

Examiners' Report  
June 2016

GCSE English Literature 5ET1H 01

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## Introduction

The English Literature 5ET1H 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

A question on 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 of 39 marks.

### Section B

A question on 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 of 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 generally sound, sound, sustained and thorough, pertinent and assured, or convincing and perceptive understanding.

### Section A

*Animal Farm* remained the most popular option for Section A, with just over 20 000 responses (a little down on last year). The second most popular choice was *Dr Jekyll and Mr Hyde* (4980 responses compared with approximately 4170 last year, so a few more here), closely followed by *The Hound of the Baskervilles* (approximately 2880 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* (105, although some of these were responses to other questions), *Pride and Prejudice* (380 compared with 415 last year) or *Great Expectations* (266 – with 274 last year).

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 some cases, candidates seemed to merge the parts of the question and provided one long essay.

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.

231 responses had not been identified and were in the Section A option (259 last year). This was a slight reduction on last year but another reminder will be included in the centre report.

## **Section B:**

*Of Mice and Men* unsurprisingly remained the most popular option for Section B. There was a good balance of responses, with 12829 answering Question 13 (Slim) and 11032 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.

The second most popular choice was *To Kill a Mockingbird*, with 1509 responses to Question 19 (Calpurnia) and 774 responses to Question 20 (Education).

The least popular text was *Anita and Me* with just 27 responses (compared with 33 last year). There were just 9 responses to Question 7 (Mr Kumar) and 18 responses to Question 8 (Change).

Responses to *Balzac and the Little Chinese Seamstress*, Question 9 (Lou, 89 responses) and Question 10 (Literature) were very impressive.

*Heroes* remains a popular text. There were 1160 responses to Question 11 (Larry LaSalle) and 125 responses to Question 12 (Secrets).

For *Rani and Sukh* there were 47 responses to Question 15 (Resham Bains) and 117 responses to Question 16 (Secrets).

*Riding the Black Cockatoo* (91 responses to Question 17 and just 9 for Question 18). Responses to this text have continued to decline. Indeed, most were responses to *Of Mice and Men* and the wrong box had been ticked.

A number of candidates had omitted crossing the chosen question number, resulting in 516 items not correctly labelled, again being slightly more than last year (505).

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. 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.

## 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 respond 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 particularly strong response to part (c) explored the alliterative 'b' from the 'brass collars – bounding' and how the choice of metal for the studs suggested that the dogs were 'hard' and went on to consider how the dogs in effect were wearing a 'uniform'.

This first example gains marks in different mark bands.

(a) In this Extract i discover that Napoleon is a smart pig, this is because he trains the dogs to attack snowball. A quote to show this "Napoleon had taken away from their mothers and reared privately." This is showing that napoleon is smart and knows what he is doing.

In this Extract i also discover that Napoleon is spiteful and cruel, this is because he gets the dogs to attack snowball for no reason a quote to show this, "They dashed straight for snowball, who only sprang from his

place just in time to escape their snapping jaws". This shows that Napoleon is that cruel he sets his protection to chase Snowball out of the farm.

Also in this Extract I discover that Napoleon is powerful, this is because Napoleon has the power to get rid of the animals he does

(Section A continued)

not like, chased out of the ~~part~~ farm. A quote to show this "Napoleon stood up and, casting a peculiar sidelong look at Snowball" this is showing me that Napoleon does not like Snowball.

lastly in this extract I discover that Napoleon ~~is~~ has scared Snowball, we see this when it says "too amazed and frightened to speak" this is showing ~~us~~ me that Napoleon has scared Snowball.

In this extract the writer uses emotive language to show that Snowball is scared a quote to show this is when it says "suddenly he slipped and it seemed certain that they had him". this is to get the reader to carry on reading the book.

~~Also on this extract the writer uses~~

(Section A continued)

The writer presents power in the book again when Squealer on page 55, we see this when it says "Napoleon ordered all the animals to assemble in the yard." This shows the reader that Napoleon is in charge and has took over the farm.

The writer also presents ~~power~~ Napoleon's power when he stands up tall with his dogs all around him. \* A quote to show this is when it says "Napoleon emerged from the farm house wearing both his medals with his nine huge dogs frisking around him". This shows that Napoleon is protected and safe were as ~~the~~ all the other animals are not.

We also see that Napoleon ~~is~~ has power because he has ~~per~~ animals call him "our leader, comrade Napoleon". This is showing us that Napoleon ~~is~~ is now important in animal farm.



## ResultsPlus

### Examiner Comments

Part (a) In the first paragraph, the candidate identifies that Napoleon is 'smart' as he 'trains the dogs'. A PEE format is used, with a supporting quotation from the extract, followed with a brief comment. Similarly, paragraph 2 identifies that he is 'spiteful' and 'cruel'; paragraph 3 that he is 'powerful' and in the final paragraph that he has 'scared' Snowball. There are four PEE paragraphs with a range of ideas. Comments about the examples are not sustained. Band 2, 5 marks.

Part (b) The response to this part of the question is very brief. The candidate suggests that emotive language is used to show that 'Snowball is scared' and supports this with an example. The comment that follows is 'empty' – as it does not provide a full explanation. This falls below expectations and although we do try to find something to award, this could only be awarded a Band 2 mark on Foundation (Limited). Rather than a zero, 1 mark is awarded.

Part (c) The candidate selects an example when Napoleon orders the animals to assemble, which shows his power. There are three PEE paragraphs. Ideas are undeveloped and there is no close analysis of language (AO2). This is just into 'sound'. Band 2, 5 marks.

SPaG: 2 marks.

Total: 13 marks



## ResultsPlus

### Examiner Tip

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



This second response is slightly better than the first.

a) In ~~the~~ this extract of Animal Farm, Orwell presents the character of Napoleon as intimidating, fearful and controlling. ~~This is first shown when he~~ <sup>he</sup> ~~Orwell~~ writes

Napoleon is

Firstly, Napoleon is presented as a fearful character when Orwell writes "there was a terrible baying sound outside and nine enormous dogs wearing brass-studded collars came bounding into the barn". This shows us that Napoleon creates fear ~~because~~ ~~by ordering~~ because of how the dogs immediately go to chase Snowball and how the dogs ~~behave~~ torment him in a threatening way. It also sends a message out to the animals that this could happen to them too if they were to protest against Napoleon by showing how powerful is throughout the story and how his dogs stay close to him all the time.

(Section A continued)

Orwell also presents Napoleon as a controlling character. This also defines how powerful he is, as he is able to easily command his dogs to chase Snowball away from the farm when he "uttered a high-pitched whimper of a kind no one had ever heard him utter before". He does this because he had never liked Snowball and that he used his vicious dogs to brutally attack him. Fortunately for Snowball, he was able to escape.

~~This suggests that Napoleon is a~~

Furthermore, Orwell also represents Napoleons dominance as an intimidating character. This is shown when Orwell writes ~~that~~ "Too amazed and frightened to speak, all the animals crowded through the door to watch the chase." At this moment, the animals are shocked and cannot believe that their comrade, Snowball is being chased away. ~~This suggests that Napoleon is a bully and~~ The animals would try to help Snowball, but the dogs are too fierceful which makes the animals scared of them.

(Section A continued)

~~B) Orwell~~

B) Orwell uses language to present the theme of terror in the extract when he writes "They dashed straight for Snowball who only sprang from his place just in time to escape their snapping jaws." This shows that the writer creates the impression of ~~fear~~<sup>terror</sup> as he presents the dogs size of the dogs and how ~~they~~ quick they dash towards Snowball.

Orwell also uses language to present terror in the extract when ~~he~~ he describes how the scene has affected the animals. "Silent and terrified, the animals crept back into the barn."

This suggests that the animals are shell-shocked from what they had just experienced ~~for~~ that happened to Snowball.

\* C) In chapter 7, we also learn that Napoleon creates the impression of ~~his~~ power when the hens try to rebel against him ~~when~~ <sup>and</sup> they notice that their eggs had been stolen. ~~and~~ <sup>They</sup> had planned to fly up to the rafters. However, once they got up there, they saw that their ~~own~~ eggs were ~~being~~ laying on the floor smashed. We learn that Napoleon is careless and lacks sympathy towards the animals as shown when "he ordered the rations to be stopped, and decreed that any animal giving as much as a grain to a

(Section A continued)

hen should be punished by death". This also suggests that Napoleon is still controlling over the animals, but he controls them by using fear that if any animal was ~~to~~ to feed the chickens, they would be killed. He says this to the animals because he knows that they wouldn't do it and if they ~~was~~ disobeyed him, there would be consequences. He also feels confident ~~in~~ that the animals would not disobey him because they are too ignorant which makes the ~~animals~~ <sup>animals</sup> weak and Napoleon feels stronger which is why he is so powerful and so crucial throughout the story.



## ResultsPlus

### Examiner Comments

Part (a) The candidate provides a range of developed points and comments suggesting that Napoleon is: 'fearful', 'powerful', 'controlling', 'dominant' and 'intimidating'. Three developed PEE paragraphs with three quotations are provided. When compared with the first exemplar this is slightly better but the candidate uses fewer quotations. Band 3, 6 marks.

Part (b) The candidate maintains a focus on the question, but few examples are provided and ideas are not developed. Band 2, 3 marks.

Part (c) The candidate selects an appropriate area of the novel from Chapter 7, when the hens rebel. There is only one quotation, but the points and ideas are developed. The response lacks any close analysis of language. Band 2, 4 marks.

SPaG: 3 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 response gains full marks for all parts of the question.

### Question A:

During the extract, George Orwell frequently shows Napoleon to be very overpowering. For instance 'Napoleon stood up' shows how he feels he should be above everyone when talking to them because he believes he holds power over them. Also 'casting a peculiar sidelong look' suggests how Napoleon has got Snowball right where he wants him. For example, Napoleon feels that he can look at Snowball in a certain way <sup>and</sup> he will stop.

what he's doing ~~and~~ for him.

Napoleon is also shown as controlling throughout the extract. For example, 'Nine enormous dogs... came bounding into the barn'. This implies how Napoleon has taught the dogs that he is the leader and only to listen to him.

Later in the extract, Napoleon is shown to be very secretive. For instance 'Napoleon had taken away and reared privately' shows how

(Section A continued)

Napoleon brought the puppies up behind everyone's backs in the hopes that they would protect him.

During the extract Napoleon is shown to ~~be~~ ~~that~~ ~~the~~ ~~dogs~~ ~~are~~ ~~slowly~~ ~~moving~~ ~~slightly~~ towards the other animals because he is beginning to show human aspects. For instance 'wagged their ~~tails~~ tails to him in the same way as the other dogs had been used to do to Mr Jones.' This suggests how Napoleon is slowly becoming the leader of the farm (such as the humans were) without the animals realising and despite the commandments they made against it.

Finally, Napoleon is shown to be becoming the leader and replacing old Major. For example, 'on to the raised portion of the floor

where Major had previously stood' suggests how Napoleon has forgotten about their great leader because he is too busy manipulating the other animals. Also 'he announced' shows how Napoleon completely controls what is going on at the farm. The word 'announced' accentuates how none of the other animals have a choice because they are not being asked or even considered in decision making.

(Section A continued)

Question B:

During the extract, George Orwell uses many language features to present terror. For example he uses many adjectives to accentuate the situation. For instance, 'terrible baying sound' ~~is~~ is almost a pathetic fallacy that is suggesting something bad is going to happen and the adjective 'terrible' suggests that what is about to happen is not only going to bad but it is undoubtedly going to be terrifying.

'nine enormous dogs' also presents terror during the extract. For example the adjective ~~is~~ 'enormous' shows how ~~these~~ dangerous and overpowering these dogs are which allows Orwell to create the idea of terror.

Also, the ~~the~~ verb 'dashed' shows how not only did the animals chase Snowball they were completely hunting him down with every intention of killing him. This allows Orwell to present terror because it creates a clear picture in the readers mind.

'Their snapping jaws' presents terror during the extract. For example the verb 'snapping' shows how frightening the dogs are and how determined they are to kill Snowball.

(Section A continued)

This presents terror because it shows that they are not giving in. They are completely uncontrollable by any animal but Napoleon.

As well as this, the words 'silent and terrified' ~~show~~ present terror because they show how the animals are unable to speak of what has just happened. The 'silent' could also suggest how they are too scared to speak about it because they believe the dogs could be set on them.

The verb 'crept' that comes after the adjectives 'silent and terrified' accentuates how nervous the animals are because of Napoleon and his dogs.

Question C: through Napoleon  
George Orwell also presents power ↑ in the novel just after Snowball has been realigned to be in contact with other human farmers. For example, it says, 'nine huge dogs frisking around him'. The adjective huge shows how Napoleon is using the dogs to look and become more powerful than the other animals. For instance, Napoleon knows that by having the dogs around him no other animal will

(Section A continued)

Speak up against him because they are terrified.

Power is also presented when it says 'the dogs promptly tore their throats out' this shows how Napoleon has the power and control to do anything because of the terror he has created within the other animals.

The verb 'demanded' shows the power Napoleon has over the other animals because he isn't asking them, he is completely controlling everything they do. It also suggests how every animal is below Napoleon and that he believes every animal should confess to him as though he is the God.



Napoleon is also ~~shown~~ shown to demonstrate his power when it says 'a pile of corpses lying before Napoleon's feet.' This clearly shows how Napoleon believes he has the most power because he is stood above them, ~~standing~~ as though he is much greater than them.

The phrase 'had been unknown there since the expulsion of Jones' shows how much power Napoleon really does have. For

(Section A continued)

instance nothing this tragic had been ~~at~~ allowed ~~to~~ to happen at the farm since Mr Jones left but now under Napoleons demands it has happened again. This suggests how Napoleon is slowly taking Mr Jones' place without the animals realising.

George Orwell also presents power for Napoleon when it says 'no animal had killed another animal.' This shows how Napoleon is suddenly breaking all the rules of Animalism and the commandments because he believes he holds power over everyone.

Finally, Orwell presents power when it says 'Napoleon ordered the animals to assemble.' The verb 'ordered' accentuates how

aggressive Napoleon is with the animals because he feels he can do what he wants because he has manipulated the animals enough to have all the power

Also, the word 'assemble' suggests how everyone should look and act the same below him because he feels he should stand out as their great leader.



**ResultsPlus**

**Examiner Comments**

Part (a) The candidate comments that Napoleon is: 'overpowering', 'above everyone when talking', 'controlling', 'secretive', 'sly', 'a leader', 'replacing old Major' and 'manipulative'. All points are supported with relevant examples. We cannot ask for more in ten minutes. Band 3, 8 marks.

Part (b) There is a sharp focus on the question and the candidate focuses on the language, often at word-level. There is reference to specific terms, such as verbs, adjectives and pathetic fallacy. A full range of examples are presented. Band 5, 12 marks.

Part (c) This is a detailed and assured response. The candidate considers Napoleon's power and how he uses the dogs. Some perceptive ideas are offered, such as Napoleon is demanding and that he expects animals to confess to him as though he is 'The God' (sic). Another perceptive point is about how Napoleon 'stood above them'. The response continues with a comparison to Mr Jones's power and how Napoleon orders the animals to 'assemble'. There is close analysis of language and ideas are fully developed. Again, we cannot ask for more. Band 5, 16 marks.

