made, such as Jem and Scout's education in school and how Miss Caroline instructs Scout 'not to read at home' as she is already advanced. Scout recognises that most of her peers are racist and that she is bullied for being a 'nigger lover'. This in turn educates Scout and she grows up to understand more about life in Maycomb. There is a section about how Atticus educates his children and a good point made suggesting that if Atticus did not teach the children, there was the danger of them becoming like any other 'typical racist Maycomb citizen'. More points could be included, but there is enough here to place the response at the top of Band 5.

AO1, Band 5, 24 marks.

AO4, Band 5, 16 marks.

SPaG: 7 marks – there are errors but, on the whole, this reads well.

Total: 47 (full marks)



### ResultsPlus Examiner Tip

Keep a sharp focus on the question. Whether it is a character or thematic question, candidates should refer to key areas of the full text where the character or theme features. For each example, the candidate should explain *how* and *why* the character or theme is important.

## Paper Summary

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

Based on their performance on this paper, centres and candidates are offered the following advice to consider for the new specification:

- Where candidates are provided with an extract, they should provide as many examples from it as possible in order to answer the question. Extract-based questions should focus solely on the given area of text and demonstrate their knowledge of the text in other part(s) of the question.
- Remember to select another area of the text when answering other part(s) of the question - please see Sample Assessment Materials.
- One or two word examples are often much more successful than longer quotations.
- Many candidates would benefit from making a short plan before embarking on their essay, but should avoid spending too long on it.
- Candidates should allow themselves a few minutes to proof read their work to check for SPaG.

### **General:**

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

Please see our website for latest details of training events and support materials for the new and exciting specification for GCSE English Literature (1ET0).

New, additional materials have been produced to help centres prepare their students for the 2017 series. We hope that you find these useful. We very much hope that you choose Pearson Edexcel as your provider for English Literature.

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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