SPaG: 3 marks

Total: 39 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 exemplar is a Band 1 response.

2a) we discover about Utterson in this extract from the way acts, he goes to see Dr Lanyon, "if anyone knows, it will be Lanyon". This tells us that Utterson can't find anything about Mr Hyde and is thinking that Dr Lanyon might know something about this mystery of what is going on. The language suggests that Utterson is confused of who Mr Hyde is and wants to find out.

2b) The language the writer uses to describe Lanyon is up lifting in a way with when the writer uses "hearty, healthy, dapper, red-faced gentleman". This tells us that Lanyon is a good and old friend of Jekyll and Utterson. The language suggest that describing Lanyon in a sentence seem we get the

feeling that something is going to happen to him later in the novel.

(Section A continued)

2c). In the chapter 'Story of the door' Utterson <sup>"friendships"</sup> ~~is~~ with ~~with~~ seemed to be founded in a similar catholicity of good-nature. This shows that Utterson hasn't just got a close bond with Lanyon and Jekyll he also spent his time with his cousin Mr Enfield. Enfield and Utterson are the first other people outside of Jekyll to find out about Mr Hyde ~~is~~ there. Enfield brings up a story about a young ~~girl~~ girl being trampled nearly to death by Hyde. The language suggests that Utterson isn't alone he ~~has~~ has all his friends close by him all through the chapter.



Part (a) The candidate makes one point about Utterson going to Lanyon and one quotation is used. The points do not deal sharply enough with the question and the final sentence is unclear. Band 1, 1 mark.

Part (b) Ideas are not always clearly conveyed or are too vague in this response. One quotation is used, but the point that follows does not provide an explanation to it. Language is not explored. Band 1, 1 mark.

Part (c) The candidate selects an extract from 'The Story of the Door' in order to demonstrate the friendship between Utterson and Enfield, but there is not enough exploration of the chosen extract and no close analysis of the language. Band 1, 2 marks.

SPaG: 2 marks.

Total: 6 marks



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

This second exemplar gains marks in the top two bands for all parts of the question.

a) From this extract we discover that Utterson is a well respected man and people are fond of him. I know this because "At sight of Mr Utterson, he sprang up from his chair and welcomed him with both hands." This goes to show that Utterson is good friends with Lanyon and they both enjoy eachothers company. This is shown in the extract, "men who thoroughly enjoyed eachothers company". We can also learn that Utterson has alot on his mind regarding Dr Jekyll. We can see this in the extract "the lawyer led up to the subject which ~~was~~ so

disagreeably preoccupied his mind". This leads me to believe that if Utterson bothered to go out of his way to speak to Lanyon about his opinion of Jekyll, it must have really been bothering him to the point where he had no other option but <sup>to</sup> discuss it with his oldest and dearest friend. "This little

(Section A continued)

Spirit of temper was somewhat a relief to Mr Utterson". This shows that Utterson was relieved to know that Lanyon felt the same way that there isn't something quite right about Jekyll.

b) In the extract, Stevenson ~~uses~~ presents Lanyon as a warm, friendly faced character. Just by reading his description, the reader can picture an image of this friendly, respectable gentleman. Stevenson uses a list of three to describe Lanyon. "hearty, hearty, dapper" creates an image of a well maintained and groomed gentleman who is in good health. However, despite portraying an image of a happy, hearty gentleman, Lanyon can also be seen as quite lonely and we can see this in the extract. "Where Dr

Lanyon sat alone over his wine". This ~~shows~~ suggests that Dr Lanyon lives on his own, no family surrounding him, only his butler. "Sat alone over his wine" also suggests that Lanyon is quite wealthy because he can obviously afford wine and in Victorian England, wine would have been seen as a luxury and ~~see~~

(Section A continued)

only the wealthy could afford it. Dr Lanyon is portrayed as a quite young man. Stevenson suggests that he is young anyway because "with a shock of hair prematurely white," the adjective "prematurely" means his hair was turning white before it was meant to, meaning Lanyon is still a considerably young man. "Boisterous" suggests that even though Lanyon is professional, respected gentleman, he still has a side to him that only his closest friends see, a childish playful side. This ~~could show~~ shows the message the book is trying to convey, that everyone has two sides them and that it is natural.

c) A close bond of friendship is portrayed in the extract. In the novel another bond of friendship is seen in Dr Jekyll's letter wrote

to Doctor Lanyon regarding Jekyll's reliance on Lanyon to help him that night. Jekyll introduces the letter with, "Dear Lanyon - You are one of my oldest friends" - the opening of the letter tells us that they have been friends for a while and that Jekyll values their friendship. "I cannot remember, at least on my side, any

(Section A continued)

break in our affection." Meaning Jekyll and Lanyon have never ~~any~~ argued and lost that bond for each other, at least not ~~is~~ in Jekyll's point of view anyway. Jekyll signs the letter "serve me, my dear Lanyon, and save your friend, 'H.J.'". "Your friend" shows that however Lanyon feels about Jekyll, there is still a respected bond between the two men and Jekyll obviously considers himself to be Lanyon's friend. We then see Lanyon's view of the situation. "I felt bound to do as he requested"; this suggests the respect the two men have for each other. Even though Lanyon ~~is~~ is unaware of what he has to do completely and why he has to do it, he is still willing to carry out the task for Dr Jekyll, without asking questions. This shows the bond and respect they have for each other.





## ResultsPlus

### Examiner Comments

Part (a) In this response, the candidate identifies that Utterson is 'respected', 'good friends with Lanyon', has 'much on his mind', is 'bothered' about Jekyll and is 'relieved' to share his thoughts. Points are supported with relevant textual evidence. The response is sustained. Band 2, 5 marks.

Part (b) The candidate provides a detailed response. Points about Lanyon suggest that he is 'warm', 'friendly', 'well-groomed', in 'good health', 'lonely', 'wealthy', 'quite young' and has a 'childish playful side'. There are some very interesting points, particularly the one about Lanyon being lonely. Some specific linguistic terms are employed and ideas are supported with relevant evidence. In the time given, this is a very good response. Band 5, 12 marks.

Part (c) The candidate chooses an extract from Jekyll's letter and his reliance upon his friend, Lanyon. Appropriate examples are provided but the response is a little repetitive. This is an assured response. Band 4, 12 marks.

SPaG: 3 marks (does not have to be perfect for 3 marks).

Total: 32 marks



## ResultsPlus

### Examiner Tip

If a candidate chooses to respond to the question in a different order, please remind them to label clearly.

If a candidate decides to respond to another section first, please remind candidates to write the response in the correct answer space.

### 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.

This first exemplar for this question is 'borderline' Bands 1 and 2.

a) From this extract we discover that Holmes is excitable about his plan to catch Stapleton working as he 'struck his hand passionately upon the rock' but on the other hand is also nervous that something is going to go wrong so he 'stamped his feet in his impatience' and he says 'Thank God, I think that I hear him coming' which relieved him. All of this shows that he is a determined and caring character.

b) ~~The~~ Doyle uses language such as 'the farther wall of the orchard was already invisible' to describe the setting as if you cannot see it creates a sense of vulnerability which is also shown when Holmes says

'In half an hour we won't be able to see our hands in front of us'

'A sound of quick steps broke the silence of

(Section A continued)

the moor' presents a eerie and barren setting.

c) The writer presents suspense in chapter 11 - The man on the tor. Suspense is created by the long sentences which create a fast pace and a sense of breathlessness. Also when Watson 'cocked the pistol' in his pocket is creates a sense of fear that he is going to be in trouble. Also the repetition in the sentence 'Then another and yet another, coming nearer and nearer' also ~~creates~~ creates a sense of suspense as it is like a list. Such as the sentence which starts with 'All was sweet and mellow and peaceful'.



## ResultsPlus

### Examiner Comments

Part (a) In this response, the candidate identifies that Holmes is 'excitable', 'nervous', and 'determined and caring'. Quotations are included, but ideas are undeveloped and further comment would have benefited the response. This is a sound answer. Band 1, 3 marks.

Part (b) One point is made in this response suggesting 'a sense of vulnerability'; the rest of this short response consists of quotations with minimal comment. A generally sound response. Band 1, 2 marks.

Part (c) The candidate chooses an appropriate and relevant extract from 'The Man on the Tor'. There is comment about sentence structure and the use of repetition, but the response is under-developed and more points and examples are required to qualify for a mark in a higher band. Band 1, 3 marks.

SPaG: 2 marks.

Total: 10 marks



## ResultsPlus

### Examiner Tip

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

This second exemplar is awarded marks in Bands 2 and 3.

a) In this ~~the~~ extract we learn that Holmes does not like waiting around. This is demonstrated when it says "and ~~stamped~~ stamped his feet in his impatience." The word impatience shows that Holmes doesn't want to wait and he can't wait much longer. This also shows that he isn't used to waiting because he stamped his feet.

In this extract we also learn that Holmes knows what he is doing. This is shown when it says "'we are going too far,' said Holmes!" This quote shows us that Holmes is intelligent

as he knows where they should be and he points out they're too far. This also shows that Holmes thinks he knows best because he thinks they're too far away and Watson doesn't think that.

Also in this extract we learn that Holmes gets excited when he thinks something is going to happen. ~~was~~

(Section A continued)

We can see this when it says "Thank God, I think that I hear him coming!". This shows that he is ~~reliefed~~ relieved that he no longer has to wait. It also shows us that he is excited about him coming because it says "Thank God".

B) In this extract the writer uses personification to describe the moor. We can see this when it says "The farther wall of the ~~moor~~ orchard was already invisible". The use of the personification makes the moor sound more mysterious and interesting. It also makes the moor seem like a person which makes it sound creepy and unwelcoming. He also ~~in this extract the writer uses a~~ uses the personification of "fog-wreaths came crawling round both corners". The use of

The verb crawling makes the fog sound scary and makes it sound like it is lurking.

The writer also uses similes to describe the moor. We can see this when it says "the roof floated like a strange ship upon a shadowy sea!" The use of this simile makes the moor sound very

(Section A continued)

mysterious and interesting. This is because a 'shadowy sea' sounds very unwelcoming and makes you curious.

The writer uses language to describe the moor as a "swirl of white ~~vapour~~ vapour". ~~the~~ The use of the word "swirl" makes the moor sound happy and nice because this word is usually associated with ice cream, and most people like ice-cream.

c) In this extract the writer uses language to create suspense when it says "A long black shadow was trailing down the corridor." This creates suspense because we don't know who it is. The use of the word "black" makes the person sound more mysterious and also scary. The use of the word 'trailing' makes

him sound more creepy and it also builds up more suspense because he isn't walking he is trailing. The use of the word trailing also gives us the impression that he is moving at a very slow rate, because the word trailing is ~~was~~ usually ~~associated~~ associated with ~~all~~ the way a snail moves.

(Section A continued)

In this extract the writer uses language to create suspense by ~~the~~ writing "there was something indescribably guilty and furtive in his whole appearance". The use of the word guilty makes him sound like he's done something bad, which makes us curious about what he's done. Also the use of the adjective "whole" makes Barrymore seem more suspicious because everything he's doing makes him look guilty and furtive.

The writer uses language to create a feeling of suspense when it says "His face seemed to be rigid with expectation as he stared out into the blackness of the moor". This creates tension and suspense because we want to know what he is looking for on the dark gloomy moor. The use of the word "blackness" makes it sound ~~more~~<sup>moor</sup> mysterious

and scary as it makes it sound very unwelcoming too. The use of the word "rigid" makes Barrymore sound very impatient as he is expecting to see someone there.



## ResultsPlus

### Examiner Comments

Part (a) The candidate identifies that Holmes is 'patient', 'intelligent', 'knows best', 'excited' and 'relieved'. Ideas are supported with relevant examples and understanding of the character is assured. Band 3, 6 marks.

Part (b) In this response there is some misinterpretation of the language used to describe the setting, such as the use of personification and 'farther' and the moor being 'happy and nice', when in fact it is the opposite in this extract; however, there are some relevant and credit-worthy points. The misinterpretations do not negate the positive points. Band 2, 3 marks.

Part (c) The candidate chooses the extract where Barrymore is in the corridor. The first part considers how Barrymore is 'trailing' but there is some misinterpretation. The point about him being looking 'guilty' is relevant, but the comment simply repeats and re-works what is in the quotation. The point about the 'blackness' of the moor is relevant. There are some valid points, some paraphrasing and it is a little repetitive ('mysterious and scary'). Band 2, 5 marks.

SPaG: 2 marks.

Total: 16 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 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

Marks across the full range were awarded for this question. More able candidates were able to engage with the questions on Miss Calligary and in part (c) of the question - 'loss in one other part of the novel'; but more often than not the theme of loss was discussed in general terms rather than specific extracts and incidents. Part (a) focused on Felicia's character and responses were often, again, a little vague and not specific to the extract.

The following is an example of a sustained response.

4(a): In this extract Felicia has lost her money and now is in search for it, "She [Felicia] makes the rounds of the other bed-and-breakfast houses, but without success." Just like losing Johnny she has lost her money and she now knows that she will not be able to find it. "The loss of her money is a disaster almost as great as her failure to locate the right factory." This shows that Felicia lacks skills as she is incapable of finding her money or Johnny ~~atse~~ and also idiotic for entering a near impossible journey. Due to her not finding her money she becomes desperate, "If we could look in the room," and start accusing the others at the Gathering house, "Only I left it here during the daytime, I don't know what I was thinking about." The fact that Miss Calligary

repeats the question, "Stolen? You saying Stolen?" reinforces the fact that

(Section A continued)

Felicia is desperate as she is accusing them for her losing her money.

4(b): In this extract William Trevor represents Miss Calligary as non-forgiving person. When Felicia returns back to the Gathering House "Miss Calligary meets her a little stiffly". The adverb "stiffly" implies that she has not yet forgiven Felicia for leaving without any notice but the adjective "little" shows us that though she may have not forgiven her she is still happy to see her back. Also when Miss Calligary meets her she is "not smiling in her usual manner." The verb "smiling" shows us that Miss Calligary is a positive lady who meets everyone with a smile but not ~~me~~ <sup>now</sup> as Felicia has done something to upset. This makes the reader surprised because ~~eg~~ <sup>in the</sup> book she is seen <sup>a</sup> ~~as~~ <sup>and</sup> cheerful person who believes in god and forgiveness but

this act of not forgiving goes against her own belief, a thing that ~~the~~ reader

(Section A continued)

would not expect from her making them feel shocked surprised.

Furthermore, Miss Calligary does not give Felicia a warm inviting like she first did. The author writes "Not invited into the Gathering house, and sensing no sympathy whatsoever from Miss Calligary". The ~~negative~~ <sup>refusing</sup> words 'not' and 'no' show that though Miss Calligary may have a positive side to her, she also has a negative side. Also the verb 'sympathy' shows that Miss Calligary does not feel ~~is~~ sorry for her. Also the repetition off the questions "Stolen?" and about money shows that Miss Calligary is judgemental as she is not listening to Felicias full story but continuously asking question to see if what she is saying is meant to be said. This makes the reader feel annoyed as ~~we~~ <sup>they</sup> are seeing a totally new perspective of Miss

Calligary, a person she was never thought to be.

(Section A continued)

To conclude in this extract we see a totally new Miss Calligary, a negative and judgemental one who does not feel ~~sorry~~ sorrow for the young girl.

4(c): In Chapter 19 of the novella ~~the~~ "Felicia's Journey", the author represents the theme of loss. In this extract we <sup>read</sup> see the Hilditch has joined Felicia in bed and due to his delusional state he tells Felicia everything. "He talks about other girls, naming each of them, describing them. No one ever knew except those girls." The use of the past tense "knew" and "those" shows that he has lost them as they are no longer with him. This is reinforced when Felicia notices that "the girls are dead" which shows that they are forever gone. This makes the reader feel horrified as they have found out the truth behind Hilditch.

In addition, later in the extract Hilditch offers to take her home, "I have money to

(Section A continued)

give you for the journey", but Felicia knows "that she must not be drawn into the humpback car". This is evident as this proves that Hilditch has not only ~~lost~~ the other girls but has also lost Felicia as she does not want to join Hilditch in the car. This makes the reader feel sympathy for Felicia as she has also been trapped in Hilditch's plan and for Hilditch as he has lost someone ~~at~~ ~~else~~, ~~in~~ ~~the~~

To conclude, loss is a very significant theme in this novel as many characters like Hilditch have lost someone very important to them; making the reader sympathize for them.



## ResultsPlus

### Examiner Comments

Part (a) In this response the candidate uses a range of examples from the extract, but makes few comments about the character of Felicia and some points are outside the extract. The candidate considers that Felicia has lost money and is searching for it; that she is on an 'impossible journey'; is desperate and that she is 'accusing'. Band 2, 5 marks.

Part (b) This is a sustained response that draws on knowledge of the character elsewhere in the novel. A range of points and language terms are identified, but there is some evidence of misinterpretation when there is comment about Miss Calligary being 'happy to see her back'. More coverage of the extract could have benefited this response. Band 3, 6 marks.

Part (c) This response is sustained. The candidate considers Chapter 19 in the novel and how Hilditch admits to the loss of other girls and how he loses Felicia as well. More close analysis would have benefited this response. Band 3, 8 marks.

SPaG: 3 marks

Total: 22 marks



## ResultsPlus

### Examiner Tip

Social, cultural and historical context is NOT assessed in Section A. For the new specification, please check the Assessment Objectives in the full specification to see where the Social, Cultural and Historical content is assessed.

## 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

The majority of responses were very successful and gained marks in the top bands. Comments about Wickham were often assured and perceptive.

The extract allowed for candidates to show their knowledge of Elizabeth, as they could write at length on part (b).

A popular choice for (c) was when Lady Catherine and Elizabeth first met; however, many did not pick up on some of the more subtle evidence of power in her dialogue.

This is a response that gains full marks.

5a) In this extract Mr Wickham shares his thoughts and feelings on Mr Darcy, with Elizabeth. Mr Wickham is portrayed as quite smug and mysterious, as he leaves Elizabeth questioning Mr Darcy, "I have no right to give my opinion" Mr Wickham says he has 'no right' however, he continues to share his opinion and change Elizabeth's thoughts on Mr Darcy; he is looking to cause trouble.

Elizabeth goes on to agree with Wickham, to which he is very much pleased about, "I cannot pretend to be sorry" The short sentence implies that Wickham holds a lot of dislike towards Darcy, and is finally reassured that Elizabeth feels the same way after his convincing words, "The world is blinded by his fortune and consequence, or frightened by his high and

~~imposes~~ "imposing manners" Wickham continues to release his distaste towards Darcy, leaving Elizabeth <sup>with</sup> little time to speak.

Wickham talks to Elizabeth in a great deal about Mr Darcy, this leaves Elizabeth little time to respond.

(Section A continued)

~~When~~ as Wickham begins again, "at the next opportunity of speaking". This conveys that Wickham is spending his time trying to convince Elizabeth to hate Mr Darcy, and is very dismissive to her opinion.

In this extract Wickham portrays himself to be the ~~the~~ more mature character, this is suggested when he says, "it is not for me to be driven away by Mr Darcy." This illustrates that Wickham is not threatened by Darcy, this is evident to Elizabeth as well as ~~she believes~~ he is portraying Mr Darcy to be in the wrong.

5b) Austen portrays Elizabeth's character as naive, and disinterested in Mr Darcy's thoughts and feelings. The writer uses dialogue to highlight and portray Elizabeth's opinions, "Upon my word I say no more here than I might say in any house..." Elizabeth's dialogue allows the ~~author~~ readers, to see whether she is in ~~aggr~~ agreement with Mr Wickham, all of her opinions are reflected through the use of dialogue, in the extract.



In this extract the writer uses adjectives and adverbs to reflect Elizabeth's opinions, "Everybody is disgusted with his pride. You will not find him favourably spoken by anyone". The adjective 'disgusted' illuminates

(Section A continued)

Elizabeth's passionate dislike towards Mr Darcy, this sentence is divided into two shorter sentences, the short sentences, allows the characters points to be displayed clearly, Austen did this for Elizabeth in particular, as the significance of her opinion towards Darcy is clear to the readers.

Elizabeth is shown as a prejudice character by the author, in this extract, "I should take him, on my slight ~~acquaintance~~ acquaintance, to be an ill-tempered man". The adjective 'ill-tempered' is evidence of this as she says that she has not conversed with him much, but still has concluded with negative attitudes towards him, the adjective is significant in this extract, as in this compound sentence, does she share her initial thoughts and feelings.

The writer uses hyperbole, to reflect and highlight Elizabeth's opinion, "I do not at all know; but I heard nothing of his going...". Austen uses emphasis on the word 'heard' to present that Elizabeth is passionate about Mr Darcy, hyperbole is used in her dialogue, in support of this.

Colloquial language is used as reassurance that ~~Mr~~ Mr Darcy will not affect the ~~neighbourhood~~ neighbourhood, "sure will not by his being in the neighbourhood". The word 'sure' is abbreviated, to present

(Section A continued)

that Elizabeth is not distressed or concerned by Mr Darcy's ~~presence~~ presence, but simply wants him gone, from the town.

5c) In Chapter 56 of the novel, Lady Catherine enquires to visit Elizabeth to discuss Mr Darcy and Elizabeth's possible marriage; both Lady Catherine and Elizabeth are displayed to have strong opinions on the subject. Austen uses listing to show Lady Catherine's attitudes towards Elizabeth; it also shows Lady Catherine's significance that she is of an upper class, "Your own heart, your own conscience, must tell you why I come". Lady Catherine's arrival is not a warm and humble welcoming, suspecting that a disagreement is to ~~take~~ take place.

The writer uses dialogue to illuminate the strong opinions of both characters, "Indeed you are mistaken Madam. I have not been at all able to account for the honour of seeing you here". Elizabeth's response is an indication of their dispute beginning, as she already claims that she has not expecting Lady Catherine's arrival.

In the extract, Austen uses hyperbole throughout both characters dialogue, "you ought to know I am not trifled with. But however insincere you may choose to be, you shall not find me so". Lady Catherine uses

(Section A continued)

emphatic on the personal pronouns, 'me' and 'you' to remind Elizabeth that they are of different classes, <sup>which</sup> in this has of great significance, Lady Catherine implies that they cannot be in agreement because of their contrasted beliefs.

The writer uses colour imagery to present Elizabeth's initial shock to what ~~Elizabeth~~ Lady Catherine is saying; suggesting that they are not in agreement, "if you believed it impossible to be true," said Elizabeth, colouring with astonishment and disdain. "The adjectives allow the readers to visualise Elizabeth's body language and facial expressions towards Lady Catherine; as the writer highlights the importance of the two characters not agreeing.

Austen uses punctuation to show that the characters dispute is becoming more heated, "If I do you then pretend to be ignorant of it?" The use of exclamation marks conveys that Lady Catherine is growing angry at Elizabeth's short and enigmatic answers, Lady Catherine's opinion being indifferent to Elizabeth's.

The negative verbs in the extract are supported

evidence that both characters' strong opinions are not the same. "I do not pretend to possess equal frankness with your ladyship, ~~for~~ You may ask questions, which I shall not choose to answer." The constant use of the word 'not' presents Elizabeth's differing opinion to Lady Catherine. The short and divided sentence is an indication that Elizabeth is calm and collected compared to a very much distressed Lady Catherine. It is evident that Lady Catherine is ~~not~~ more passionate about Darcy's possible marriage to Elizabeth, whereas Elizabeth is unaffected by Lady Catherine's opinion.



**ResultsPlus**

**Examiner Comments**

Part (a) This is a maturely expressed response with a range of points about Wickham. The candidate suggests Wickham is 'smug and mysterious', 'looking to cause trouble', 'dislikes Darcy', has a 'distaste' for Darcy, allows Elizabeth 'little time to respond', is 'dismissive' and other points. Ideas are supported with relevant evidence. Band 3, 8 marks.

Part (b) This is a very strong response. The candidate focuses both on the question and the language. A wide range of linguistic terms have been employed and the candidate considers Elizabeth's strong opinions, her 'passionate dislike' for Darcy, her prejudice and negative attitude and other points. Ideas are clearly and maturely expressed. Band 5, 12 marks.

Part (c) The candidate selects an extract from Chapter 56 when Lady Catherine visits Elizabeth. This is a very relevant choice and a strong focus on the question is maintained. The two women have 'strong opinions' and the candidate explains how a 'dispute' is beginning and how they 'cannot be in agreement'. The candidate employs a wide range of linguistic points in the response and all points are fully supported with examples from the chosen extract. This is above and beyond expectations and is an enjoyable read! Band 5, 16 marks.

SPaG: 3 marks.

Total: 39 marks



**ResultsPlus**

**Examiner Tip**

Remind candidates to refer to specific aspects of language where required.

## 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 were seen and a full range of marks were 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.

In this exemplar, the candidate gains confidence and is successful, particularly in response to part (c) of the question.

6a) From the extract the readers can depict many things about Pip. Firstly, we learn that Pip is a young boy who is innocent, "man" shows us that Pip is young. Also; "I pleaded in terror" & shows that he is innocent, as he is new to this situation, as he is hopeless.

Furthermore, Pip calls this 'man' "sir" which shows that he is very moralistic and respectful to those around him, which was not uncommon in the Victorian era.

Thereafter, we can note that Pip is comfortable with how he looks; he is self-assured "I believe they were fat, though I was at that time undersized", Pip does not care what the man seems to think of him.

Lastly, from the extract, "partly, to keep myself from crying" shows the readers that Pip is very sensitive at this young age, and he sees this as a flaw because he tries to stop himself from crying.

6b) Dickens uses adjectives such as "terrible voice" to show the man is not amiable, this creates more fear for Pip.

Furthermore Dickens uses nouns such as "iron"

(Section A continued)

in "with a great iron on his leg" which suggests that this man is an escaped convict.

Additionally, Dickens uses alliteration "soaked in water, and smothered in mud" to show ~~that~~ how inhumane this man looks, as if he had just come out of the wilderness.

There is also evidence of anthropomorphism for example "glared and growled" which highlights the animalistic qualities given to the man, these attributions also create a lot of fear, and tension is visible.

Dickens uses colloquial language "Pint out the place!" to suggest that the man is uneducated, especially because he is a criminal.

Finally, we can depict that the man seems to peruse his relationship with Pip by calling him "You..." this is a personal pronoun instead of calling Pip his real name he chooses not to, suggests that he is not caring and is very brazen.

6c) In chapter 53, Pip is threatened by Orlick. Firstly Dickens presents fear by creating an atmosphere "It was a dark night" suggests a very dangerous scene, and as Pip is on the "marshes" this supports the idea. Mists are usually on the marshes and Dickens uses this setting to show Pip's confusion.

(Section A continued)

Furthermore, Dickens portrays Pip's confusion as "that I hesitated, half inclined to go back" Pip's doubt is a sign of his fear of going in to the unknown.

Additionally, Pip's repetition of "Is ~~an~~ there any one here?" shows his eagerness to be inside the comforts of the forge.

Thereafter, Dickens uses the weather as a symbol that something bad is going to happen. "It was beginning to rain fast." highlights Pip's encounter is going to be negative.

The nadir for Pip is shown where Pip 'cried, struggling' which again shows the fear he feels, not knowing who the voice belongs to <sup>makes</sup> ~~makes~~ Pip squirmish.

Dickens thereafter uses dramatic <sup>tactile</sup> imagery "and struck again with the flint and steel" ~~to~~ to show how helpless Pip felt at this point. The word "again" highlights this, and evidently Pip feels uneasy as he still struggled to make this man out.

The questioning from Pip "why have you lured me here?" and "Why have you set upon me in the dark?" shows his fear and what Orlick can do, and the authority he holds over Pip.

To conclude, Dickens's use of similes "with his mouth snarling like a tiger's" shows Pip's awareness that he is unable to fight against Orlick; that he also has no means of counteracting against him in the midst of the night, shows Pip's fear at an altitude.



### ResultsPlus Examiner Comments

Part (a) A few points are made and supported with evidence from the extract. The candidate identifies that Pip is 'young' and 'sensitive', 'moralistic and respectful' and 'sensitive'. The point about Pip being 'self-assured' is not as convincing. Band 2, 4 marks.

Part (b) A range of points is made. The candidate identifies a language technique to illustrate 'the man'. The candidate identifies that the man is 'not amiable', 'an escaped convict', 'inhumane', 'animalistic', 'uneducated' and is 'not caring and is very brazen'. The short PEE paragraphs provide a range of ideas and understanding of 'the man' is assured. Band 4, 9 marks.

Part (c) The candidate selects an extract from Chapter 53 when Pip is threatened by Orlick. There is a wide range of points and several language examples are provided. All points are supported with relevant evidence and ideas are maturely expressed. There are perceptive points, such as the use of 'tactile imagery' and Pip's feeling of unease. Band 5, 16 marks.

SPaG: 3 marks.

Total: 32 marks



### ResultsPlus Examiner Tip

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



## 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.

This is an example of a response that just slips into Band 4.

-Mr kumar is significant in the novel because he is the constant parenting figure in Meena's life. However by excluding Meena from their heritage and culture he is also a reason why Meena actively rejects the Punjabi culture.

On page 249 Meena asks her parents if she is a virgin. Both of them are very shocked and when Meena tries to leave the table she is "stopped by Papa grabbing onto my arm". The verb "grabbing" is very forceful and quite violent for punishing a child. However he is very upset that Meena has become a "rude, juicy monster". This punishment by the "moral committee" highlights how Mr Kumar is very worried about Meena. Although he is very violent at first he is only punishing her to teach Meena a lesson and make sure that she grows up to be a "good Indian girl".

(Section B continued)

Papa however is also shown as very caring of Meena "snapping confrontation followed by repentant cuddles" highlights how Papa is also a very caring and kind father. "repentant" highlights how much he cares because

he doesn't stop cuddling her. Although he shouts at her he still wants to show he is kind and to be a good role model. He is significant as a parent but also because he shows Meena how to behave and that he cares.

Mr Kumar is also very significant in the novel because he is the reason that the Kumars came to England. In India (before the Kumars moved) Partition was creating a civil war in India between Muslims and the Hindus and Sikhs. Papa tells a story at a party in chapter 7 about how he came to England to find somewhere to escape Partition. He met Amman at a train station and then brought his family over. If Papa had not done this then Meena wouldn't have had an education. Mr Kumar sacrificed home for his child's future which highlights how caring he is. He is the entire reason for Meena's life now.

Even though Mr Kumar is very caring he is one of the main reasons as to why Meena tries to be British and not Indian. On page 205 the Kumars are celebrating Diwali with a party. Mr Kumar tells Meena "you must

(Section B continued)

really learn Punjabi, look how left out you feel!". Being her parent Mr Kumar should be the person to teach her Punjabi because it is part of their culture. However he expects Meena to learn it by herself. This

makes Mr Kumar significant because he is excluding Meena from her Punjabi heritage by not teaching her the things he should of. She tries to accept British culture because she feels left out but Mr Kumar makes no attempt to eradicate it. Furthermore in Chapter 5 on pages 93-94 Meena is amazed by a shrine on top of Auntie Shailas fridge. She is told about karma and wonders why she has never heard it from her parents. Mr Kumar responds by saying her conscience "will always be there, no matter how many temples you go to". Again Mr Kumar is excluding Meena from a vital part of their religion and culture, this may be why she rejects it.

Mr Kumar is also a very unconventional character. At the fete on page 182 Meena says "Papa was not a recreational gambler... he lived, breathed and smelled it". In his religion it is often frowned upon to gamble and take such a 'risk'. Mr Kumar doing this shows how he is not following his religion solely but seems to adapt it for himself. This is quite unconventional

(Section B continued)

because the triadic pattern highlights how much he enjoys to gamble; Furthermore he hides it from Mrs Kumar because he knows she will disapprove. He is therefore significant because he isn't a conventional Hindu and

seems to be more accepting of the British culture than Mrs Kumar and the Aunties and Uncles. This may also be a reason/<sup>influence</sup> ~~influence~~ as to why Meena ~~accepts~~ <sup>accepts</sup> the Culture as well. His role modelling shows her more of a British side than a Punjabi one.



**ResultsPlus**

**Examiner Comments**

The candidate considers how Mr Kumar is 'constant', 'caring and kind' and goes on to make a range of points. Textual references are made to support points and the candidate keeps a focus on the question. There is comment about why the family came to England and AO4 context is embedded. Some thoughtful comment is made about his role in teaching Meena about her heritage and the candidate goes on to consider how he is 'unconventional' and 'accepting of the British culture'. This is a sustained response with some assured comments.

AO1 Band 4, 15 marks.

AO4 Band 4, 10 marks.

SPaG: 5 marks.

Total: 20 marks



**ResultsPlus**

**Examiner Tip**

Remind candidates not to simply retell parts of the story.

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

## 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.

This is an example of a response that gains marks firmly in Band 4.

Plan Motorway - changing Surroundings  
Scots change becoming bad and racist  
Moving away at the end ?  
Decide moving Tracy change + Anita change  
Nanima comes

Change <sup>of the environment</sup> is a significant theme in the novel because it mirrors the change in the people. From children maturing to families changing the main theme of the novel is change. One of the key events in the novel is when the new motorway is built through/near to the made up city of Tollington. This is closely linked to what was happening at the time; The M6 was being built near Wolverhampton and it brought great change to the area. The motorway greatly effected towns such as Essington during

(Section B continued)

The 1960's and 70's due to the fact that there was a large flood of people who migrated to the outskirts of the cities as they could travel around easily to the cities. In the novel, the motorway also brought new people to the area, this

is significant as the village has a large amount of new people around, this is different to what it was before as there would usually be only locals. This led to Meena seeing an Indian man, a 'bank manager type in a suit'. This man would later be beaten by Sam and Anita in what they call 'Palm-Bashing' and this causes Meena to become upset and the horse accident occurs. The change of the Motorway created a chain of other changes that ~~are~~ greatly effects Meena's friendship with Anita as she can no longer forgive her for what she has done.

The change of Sam <sup>Lowbridge</sup> throughout the novel is also significant because it shows how Meena is betrayed by the people she trusts. During the Spring fete in the village, Sam Lowbridge makes racist comments towards people of colour. Sam cuts his hair in chapter 7 and Meena thinks that his appearance is much 'harsher'. This harshness in appearance also ~~makes~~ reflects the harshness of his attitude, he says, 'And give everything away to some dachies we've never met' or this is then followed by, 'This is our patch, not some wogs'

(Section B continued)

'handout'. This racist behaviour is hurtful to Meena because she is betrayed by someone she liked. This set part of the novel is significant because Sam hardly anyone in the village stood up against him, Meena felt as if she had been 'punched in the stomach', and felt betrayed.

When Mr Ormeau said 'You tell him, son' and then they shifted from foot to foot and glanced away'. The change in Sam from ~~at~~ pleasant to racist brings up the fact that there are many racist people in Tollington, even the people that like Meena. This was not unusual at the time because during the 60s/70s there were many <sup>Indian</sup> immigrants moving to England as economic migrants or to ~~essee~~ escape the violence of Partition in India. This led people to become intolerant to minority groups and in the late 60s a conservative MP made the 'Rivers of blood' speech in which he said that immigration would ~~be~~ led to violence. This could explain the racism that is brought to light by the change in Sam.

Anita ~~was~~ and Tracy were ~~both~~ both effected by the change that occurred in their family. In chapter 11, Meena discovers that Diederre, Anita's mum, has left Anita and Tracy with their dad. This is the first time in the novel when Meena sees an Anita crying and its the first time when Anita's weakness is shown. This portrays Anita as a venerable character and Meena is shown to attempt to

(Section B continued)

mother her, this makes their relationship closer. There were tiny snail trails of moisture and dirt running to her mouth', this description makes Anita seem venerable as the 'snail trails' have connotations of childhood which make Anita seem innocent and venerable which juxtaposes the rest of

The novel where Anita is shown to be more mature and teaches Meena about sex and boys. The change in Anita's family life has made her more venerable and Meena is shown to begin to mature by wanting to help Anita and her sister. For example, Meena says that she wants to feed Tracy 'something hot', this portrays Meena as a motherly figure to the sisters due to the fact that she wishes to protect them.



### ResultsPlus Examiner Comments

The candidate begins with a brief plan or outline of possible areas to consider and starts to work through these. The candidate considers the changes in and around Tollington, changes in culture, the 'change of Sam Lowbridge' and Anita and Tracy's experiences and their change of circumstances. The candidate clearly ran out of time as not all points in the plan are written about. The candidate does demonstrate an assured understanding of the novel and marks securely in Band 4 are awarded.

AO1 Band 4, 17 marks.

AO4 Band 4, 12 marks.

SPaG: 6 marks.

Total: 35 marks



### ResultsPlus Examiner Tip

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



## 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.

One examiner commented "It was an absolute pleasure to read and mark these responses. With the odd exception, responses were often in Level 4 and above. Candidates had been taught the contextual relevance and wrote perceptively on the characters and how it linked with China during this period. Responses were assured, sophisticated and evaluative. I was extremely impressed with the standard and quality of these responses across both questions."

This is a response that gains full marks.



(Section B continued)

In Balzac and the Little Chinese seamstress  
Luo - a character created by Dai Sijie -  
becomes very significant throughout the novel.  
Through his wisdom and storytelling Luo

guides the narrator and the Seamstress through the difficulties of the cultural revolution and restrictions at this time.

Luo's character is very significant in the novel because of his connection with the narrator. Luo is in the narrator's journey right from the very beginning to the end and they are always side by side. Luo teaches the narrator about sacrifice.

"Mozart is Thinking of Chairman Mao", Luo broke in" is part of the speech at the beginning of the book. It indicates to us that Luo is willing to get in trouble to ensure the narrator doesn't. This is because he lies to the village headman to ensure the narrator doesn't get his violin taken away. This is significant because during the cultural revolution any westernised materials were made illegal so if the headman had found out the narrator

(Section B continued)

was playing western music he could have been killed. Luo was willing to take the blame and this teaches the narrator about sacrifice.

Luo also teaches about sacrifice in the stealing of the books. "He had come up with a plan" implies that Luo had set out a plan to retrieve the books through the desperation of the narrator. As westernised books were illegal at this time and only books approved by Chairman Mao were allowed, this job was very risky and if found out could mean that they would be in deep trouble. In this Luo teaches and educates the narrator that in life you have to be willing to give up freedom to help others. Luo and the narrator were sent to the mountains to be re-educated and in this Luo was educating the narrator. \*

(Section B continued)

Luo is also very significant in the novel because ironically instead of being re-educated himself he educated the little seamstress and not just through reading but in love as well. "We made love there" indicates to me that Luo and the little seamstress had

sex. This is something that the seamstress hadn't experienced before and implies that Luo was her first love. This means that Luo had taught the seamstress how to love someone other than family. I know the seamstress learned to love in a new way because throughout the novel their relationship develops and she begins to see the world in a new light.

Luo also helped educate the little seamstress because at the end of the book she decides to leave and go into the city. This happens because she "learns from Balzac" that "A woman's treasure beauty is a treasure beyond price". The little seamstress learns

(Section B continued)

this not only from the book but also from the way that Luo loved her and taught her things from the outside world that she didn't know before.

\* Luo is a significant character because when he leaves to go and see his

family he leaves the narrator to look after the little seamstress. Through this he helps the narrator to learn about sacrifice because when the seamstress falls pregnant the narrator gets the courage to go and find someone that will give her an abortion. He learns about sacrifice because it was illegal at that time for people under 25 to have an abortion so the narrator sacrificed his own well-being to protect her and he couldn't have done this without Luo leaving.

Luo is significant in this novel because he educates the village people through his knowledge of books and amazing story-telling.

(Section B continued)

During their time in the country the two boys get asked to go and see a film and to come back and perform it to the village. 'Our audience was ecstatic' tells us through Luo's descriptive story-telling the villagers had learned about something even though it wasn't

real. During this time in the cultural revolution people were seen as the last generation as they didn't know anything apart from how to work in the fields and plow. By Luo telling this story and 'making them respond and correcting their answers' gave the slightest bit of education the villagers would get because they learned about what the western world was like ~~because~~ as they had never left the country.

Luo's storytelling also educated the narrator to understanding the novel's in a way he didn't before.



### ResultsPlus Examiner Comments

The candidate produces a plan and maintains a sharp focus on the question throughout the response. A wide range of examples support ideas. The response is rich in A04 context to support the A01 points made. The candidate considers Lou's relationship with the narrator and their journey together during re-education. The candidate continues with further points about how Luo educates the Little Chinese Seamstress and the people of the village.

AO1 Band 5, 24 marks.

AO4 Band 5, 16 marks.

SPaG: 7 marks.

Total: 47 marks



### ResultsPlus Examiner Tip

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

## 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.

This is a rare example of a response gaining marks in Band 2.

In the novel, *Balzac and the Little Chinese Seamstress* literature plays a very important role throughout the book. Because the Narrator and Luo have been to school they are able to read which ~~was~~ was the cause of them finding books and as a result Luo becomes a great storyteller. ~~Literature~~ Western literature was banned from revolutionary China and ~~then~~ the only ~~new~~ books that were allowed were communist novels. When the two boys, Luo and the narrator, discover that Four eyes, another boy being re-educated in the mountains alongside peasants, has a suitcase full of Western literature they plan to steal the books from him, they are almost caught but this does not phase them and they are ~~able~~ able to steal the suitcase. ~~True~~ As you read on through the novel it shows that the boys are willing to do almost anything to ~~read~~ get hold of books or to carry on ~~reading~~ <sup>reading</sup> ~~telling~~ <sup>telling</sup> them. On page 120 to 121 they boys are discovered ~~reading~~ <sup>reading</sup>.

(Section B continued)

a Western story to the tailor by the headman of the village that they are staying in, the headman bargains with the boys "IF you, the son of a great dentist, can cure my tooth, I'll leave your friend here alone. IF not, I'll march him

straight to the security office and report him for spreading reactionary filth", so they remove the headman's tooth in reward for keeping the books and teaching not going to the security office. In another part of the novel they also use the books as a bargaining tool when the narrator travels to the hospital to try and find a gynaecologist to give the Little Seamstress an abortion. The Narrator copies the work of Balzac onto the inside of his sheepskin coat, he then uses this to get the gynaecologist to travel to Phoenix Mountain to perform the abortion on the Little Seamstress, "I have a proposition... give you a book by Balzac". Overall the literature is a very important aspect of the boys lives, they may find it difficult getting through that time in their lives very difficult without the literature they had. It was useful to them in many ways.



### ResultsPlus Examiner Comments

The candidate maintains a focus on the question and explains how literature is significant in the novel. There are comments about 'Four eyes' and his 'suitcase full of Western literature' and how the boys are 'willing to do almost anything to get hold of the books'. Further points are made, although the response does become a little narrative. The response demonstrates a clear understanding of the novel, but the answer is not sustained.

AO1 Band 2, 9 marks.

AO4 Band 2, 6 marks.

SPaG: 7 marks.

Total: 22 marks



### ResultsPlus Examiner Tip

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



## 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.

This response gained marks just into Band 4.

Larry LaSalle is a very important character in the novel, he acts like a guide and role model to the people of the wreck centre.

On his first meeting with Larry, Francis describes him as:

"A tall slim man stepped into view, a lock of blonde hair tumbling over his forehead, a smile that revealed dazzling movie-star teeth."

Larry is described as a movie star and this makes Francis look up to him straight away as a role model.

Larry was a dancer, an ~~athlete~~ athlete and teacher with 'a touch of Fred Astaire' in his walk.

Him and Francis have something in common. They both earned the Silver Star medal and are both war time veterans.

(Section B continued)

Larry LaSalle was always there for Francis as he would take care of him when he ~~was~~ was feeling alone or worried. Larry and Francis' relationship grows when Larry teaches Francis

how to ~~write~~ play table tennis. Larry LaSalle is significant in the novel because he acts like an authoritative figure:

"Congratulations, Francis"... "I stood there spellbound by his words."

Larry is also frowned upon by Francis as everyone is <sup>jealous</sup> ~~jealous~~ of his movie star looks. They also share something else in common, ~~there~~ <sup>their</sup> love for Nicole Rennard.

'Jealousy streaked through me as Larry LaSalle tossed her in the air, letting her fly...' "...their faces almost touching, their lips only an inch ~~away~~ or so from a kiss..."

Larry's significance increases as he is determined to be his best and is one of the first people to join the armed services. The attack on Pearl Harbor after President Roosevelt declared war on between Japan and United States, made Larry join up to serve for the country. Thousands of men and women died, but Larry survived as later on in the novel, all respect from Francis and Nicole to

(Section B continued)

Larry is lashed.

In chapter eleven, Larry and Nicole are dancing to a song until Larry takes advantage of her and rapes her. Francis overhears

the situation but Larry has too much power over him as he mentions nothing to him about it! <sup>and doesn't help Nicole.</sup> Larry is a home wrecker and destroys

the relationship between Francis and Nicole.

Larry has changed and manipulated Francis as in chapter 12, Francis attempts to commit suicide. The Steeple of the church is where Francis attempts to commit suicide.

Relating to religion, sin played a big part in everyone's life but the biggest sin of all was ~~trying to~~ committing suicide, which Larry drove Francis to.

Larry's fate is sealed as Francis' mission continued as he travels to where Larry lives.

His movie star looks have gone as he now is described by Francis as being pale, fragile and fearful of Francis. Francis pulls out a gun on Larry, but he walked away. Later on Larry commits suicide with the pistol he had at the side of his bed. Larry La Salle is a significant character in the novel as he took the reader

(Section B continued)

on so many emotions and is a multipurpose character. He is manipulative and dangerous but is all concealed behind a movie star façade.



## ResultsPlus

### Examiner Comments

The candidate maintains a sharp focus on the character of Larry LaSalle and why he is significant in the novel. The response is nicely structured, as it begins with how LaSalle is 'described as a movie star' and concludes with his 'movie star façade'. The candidate follows events in the novel where LaSalle features and AO4 content is embedded or illustrated through the actions of the characters. This is a sustained response that is beginning to demonstrate an assured understanding of the character. Some ideas could have been developed a little more.

AO1 Level 4, 15 marks.

AO4 Level 4, 10 marks.

SPaG: 6 marks.

Total: 31 marks



## ResultsPlus

### Examiner Tip

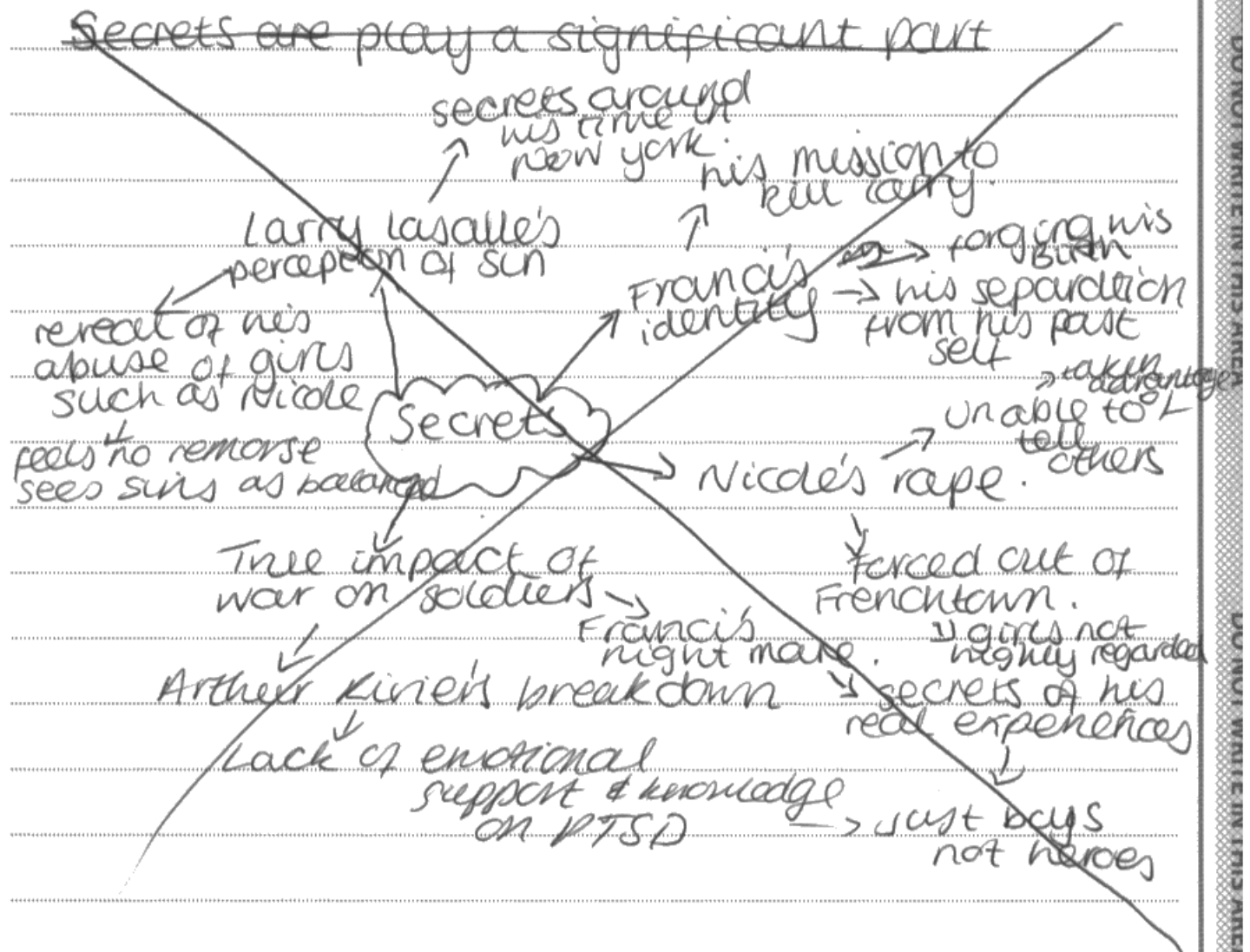
AO4: The social, cultural and historical context should be integrated into the response and not left as 'stand-alone' or 'bolt on' comments. This is most often assessed through the candidate providing relevant examples of character and themes within the novel.

## Question 12

### Heroes

This question asked candidates to explore the theme of secrets in the novel. Again, marks across the full range were awarded. Some focused solely on Francis' 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 following example is a top Band 3 response for AO1, but is unusual as it was awarded a mark into Band 4 for AO4.



(Section B continued)

The significance of secrets is ~~one~~ something which is explored throughout the novel and from the perspectives of many characters. First, we are introduced to the secrecy regarding Francis' true identity.

'I wear a scarf that covers the lower part of my face.' The scarf is reminiscent of those worn by World War I aviators, creating a bridge between the two wars. Here we see for the first time, Francis' desire to be viewed as a hero - he likens himself to war heroes that many children idolised at this time; especially as the patriotic fever swept America during the second world war.

His identity being hidden is not only as a result of the injuries he sustained on the battlefield (which is not unexpected as World War Two was one of the deadliest with approximately 62 million people killed) but as a tool to allow him to carry out his mission and kill Larry Isabelle, 'I am filled with guilt

and shame, knowing that I just prayed for the man I am going to kill.' This idea of guilt and morality is significant as religion also plays a key part in not only the idea of morality and

truth for Francis' character but many others in the novel. The church as the backdrop of his return to French town, illustrates the importance of religion at the time. The church is also a place where Francis is able to relieve himself of secrets and be honest with himself '...saying a prayer before committing the worst sin of all: despair.' He realises the true impact his suicide would have and we are shown once more the religious morality ~~is~~ ingrained within him preventing him from committing such a grave sin.

His attempted suicide was as a result of Harry's assault on Nicole and his cowardice - preventing him from helping her. '...I recognized in her eyes now what I could not deny: betrayal.'

(Section B continued)

~~But~~ Harry was able to take advantage of Nicole as at this time, women were still treated as second class citizens; especially as a child, it is very unlikely that Nicole's ~~testamentary~~ testimony would

have had any impact against Larry. As a 'war hero' and winner of the 'silver star', Larry was revered and idolised. After the bombing of Pearl Harbor on the 7th of December 1941, America President Roosevelt officially announced war against Japan and many Americans, incensed by the patriotic fever decided to enlist. These people were supported by those who remained and especially after the cinematic scenes they were presented by the Movie Home News.

The idea of the soldier's as brave heroes is undercut by a sense of their emotional instability and the damage done to their mental health by their time at battle. 'Nobody talks about the war... I want to talk about it... The scared war...' Here Arthur

(Section B continued)

Riner's outburst serves as an example of the pretence facade war veterans presented. At the time there was no knowledge of PTSD and many soldiers received treatment for their physical injuries but there



was no assessment of their mental health. Also, the reality of war ~~is~~ shows ~~contrast~~ the contrast between what the people at home were being shown, and what the soldiers; those who put their lives on the line, witnessed. The cinematic depiction of war is erased.

Not only were the events of the war presented falsely but the character of the soldiers was ~~terrible~~ in it. '... ~~my~~ ~~out~~ I saw none young they were, boys with apple cheeks, too young to shave. Like me.' Here we see that the soldiers were not well-~~equipped~~<sup>equipped</sup> men but young boys; equipped only with their fantasies of war. The opposition were presented as evil and ruthless but both sides were filled with children who forged their birth certificates, (as the legal age for enlist-

(Section B continued)

ment was 18) and died for a cause they didn't understand and the chance to be a hero.

Finally, the secrecy surrounding

not only people but places is an important theme. The wreck centre is the setting of the rape, the murder of Marie-Blanche Touraine and the fable Lennis tournament. All of which are where the idea of secrecy are depicted 'it's still a bad luck place,' says Albert Laurier. Recreational centres were introduced to provide children with a chance at repite and teach them skills when faced with the unsettling backdrop of the war.



### ResultsPlus Examiner Comments

The candidate begins with a plan to structure ideas. The first point relates to Francis' secret identity, but the point about his 'desire to be viewed as a hero' is the antithesis of what he actually wants. The candidate goes on to consider Francis' mission and the 'guilt and morality' surrounding his plan to murder LaSalle but being able to 'relieve himself of secrets' when he goes to church. There is a fair amount of AO4 content, but this leads into points about Arthur Rivier and the 'façade war veterans presented' and the secrets of war experiences the veterans had to come to terms with. There is a point about the falsification of true ages in order to enlist and the response concludes with a consideration of how the Wreck Centre is a setting for secrets to take place. There is a fair amount of contextual comment so rather than matching across bands this was awarded Band 4 for AO4.

AO1 Band 3, 14 marks.

AO4 Band 4, 10 marks.

SPaG: 7 marks.

Total: 31 marks



### ResultsPlus Examiner Tip

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

## 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, with 12829 answering Question 13 (Slim) and 11032 answering Question 14 (Violence).

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 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 specific examples from throughout the novel.

Some examiners' comments follow:

"Slim was a good choice for many, as there were lots of quotes provided, and many quirky answers, including one where Slim could have been the representation of homosexuality in the 1930s."

"Many had religious connotations, referring to Slim as 'the God of the ranch'."

"Again, as always, there were many candidates who needed to show the historical context, anywhere they could, often writing it in stand-alone paragraphs, at any point within their answers."

"Many answers failed to pick up on Slim's relationships with the characters of Candy, Curley's wife and also Crooks. A few of the higher ability candidates were able to show him as Steinbeck's ideal man."

"Questions 13 and 14 were completed well with a clear insight into the themes and ideas outlined by the questions. Candidates used the text well to support and structure answers cohesively for the most part."

"*Of Mice and Men* was obviously the most popular but also the novel which stimulated the best responses in my opinion."

"Questions 13 and 14. *Of Mice and Men*. Hugely the most popular novel, though a number of candidates ascribed its authorship to Orwell (just as some also credited Steinbeck with writing *Animal Farm*). Again the character option was the more popular choice, though the discussion of Slim's significance sometimes gave way to excessive quotation of the initial description of 'Prince of the ranch' etc. Better responses focused on the significance of his interaction with the other characters. The violence option generally focused better on significant episodes throughout the novella and often related the theme of violence effectively to the social context of the Great Depression, etc."

Included here are three exemplars of responses.

For this first response, a borderline example Band 1/2 is provided.

The character Slim is a significant towards the novel by being the neutral character of the novel whom everyone likes.

John Steinbeck created Slim to be the ideal worker who is kind hearted. This is the reason why Slim is important is because Slim understands the position of George and why he has to travel with Lennie.

Another reason why Slim is important is because he is well respected on the ranch "prince of the ranch" this implies that Slim is more respected than Curly.

The reason why he is respected is because he treats people equally. Instead of calling Crooks "Nigger" he calls him by his name.



### ResultsPlus Examiner Comments

This is a very short response exploring the character of Slim 'whom everyone likes'. Few points are made, but brief examples are provided to show how Slim is 'respected'. More examples of what Slim says and does throughout the novel are required.

AO1 Band 2, 6 marks, matched across...

AO4 Band 2, 4 marks.

SPaG: 5 marks.

Total: 15 marks



### ResultsPlus Examiner Tip

Close reference to specific areas of the novel is required in order to qualify for higher marks.

This second example is a response that gained marks at the top of Band 2.

Slim is a significant character in the novel because he was the norm, the average ranch worker, this shows when the extract says "he wore blue jeans and a short denim jacket" this quote shows me that Slim was the kind of person who was humble and didn't raise himself above the others because of his power.

Slim is significant because he was "the prince of the ranch" this shows me that he was highly regarded among other ranch workers and that he had a lot of respect from them.

Slim is also significant in the novel because he help break up the fight between Lennie and Curley this is shown when the extract says "Slim, come and help me while the guy get any hand left" this shows that

(Section B continued)

Slim was a person who was strong and could stop a person as strong as Lennie.

Slim is also significant because helps George drown his sorrows of losing his friend at the end of the novel by offering him a chance to go and have a drink "Come on, George. Me an' you'll go in and get a drink" this shows the Slim was a comforting

and considerate person and understood that George had killed Lennie or worse things would have happened to him also he understood that George and Lennie had been together almost all their lives and letting go would be very difficult for George and he will need a shoulder to cry on and Slim provides that for him.

Slim is also significant because he listened to George when he was in the bunk house with him and he listened to what George needed to get off his chest. "He neither encouraged or discouraged him" this shows that Slim was there and didn't want to dishearten George so he listened carefully and didn't speak so that George could finish.



### ResultsPlus Examiner Comments

This is a sound response. A range of points are made and episodes where Slim features in the novel are considered. The candidate identifies that Slim is 'humble', 'highly regarded', 'helps to break-up the fight' – and so he must be 'strong', 'comforting and considerate' and 'listens to George'. The response is not sustained and more specific details could be included.

AO1 Level 2, 9 marks, matched across...

AO4 Level 2, 6 marks.

SPaG: 5 marks.

Total: 20 marks



### ResultsPlus Examiner Tip

Short, selective quotations are far more effective than longer ones.

This final response is a full mark exemplar.

The character of Slim is significant in the novel because his character represents Steinbeck's image of the idealistic <sup>American</sup> 1930s man. Slim is first introduced in the novel as the ~~Prince~~ 'prince of the ranch.' The word 'prince' has connotations of 'royalty' and 'majesty.' The idea that Slim was seen as a 'prince' shows he has authority on the ranch. This is important because the character of Curley should have authority because he is the boss' son, however, Slim is the character that all the other men on the ranch look up to. This shows that people of the 1930s America looked for authority in people that deserved it, not those who automatically received power. The Great Depression was at it's worst when 'Of Mice and Men' was set so people turned to their authority figures for hope. This is significant because the characters

(Section B continued)

in the novel subconsciously elected ~~the~~ the character of Slim to have authority. This shows that he is a trusted and respected character in the novel which was Steinbeck's ideal character.

Slim is also a significant character of the novel because he ~~was~~ <sup>is</sup> presented to be an 'understanding' character. The character 'smoothed out his crushed' hat' is Steinbeck's way of

foreshadowing the idea that Slim will eventually 'smooth' out problems on the ranch. This <sup>links back</sup> ~~also~~ <sup>to the idea</sup> shows that Slim has authority because his character was the one to make important decisions on the ranch such as killing Candy's Dog. In the 1930s, men sought hope in authority figures like the character of Slim. This is significant because it shows that the men relied on Slim which means that the ranch relied on Slim in order to keep functioning. This is significant because the ranch is a <sup>metaphorical</sup> symbol of 1930s society <sup>in America</sup>. Therefore, society in 1930s America relied on respectable authority figures like the character of Slim.

The character of Slim is significant because the idea that he is <sup>of authority</sup> ~~understanding~~ allows Slim to make judgements about other characters. The idea

(Section B continued)

~~means~~ that he is presented as being 'understanding' shows that Steinbeck believes that his judgement of character is relatively accurate. Steinbeck shows Slim to look 'through George and beyond him.' This is relevant because the idea of someone being transparent allows you to judge them easily. The idea that Slim 'looked through George' could suggest that Slim already knew that the characters



of George and Lennie would bring trouble. I know this because he is suspicious of George and Lennie because he says that there 'ain't many guys [that] travel around together.' Migrant workers in the 1930s typically travelled alone and found it hard to maintain permanent relationships. The idea that Slim found this suspicious is significant because it shows that he had good character judgement. This is significant <sup>to the novel</sup> because it ~~is~~ reflects Slim's intelligence which is one of the factors that made him a respected authority figure.

Slim is also a significant character in 'Of Mice and Men' because he is persistently presented as an authority figure throughout the novel. An example of this is when the character of Carlson goes to Slim's character to help him make the decision of whether to

(Section B continued)

shoot Candy's Dog. This is significant because it links back to the idea that Slim is a trustworthy and 'understanding' character. The idea that the other characters confide in Slim shows that he is the ultimate decision maker on the ranch. This is significant because ~~in~~ in the 1930s, American migrant workers found it difficult to sustain permanent relationships

because they constantly moved around from ranch to ranch. So, the idea that the other men found it easy to trust Slim shows that he is a very respected character. Steinbeck uses the character of Slim to show his ideal 1930s American man because he was the one the other men looked up to. This is significant because it emphasises the idea that Slim earned his respect and authority, he was not just given the trust.

In addition, Slim is also a significant character because he is one of the only characters that does not fit the theme of minorities. I know this because he is one of the only characters who is not described using animalistic terms. (Animalistic terminology is Steinbeck's way of explaining which characters are a

(Section B continued)

minority because they are weak). Instead, Steinbeck introduces the concept of animals into Slim's description by saying that this character is ~~not~~ 'capable of driving... twenty mules with a single line to the leaders.' This is a significant quote because the 'mules' are symbolic of the other characters on the ranch. The idea that Slim is 'capable of driving' them

shows that he is able to control life on the ranch. This links back to my previous ideas that he is a character that has gained authority.\*  
//However, Slim is a significant character because he does not abuse his authority that he has earned. Slim makes a fair judgement and fair decisions which is the reason why he is significant. <sup>American</sup> Workers in the 1930s wanted some sort of power because they craved a sense of belonging. As a result, the character of Slim could easily abuse his position of authority. However, he doesn't so this makes him significant in that he ~~does~~ continues to try to earn respect from the other characters, even though he already has power over them. This makes him a fair character.

To conclude, Slim is significant because he has earned authority by being a caring and "understanding" character. However, he does not abuse his authority making him a fair and respected character which is evidently Steinbeck's ideal 1930s American man.

\*Slim is also portrayed to have power over minorities through the quote 'he was capable of killing a fly on the wheel's

butt with a bull whip without touching the mule.' This is symbolic of the idea that Slim is able to ~~go~~ sort out problems (the 'fly') and get rid of them without harming/damaging the rest of the ranch (the 'mule'). This is significant because the ranch is a metaphor for 1930s society so <sup>the</sup> character of Slim represents the people who tried to make 1930s America a better place during the Great Depression.



**ResultsPlus**

**Examiner Comments**

The candidate considers that Slim is the 'idealistic 1930s American man' and goes on to explore a wide range of points, such as Slim's 'deserved' authority, a decision-maker, not being a 'minority' and many more ideas. There are some very perceptive ideas, such as Slim 'smoothed out his crushed hat' and how this could be considered foreshadowing, as he later 'smooths' problems on the ranch. Another perceptive point is that he is a good judge of character, which is supported with the point about Slim looking 'through George and beyond him'. Another perceptive point is how Slim can control his life, just like he can control the mules. Some points are repeated (such as 'authority' and 'decision-maker'), but this is a very strong response.

AO1 Level 5, 24 marks, matched across...

AO4 Level 5, 16 marks.

SPaG: 7 marks.

Total: 47 marks



**ResultsPlus**

**Examiner Tip**

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

## 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, some even including the violence in nature and making reference to the heron killing the water snake at the end of the novel and then linking violence to the survival of the fittest.

Comments received from examiners include:

"This was a mixed bag, as many took a simplistic approach to this and concentrated on one or two events, rather than the novel as a whole. Some were just based on the character of Curley, whilst others managed to discuss the death of Curley's wife and Candy's dog."

"Apparently, the first sign of violence was the shooting of Candy's dog for several candidates. Higher marks were gained by candidates who tracked violence through the novel as a whole, but many did not."

"The historical context was again, 'dumped' wherever they could fit it, and often was repetitive. Men were violent because they were itinerant workers. And each ranch was a hotbed of raging tempers."

Three exemplars are provided for this question.

This first response is very brief. The candidate would have benefited from being entered for the Foundation Tier, as the bullets in the question could have provided the candidate with some ideas.

Violence is such a significant theme in ~~Of~~ Mice and Men, it was because of the time that the book was written in, the time of the great depression in the 1930s.

In chapter 3 was probably the most violent ~~scene~~ scene within the book. The fight between Lennie and Curley which is on page 99. Also towards the end of the novel another violent scene is when

Lennie kills Curley's wife - then  
shoots her when George  
shoots Lennie.



### ResultsPlus Examiner Comments

This is a very brief response. The introduction is greatly generalised and is inaccurate, violence was not due to the Great Depression. Two very brief references to episodes where violence occurs in the novel are made, but this is a weak response at Higher Tier. Much more detail and examples are required.

In order for marks to be recorded, and as SPaG marks are applied, a mark of 1+1 for AO1 and AO4 were awarded.

SPaG: 4 marks.

Total: 6 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 second exemplar is a Band 3 response.

There is a significance of violence fluently throughout the book 'Of mice and men'.

For example in the extract from page 60 Candy's dog is killed. 'he aint no good for himself. Why'n't you shoot him! This particular act of violence is recieved by

the reader in a positive light which is because the dog is just a burden to Candy as it isn't capable ~~to~~<sup>of</sup> being a work dog. However the killing of Candy's dog mirrors the events which are due to take place for Lennie. Steinbeck does this to remind the

(Section B continued)

reader that Lennie is actually a burden on him, not a companion, anymore as he just brought more negativity to their ~~the~~ lives, therefore George had to shoot ~~the~~ Lennie for the greater-good.

Violence is also present in the extract on page 70, where Curley tries to attack Lennie.

In this extract from the book Lennie is told by George to retaliate. 'Get him, Lennie. Don't let him do it'. However this quote shows that violence is completely against Lennie's nature or instincts therefore he wants to

wait for George to tell him to do so, this means Lennie's behaviour is accepted by George (Lennie's role model / father figure). This implies that Lennie is innocent as he doesn't want to use violence against Curley.

(Section B continued)

However when Lennie does retaliate violently, we see that he holds a lot of power. 'The next minute Curley was flopping like a fish'. The quote tells the reader that Lennie's strength is enough alone to protect himself. Making violence a key thing which allows you to hold authority in the working conditions in the time of the American Dream, and the Dust Bowl.

On page 100 violence is presented by Steinbeck through Lennie. 'Lennie's fingers closed on her hair and hung on'. This is an act of violence by Lennie however it is presented in a way which allows



It to be acceptable due to Lennie's innocence and child-like qualities. We know this because Lennie isn't intentionally trying to hurt Curley's wife he was just trying to be friendly. However it is misinterpreted due to Lennie's unknown strength which results in Lennie accidentally killing Curley's wife.

In the same extract Curley's wife is described ~~via~~<sup>as</sup> 'her body flopped like a fish'. This simile is repeated another time in the novel when Lennie attacks Curley. This implies that Lennie's strength is so powerful that it results in the other person (victim) being helpless and almost lifeless, showing that the use of Lennie's violence reduces them to a much weaker state.

At the end of the novella, on page 118, violence is unexpectedly present as George shoots Lennie. 'George raised the gun and his hand snook.' The quote clearly shows the reader that George's

actions are completely going against his nature. However the violence is acceptable, like the killing of Candy's dog, as it has best-interests at heart, because George is doing it to protect Lennie from Curley and the other ranch workers.

Overall, violence is significant in the novel 'Of Mice and Men' to present power of characters or protection of the weak.



### ResultsPlus Examiner Comments

The candidate provides a range of examples where violence occurs in the novel, such as the shooting of Candy's dog, the fight, the death of Curley's wife and George shooting Lennie at the end of the novel. Each point is developed and some thoughtful comments are made.

AO1 Level 3, 14 marks, matched across...

AO4 Level 3, 9 marks.

SPaG: 5 marks.

Total: 28 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 for Question 14 is a full mark response.

In of mice and men the theme violence is significant because it applies to most of the characters.

Lennie is significant to the theme violence, ~~How~~ as he is different from the others as he is handi-capped, Lennie should and does come across as harmless, however

at the same time violence does appeal to him, he doesn't realise how violent he can actually be towards other people/things. Lennie from the beginning of the novella is described as "trouble" and seems to get into a number of events including violence. Lennie and George both moved to the ranch from a place called "weed" and we learn that they had to move because Lennie was accused of rape, as he touched a <sup>woman's</sup> girl's skirt. As at the end of the novella Lennie accidentally kills Curley's wife, and before that a puppy, the accusation of rape at the beginning of the novella foreshadows that something bad will happen at the end of ~~the novel~~. "Lennie's fingers closed on her hair and hung on". Steinbeck uses the word closed to show that violence is occurring. The word closed suggests that Lennie had no intentions of letting go and as he is described as speaking "Angrily" when Curley's wife continues to scream shows Lennie is panicking as he knows he is doing a bad thing, however he still continues to hold on to Curley's wife, this shows an act of desperation. The theme violence is significant in the novel as Lennie, although is harmless is also violence violent, however, unlike some characters his violence can't be helped, this makes violence significant.

Another reason violence occurs in the novel

is ~~curley's~~ Curley. Curley is the son of the boss and is described as "small". We learn that he is a professional boxer and won a "Golden Glove" award. Other men for example on the ranch for example Candy describe Slim as "pretty handy" which gives us the impression he is quite violent. Candy says "He's all a time picking scraps with big guys". This quote tells us that Curley is violent. Steinbeck uses colloquialisms such as "scrap" to show how common fighting is towards Curley. The fact Candy says "He hates big guys" also foreshadows that something later on in the novel will happen between Curley and Lennie as Lennie is a "big guy". As Curley seems to like fighting this makes him come across as ~~the~~ violent which is significant to the theme violence and is a prime example in the novel.

A scene that shows violence is the fight between Curley and Lennie. "He slashed at Lennie with his left..." This quote uses the verb "slashed" chosen by Steinbeck to make the reader understand there is violence. The word slashed is a very powerful word with a very harsh meaning. "Blood welled from his nose" is the proof that violence is occurring as Steinbeck uses "blood" which gives the reader the impression Lennie is hurt. ~~Violent~~ Violence also comes

From Lennie, however at first he "cries" to George telling him to make Curley leave him alone, but the next minute Lennie was described as "Holding on ~~the~~ to the closed fist". Once again Lennie is latching himself onto things and not intending to let go and is showing the violent yet innocent side of him. Curley was described as "flopping like a fish" which shows us that he is ~~once again~~ ~~be~~ not in control, Lennie is. Steinbeck uses both characters George and Slim to pull Lennie away from Curley as he is too strong, but his power is used in a different way than Lennie's. Violence is significant to the fight scene because of the verbs and the ~~structure~~ <sup>structure</sup> used to describe the fight scene.

Crooks is <sup>significant</sup> ~~significant~~ to violence as he fears it. He wants to be the same as everyone else and therefore contrasts against violence. As around 1930 a group of people known as the ~~KKK~~ "KKK" went around killing black people, and people associated with them links to the fact why Crooks is so timid and a "fraid." Crooks saw the danger as it approached him." is said when he is having a conversation with Lennie. This could link to the fact that Lennie is white and Crooks knows he has more

Authority over him and as he "edged back on his bunk to get out of the way" it shows that Crooks feels threatened by Lennie but we never know why, is it the fact that he is white like the KKK or the fact that he is

(Section B continued)

is bigger than him? <sup>Violence</sup> Violence is significant to Crooks as he contrasts against the idea of it, unlike some characters who ~~are~~ purposely want violence. The reader is giving the impression Crooks is innocent and is threatened by violence and that is why violence is significant.

Furthermore, the relationship between Curley and Curley's wife is significant to violence because of how she is treated. The women's ~~role~~ role in 1930s is that they were known as "men's ~~possession~~ possession" linking Curley's wife to his property. When Curley looks for his wife ~~and~~ and notices Slim has gone too he looks "threateningly around the room". The word threateningly is used by Steinbeck to show Curley believes Slim has took his possession and could lead to violence and tension between him and Slim. As Curley is suggested to be threatened by Slim as he has respect by everybody on the ranch, unlike him

this could lead to frustration and acts of violence, however they never fight. The fact that Curley constantly tells his wife to "get back to the house" shows he is paranoid as he doesn't want any of the other men taking his "possession" and if they did Curley would choose violence to settle the issue. Violence is significant in the novel as Curley's relationship with his wife creates violence with him and the ranch workers as she is always wandering around.

Linking back to the idea that ~~Curley~~ Curley is a violent character, and so is Lennie they are both violent ~~in~~ in completely different ways. There is more than one definition of violence as Lennie constantly says "I don't want no fights" which ~~means~~ shows he only ~~reacted~~ reacted to his and Curley's fight because ~~of~~ it was an act of self defence, where as Curley constantly looks for fights with the other characters and is arguably the most violent character in the novel.

Violence is also shown at the end of the novel after Lennie has killed Curley's wife. When Curley finds out Lennie has killed his wife and took away his possession he is furious and sends people after Lennie,

"I'll shoot him in the guts" is a good example used by Steinbeck to show violence in its worst state. The fact ~~as~~ Curley ~~is~~ says he will shoot him in the guts shows he wants Lennie to die really painfully. Where as in this section, George is significant to violence as he, like Crooks contrasts against it and decides to use violence in a <sup>different</sup> ~~good~~ way and shoot Lennie in the back of his ~~the~~ head and puts him out of his misery. This section is significant to violence as Curley is shown to really wanting to hurt Lennie and the word "guts" is used by Steinbeck to make it more horrific. It is also significant as George contrasts against it.

In conclusion, the theme violence is significant throughout the novella as it applies to almost every character in their own way. Steinbeck uses different language skills to explain the different points of violence and that is why ~~as~~ it is significant, Steinbeck also used deaths to show the significance of violence.





## ResultsPlus

### Examiner Comments

This is a detailed response with a range of interesting ideas. The candidate explores a number of characters who are violent and supports points with relevant textual references. There are examples of language analysis and contextual points throughout the response. The candidate begins with Lennie and how he does not realise how violent he can be. In this part of the essay, consideration about Curley's wife's death and Lennie's desperate situation are discussed. The candidate moves on to explore Curley and how he is a boxer and entered the 'Golden Glove' competition and can be 'pretty handy'. There is a section about the fight and another about Crooks. Another section explores Curley and his wife's relationship, although the reference to 'Get back to the house' is from the film version – in the novel, we only see Curley looking for his wife. Fortunately, there are enough other points so that full marks can still be awarded. There is an interesting paragraph about the different, contrasting types of violence and how Curley threatens to shoot Lennie 'in the guts' towards the end of the novel.

There is so much in the response.

AO1 Level 5, 24 marks, matched across...

AO4 Level 5, 16 marks.

SPaG: 7 marks – despite some inconsistent use of capitals.

Total: 47 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

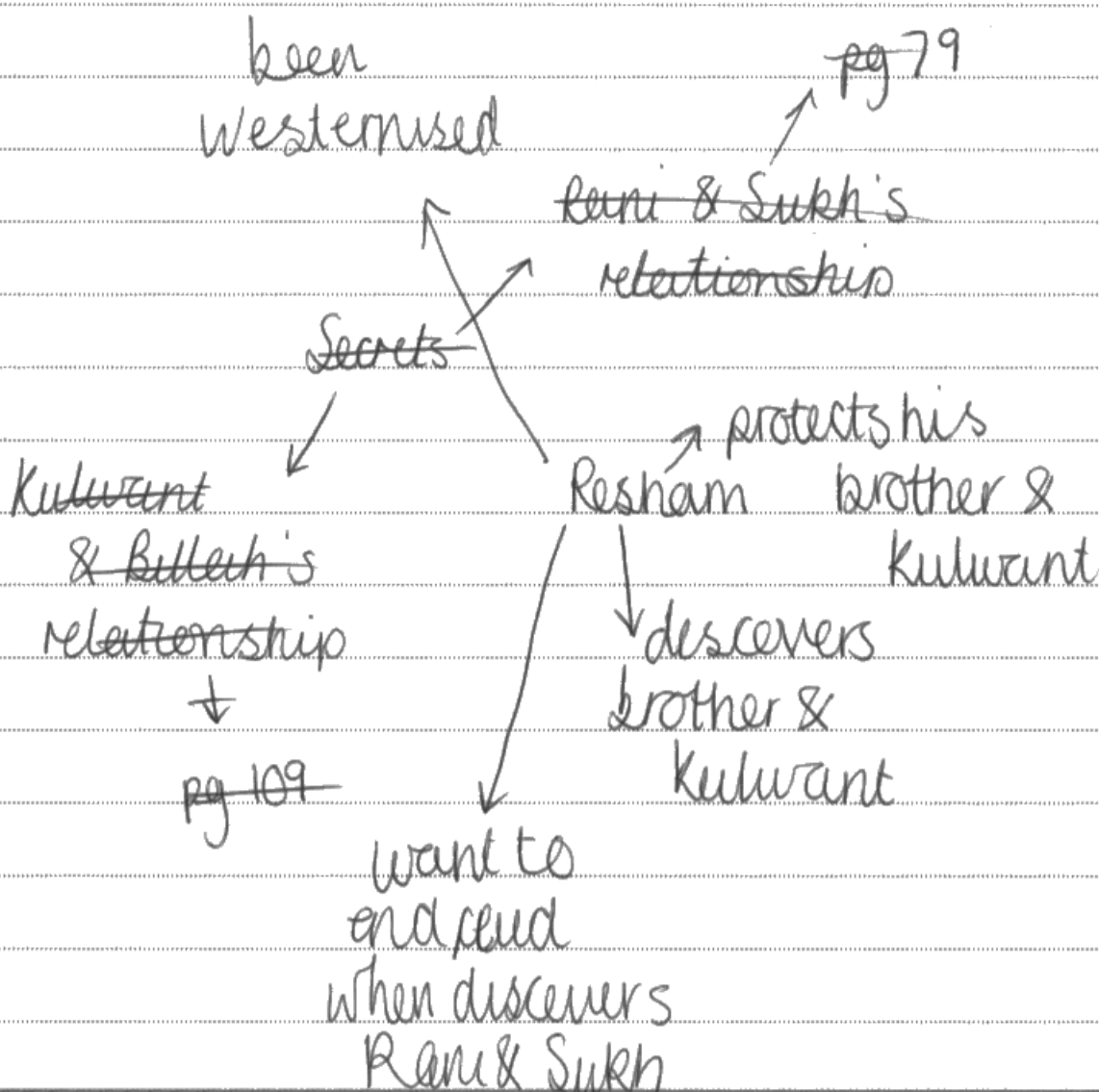
### Rani and Sukh

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

One examiner commented: "Very few responses were seen although those I did mark were generally sustained responses. Candidates knew the texts and were well-versed on the contextual significance of the text. Candidates seemed to engage with the "secrets" question more than the question on Resham."

A full mark response is included here.

15.



(Section B continued)

In the novel 'Rani & Sukh' by Beili Rai, Resham Bains is a significant character. For example, Resham has been westernised. On page 23 of the novel we see that Resham has been westernised when it states 'Instead he had gone into a sulk that lasted for all of a month before Sukh's mum had put her husband straight'. At this point in the novel Sukh is explain how his older sister wanted another life from tradition, instead she wanted to be a independent working women. Too many traditional Punjabi families, this would be seen as a dishonour that their daughter hasn't chosen a life of arranged marriages. Often a dishonour ~~or~~ such as this would lead to violence. As Sukh explains 'Resham Bains hadn't threatened suicide, murder... he hadn't threatened to kill Beatty, kill her mother, kill himself'. The fact that Resham didn't do these things suggest that he isn't very traditional to the point of the extreme's like murder. It conveys the idea that Resham has been westernised to except that women ~~do~~ in Punjabi culture don't such need to ~~be~~ have arranged marriages and then cook and clean. Also the fact that

(Section B continued)

'Sukh's mum had put her husband straight' also shows a more western lifestyle. The imperative verb 'put' suggests that Sukh's mum was forceful towards her husband and told him off. Often in Punjabi culture women are seen as the inferior sex, men having the upper hand in all aspects of life. But here we see that those roles switch between men and women. This shows that Resham has been westernised because of the difference we see between husband and wife but also father and daughter the idea that despite her families views Parv did what she wanted. The fact that Resham has come to us except this and not act out violently like honor based violence we see that western society has had an impact on him. This is significant to the novel because later events of Sukh and Reena's relationship, Resham is much more accepting of it and western society has allowed him to view life differently as we see a contrast of his younger self and him in modern day.

For example, in the moranwali section of the

(Section B continued) ★ on page 109

novel, Reshems younger self has much more traditional Sikh and Punjabi values. After discovering Billah's and Kulwant's ~~the~~ secret relationship\*, 'Reshem looked away in surprise and disgust and shame'. The repetition of the word 'and' ~~gives the~~ portrays Reshems thought process, the idea that he is overwhelmed by the discovery of Billah and Kulwant's relationship. This shows that he is disgusted by his brother's betrayal on his family. Here we see a mere traditional side of Reshem which is carried on through pages 110 and 111. For example, 'Marriage? Are you her father that you would settle her destiny for her? Can you not see where this will end, Billah?' The repetition of the questions again show that Reshem is overwhelmed but also can't believe what Billah is doing. Marriage in Punjabi and Sikh culture is sacred, something that is often decided for by the family. It is seen as a great dishonour ~~that~~ to have sex before marriage and this dishonour can destroy the entire families ~~is~~. This is why we can see that Reshem is more traditional.

(Section B continued)

as his younger self than modern day, because he is overwhelmed by Kulwant's and Billah's relationship. Yet later in the novel he views a similar situation of Reini and Sukh's relationship differently.

Later on pages 255 and 256, Sukh and Reini tell Resham Bains about the pregnancy. Resham Bains replies 'we are not in a village in the Punjab. We are British now and this will not destroy us'. This ~~is~~ is a contrast to how Resham reacted to his Brothers relationship. The words 'we are British now' underlines the fact that Resham has embraced westernised culture and doesn't feel disgusted like he once had at a similar situation between Billah and Kulwant. These imperative word 'not' shows that he almost has resentment for the village in the Punjab and in turn the Punjabi culture itself. This statement portrays the idea that Resham no longer wants to continue the feud, yet he wants to end it and approach in a western way rather than with ~~with~~ honour based violence which once took

(Section B continued)

the life of his brother. This is why Resheim has embraced westernised society like he has, because he doesn't want to lose anyone else dear to him. The death of Billeh has scared him to the point where he resents the culture that caused the extreme to happen and the death of his brother. This as a result shows that Resheim has been westernised and ~~who~~ wants to end the feud between the Beuns and Senelhu's to prevent more death.

Furthermore, we see that Resheim Beuns wants peace when we witness Sukh's death on page 304 of the novel. For example, 'Frozen to the spot, Resheim saw the flash of steel and heard the cry of rage as Dury pushed the blade in with all his strength ...' The metaphor, 'Frozen to the spot' and 'Flash of steel' suggest that Resheim is overwhelmed by the violence and death that cannot move or name the weapon which kills his son. This shows that he has been westernised as because he never wanted the violence, whereas in

(Section B continued)

the Morarwali section even though he didn't want his brother yet he wanted to protect him, he never tried to stop the violence believing due to his culture that it was inevitable. Now however, he is shocked from the violence and wants it to end as he has been westernised.

The fact that Reshem has been westernised is significant to the novel because in one character we see his battle between two cultures, one (western) which caused his daughter to choose a life of independence and another (punjabi) which caused the death of his brother and his son. His battle shows him view things in a different light like the relationship of Reini and Sukh compared to his view on Kulwant and Buleh.





## ResultsPlus Examiner Comments

The candidate makes some perceptive comments in this response. There is comprehensive coverage of the novel and both language and AO4 points are embedded. Points include how Resham Bains is 'westernised' and how this is evidenced through his attitude towards women, particularly Parvy. An interesting point is made about Sukh's mother having 'a say', which then leads onto his attitude towards Rani and Sukh's relationship. Some consideration is given to the Moranwali section of the novel and how this shows his more traditional past and how he reacted to Billah's and Kulwant's relationship. More points are made and overall the response is perceptive.

AO1 band 5, 24 marks.

AO4 Band 5, 16 marks.

SPaG: 7 marks.

Total: 47 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.

## Question 16

### Rani and Sukh

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

Most candidates provided sustained or assured responses to this question. Points often considered Rani and Sukh's secret relationship and their secret meetings, the events in Moranwali and both Kulwant's and Rani's pregnancies.

This is an example of a response gaining marks at the top of Band 2.

The theme of secrets is significant in the novel because of the family feud or meant that Rani, Sukh and Parvay had to all keep the secret that Rani was pregnant. On page 221 she said that she "might be pregnant" to Sukh ~~and~~ she needed to see him because of the secret family feud between Bains and Sandhu's which started in the 60s over Kulwant also being pregnant but because of culture in the Punjabi region it is unlawful to be pregnant before marriage and is frowned upon. Rani decides to keep the pregnancy a secret because her father, Mohinder, is a very traditional man and hasn't been Westernised like Rani has because of Rani's interest. She does not follow the religion or culture of her parents and brothers follow because she wants to be different as she finds it boring and uninteresting.

The secrets in the novel led to catastrophic events such as death. This consequence

→ found when Billah is executed in front of crowds of people on page 158-159 because of Kulwant and Billah's secret ~~for~~ relationship because it ~~was~~ went against their beliefs and against their culture and Harbajan's "izzat" was "dragged through the mud" in his eyes. "izzat" being his family honour which can also lead to honour based violence because Harbajan kills Billah through Billah destroying the Pandav's honour. This can also relate to <sup>and Punjabi</sup> Sikh culture with the kirpans as they carry as a symbol of protection.

The novel also shows of gang culture ~~to~~ when Sukh Pitter meets Divy. Sukh's Cousins have a stand off with Divy when Manj and Ranjit then produced a knife (which could also relate to Sikh culture with carrying around a blade).



### ResultsPlus Examiner Comments

The candidate considers Rani's pregnancy and includes some AO4 contextual comment. There is comment about Billah and Kulwant's relationship but the response is not sustained. More examples could have been included in the response.

AO1 Band 2, 9 marks.

AO4 Band 2, 6 marks.

SPaG: 5 marks.

Total: 20 marks

## Question 17

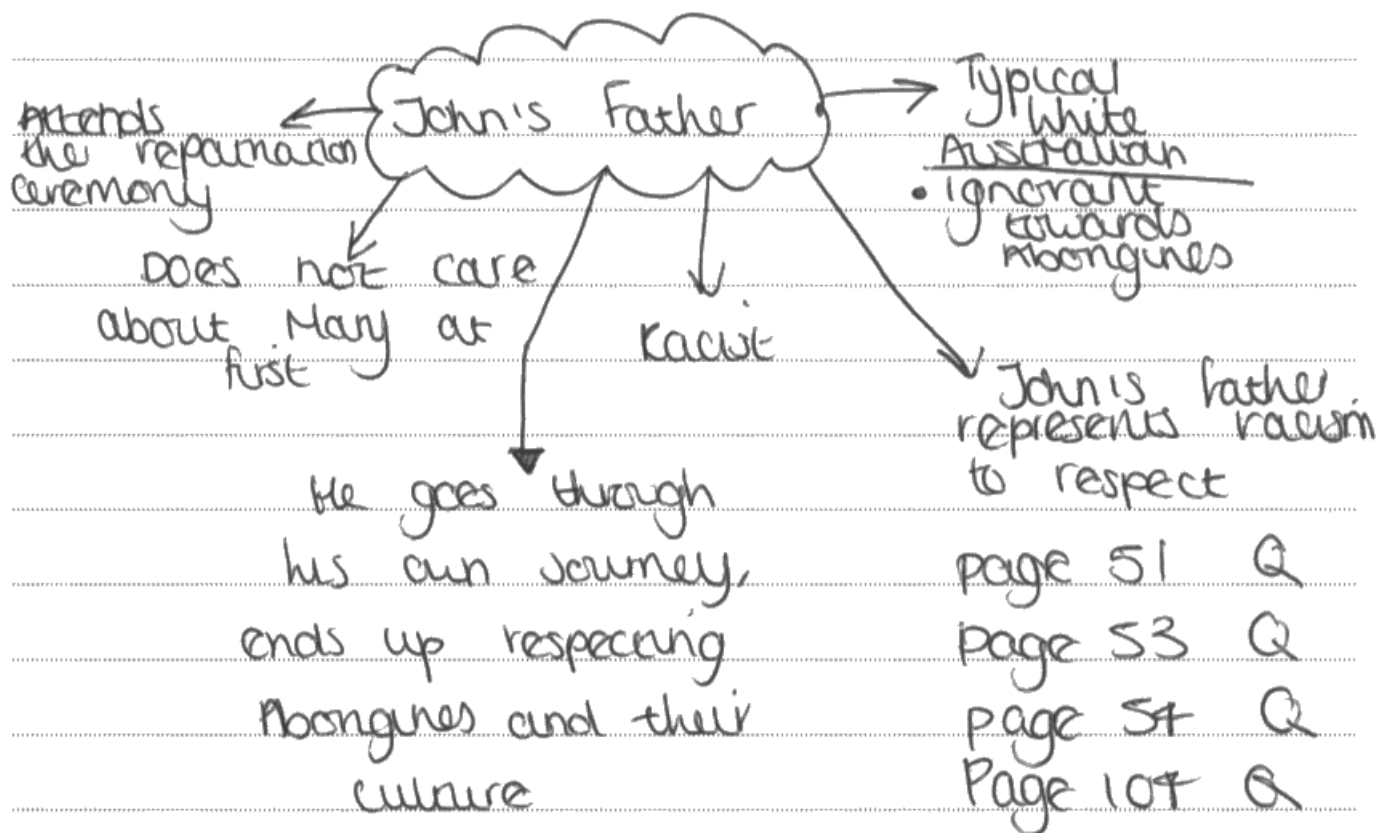
### Riding the Black Cockatoo

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.

As mentioned in the introduction to this report, entries have continued to decline. Indeed, most were responses to *Of Mice and Men* and the wrong box had been ticked.

One examiner commented: "I only marked 2 or 3 responses on this text. Candidates were knowledgeable on the text and its contextual significance. Candidates had clearly engaged with the historical significance of the text."

The following is an example of a Band 3 response.



"oh, we forget about your dad perhaps you aren't getting it <sup>so</sup> easy after all"

"Ohhh, you can have it, it means nothing to me"

(Section B continued)

In the novel "Riding the black cockatoo" there are many characters which represent different sides of Australia and every single character has their own journey.

John's father ends up going through a mental journey which changes his view on Aborigines and their culture forever.

At the start of the novel John's father is a typical white Australian who is trapped in their own culture and is ignorant towards Aborigines. John's father is part of a macho society who has strong views on the Aborigine way of life. "Oh, we forgot about your dad perhaps you aren't getting it so easy after all" shows that Danalis' father is a strong character that everyone knows about.

John realises that he will have to ask his father to take Mary out of his home and during this time John feels like he has been "teleported back into the shoes of a very nervous ten-year-old"

(Section B continued)

this suggests that John is afraid of what his father will say. It also shows that Danalis thinks that his father will judge him. During this time John's father says "Ohhh, you can have it, it means nothing to me". This statement shows a lack of respect towards Mary as Danalis' father has no reason to have Aboriginal remains in his home and does not care for it.

Throughout the novel, especially during the plans of repatriating Mary, Danalis' father shows a lack of interest. Danalis compares the repatriation of Mary to bringing home lost soldiers which leaves his father speechless as it hits home about how important Mary's repatriation is.

As Danalis' journey becomes more intense and the repatriation ceremony comes closer his father begins to participate in the plans. His father and mother decide to come to the ceremony at the university. This shows a big difference and change

(Section B continued)

in his father's because he was not interested in Mary's repatriation several weeks ago.

During the repatriation ceremony the white Australians and Aborigines become one. John's father communicates with the Aborigines and he becomes enlightened. As the repatriation ceremony comes to an end Daralis' father has transformed into a new man.

John's father is a significant character ~~an~~ because he goes through his own personal journey from racism to respect. ~~In~~ His change as a man ~~will~~ proves that anyone can change once they see past their own ignorance.



**ResultsPlus**  
Examiner Comments

This is a sustained response. The candidate uses a plan to gather ideas and then commences by discussing John's father's 'mental' journey and how his views change. There is an understanding of the father's initial lack of respect for 'Mary' and his initial lack of interest about the repatriation of the skull. The candidate comments that John's father becomes 'enlightened' as the repatriation ceremony takes place. More specific examples and development would have benefited this response further.

AO1 Band 3, 12 marks.

AO4 Band 3, 8 marks.

SPaG: 7 marks.

Total: 27 marks



**ResultsPlus**  
Examiner Tip

The significance or importance of a character can be explored through the themes, chapters or key events.

## 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.

The following is an example of a Band 4 response.



(Section B continued)

Riding the Black Cockatoo is a novel which shows John Danalis and a nations journey through its growing pains of race and colour. The book explores the physical and mental journey that not just Danalis but also the Aborigines have encountered through the story of reconciliation.



John Danelis was a typical white Australian who grew up with an Aboriginal skull named Mary on his mantlepiece. The story is all about the repatriation of the skull, and how many lives were changed during the journey. Reconciliation is the act of trying to put something wrong right. The story is about ~~put~~ attempting to put the sins of the past right. When Captain Cook discovered Australia, white people were sent over the group of Indigenous people to Australia, the Aborigines were cast aside as white colonialism took place. The Aborigines were seen as less than human, and many were raped and beaten showing an immense lack of respect. The book is all about the journey the Indigenous community of Australia have been on, and also Danelis' journey of reconciliation.

(Section B continued)

John Danelis' father was a collector of curios and he always grew up with an Aboriginal Skull.

"I might as well have unzipped my pants and flopped my penis onto the table."

This phrase shows how serious the issue is. ~~White~~ This gave people a level of disgust and addresses the issue that people seen Aborigines as less than human. Reconciliation is important as it shows the white Australians attempting to ~~the~~ apologise for the issues.

Skippy the bush kangaroo was a programme which presented Tara. ~~en~~ Tara was a stereotypical ~~abor~~ Aboriginee who lived in the bush. This showed the two cultures meeting and almost nearly joining.

"Tara looked as though he'd just jumped off the two-dollar coin."

The utter disrespect that Aboriginals were shown still carries on in modern day Australia. Australian coins are shown with animals on, famous explorers and then a stereotypical Aboriginal man. This shows the lack of respect towards them as they are almost compared to animals.

Repatriation ~~en~~ The repatriation of Mary is the main focus throughout the novel. Taking the skull back to its home land in Wamba Wamba is the part which provides

(Section B continued)

a journey to Dandis. The story of the Jaaru Jaaru baby, a baby stolen from a memorial in the hollow of a tree is one which best shows the disgust shown by the white colonists. Reconciliation plays a main part as John Dandis attempts for the Aboriginees to forgive him for what his race did.

Dandis hopes for a new Australia to be created where the two cultures can interconnect with one another.

Repatriation and Reconciliation have guided John's journey in creating a new Australia and has changed the outlook towards Aborigines.



**ResultsPlus**

**Examiner Comments**

The candidate gathers ideas with a mind map. Ideas are maturely expressed and a focus on the question is maintained. The candidate explains how lives are changed through 'the repatriation of the skull' and that 'Reconciliation is the act of trying to put something wrong right'. Comments also include points about the journeys taken by the indigenous community of Australia and John's journey of repatriation. There is some assured understanding demonstrated with the comments about how reconciliation is a way for the white Australians to 'apologise' for their historical errors and their lack of respect. This is clearly demonstrating an assured knowledge of the text.

AO1 Band 4, 16 marks.

AO4 band 4, 12 marks.

SPaG: 6 marks

Total: 34 marks



**ResultsPlus**

**Examiner Tip**

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

## Question 19

### To Kill a Mockingbird

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

Responses to both questions were often very successful. Calpurnia was viewed in relation to the Finch family, her own family and the wider community – and what this represented about society as a whole. Through the exploration of the character, candidates successfully considered several themes of the novel. Some responses on education were more limited to school and did not fully explore the education of Scout and Jem from their family or from incidents their family had to deal with.

Some positive feedback was received for this question. Comments received from examiners include:

"It allowed the more able candidates to really show what they knew, whilst the less able ones could fit their knowledge of the book into something relating to Calpurnia. Many tended to miss the link between the blacks and the whites as an important role for her. There were some wonderful full mark responses, but less than usual."

"Candidates tended to narrate the role of Calpurnia rather than explore her significance. Some strong responses however looked at her as a construct and how she was a construct of education, how she exposed the wrong doings of Maycomb and how she served as a comparison to the 'white trash'."

This example is a Band 3 response.

'To Kill a Mockingbird' is based around a time when the Jim Crow Laws were first made and when black people were almost fully segregated from the white people. This makes the well known character, Calpurnia, even more significant within the novel as she was a black maid for Atticus's family, the only difference is that Calpurnia was respected and more of a mother figure to Scout and Jem which is highly unusual especially since the story was based in South America, the most racist part of the country at that time.

One way ~~that~~ that Calpurnia is

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(Section B continued)

significant in the novel is that, without her the story would mainly be seen from a white person's perspective. Calpurnia is able to give her thoughts and views on situations which gives the reader important insight as the writer; Harper Lee, is trying to show that everyone has their own thoughts and feelings, no matter what colour skin they have. Calpurnia can be seen as the voice for all Black Americans at this point in time. For example one moment that Calpurnia shares her thoughts ~~is~~ is when she pulls Scout away from the dinner table after she rudely comments on how much syrup the guest is using on his food. Calpurnia states that some people are not as lucky as they are and unfortunately doesn't have as much as they do. This shows that, even though Scout is a child and doesn't understand what she said

was wrong, despite Calpurnia's colour, she knows and understands respect more than the white people in the novel. This fact contradicts what people like Bob Ewell say about black citizens and proves that seeing things from two points of view is important, which is exactly what Calpurnia does showing her importance as well.

Another way ~~the~~ ~~novel~~ that the novel shows Calpurnia's significance is that she constantly teaches Scout about her surroundings and things she doesn't understand. The reader is looking from Scout's point of view so it's also as if the reader themselves is being taught by Calpurnia which also helps them understand the novel. Without Calpurnia the reader won't receive much insight on situations and only look at it from a child's point of view.



## ResultsPlus

### Examiner Comments

The candidate considers how Calpurnia is significant, especially during a time of segregation, to be like a mother-figure to Scout and Jem. There is a point made about Calpurnia providing another perspective to the story and is Harper Lee's voice for black Americans. An example of when Burris comes home for dinner is used to show how Calpurnia teaches the children right and wrong and to be grateful for what they have. This is a sustained response, although many more points could have been considered, such as when Calpurnia takes the children to church with her.

AO1 Level 3, 11 marks, matched across...

AO4 Level 3, 8 marks.

SPaG: 5 marks.

Total: 24 marks



## ResultsPlus

### Examiner Tip

Please check our website for new resources!

## 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 candidates 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 following is an example of a long response where we would normally expect to see a high mark awarded; however, as you read this response highlight or note the relevant points in relation to the question - Education.

Throughout the novel, education has been used to show the development of the main characters such as Scout and Jem. In the Finch's house, the family had a history of being one of the <sup>upper</sup> ~~of~~ class families in Maycomb even though Maycomb was in a state of instability. During the time of the novel, which was set in the 1930s, in context, this was a era of the Great Depression. This was an ongoing tragedy caused by a fall in the stock shares and the economy in America. As a result of this, many families in the novel have been affected by the unfortunate event such as the Ewells and the Cunningham families. Because of the Wall Street Crash and the Great Depression, the families in the novel, had been categorised under a hierarchy of classes - the Finch's being at the top as one of the upper class families,



(Section B continued)

the black communities being at the bottom and the poor white families being like the Ewells and the Cunninghams. Because of this context and the era that the book was in, the people of Maycomb needed knowledge as this was one of the most superior powers a person can have. Even though the black people like Calpurnia had education, people dismissed this and made them lose their access of having large jobs. To conclude this, we know that one part of the novel, talks about how we need knowledge and why we need to go to school; this had been supported by Atticus where he ensures that Scout goes to school. Another where education is suppressed is subconsciously, where Atticus uses the timeline of events as a way of teaching his children how to learn from their mistakes, what to do and what not to do.

The main character that learns a lot in the novel is Scout (the daughter of a lawyer). Because her family undergoes many issues, as a child she becomes more mature rapidly and so does her brother Jem. In the chapter 12, Jem and Scout were taken to a church full of African Americans by Calpurnia. However, they were confronted by a black

(Section B continued)

Women who was acting hostile upon their presences. The women asked suspiciously, "what you up to, Mrs. Cal?" This sudden approach alarmed Scout and Jem. The women didn't seem to trust white people in the church even though they were children and were both following the same intentions which were to pray to their God. The women continued and insulted them again saying, "you ain't got no business bringin' white children here." As the women became increasingly impatient, Jem began to back down and requested for Calpurnia to allow them to rebreak. Jem said, "lets go home, Cal, they don't want us here." This was a significant part of the chapter because for once, Jem made decisions and acted like a leader (resembling his father). Jem wanted to turn down - it was like Jem Jem gave up and knew that the black people wouldn't allow the white people to integrate with each other. As because this occurred, Scout also agreed with her brother, also showing the knowledge that this era wasn't the right time to be integrating with the black people. During the 1930s, the black and white people struggled to integrate with each other as a result of the different prejudice based beliefs that they had on the black people.

(Section B continued)

This part showed significance that because even at a young age, the two siblings learned to accept things because through their experiences growing up, they knew that the segregation would always occur.

Another part of the novel which clearly showed education was in chapter two where Scout was first attending school for the first time as a young girl. She was lucky enough to be able to be escorted by her brother to school however, her day was not as perfect as she thought. During the school day, Scout got into trouble by her teacher (Miss Stephanie) about giving her information about another student. This chapter was significant because Scout had learned that speaking out loud and having too much courage was not always the best thing to do and as a result she got punished by her teacher. From that day, Scout became more shy and was not as excited about school like how she used to be. She asked Atticus about why reading was not right and she continuously asked Tom about if school was going to become better. Another new thing that Scout encountered in her new visit to the school was the fact that there was a new system called the "dewey decimal system" which was a new system

(Section B continued)

programmed to teach the children about specific topics however, Scout did not like this system as she had thought it was useless and inappropriate. Although she didn't like it, Jem reassured that it would get better and it would make sense in the future. In doing this, Scout was able to ~~learn~~ <sup>learn</sup> to become patient and to be content with what her thoughts were. In context, in the 1930s, the country was in a state of irregularity as the previously known rich, intelligent America had become a little like a volcano which had been unstable just about to erupt again. Because of this, the people needed to focus on getting to reach the younger children as they would become the future and they would lead America back to becoming a powerful country again. This was why there were more focus on the education. The book also reflects +

The book reflects Harper Lee's life a lot, she includes events ~~at~~ that had been inspired by her ~~or~~ encounter with events when she was a child so she makes the book as though it was a diary about her history and ~~how~~ the way she used to behave. A similarity that was there between the book and her past was the trial of Tom Robinson. This was inspired by an event which was

(Section B continued)

important during Lee's life. During Harper Lee's life, there was an event, a trial due to a couple of boys being accused of raping two girls on a bus. Even though the boys seemed to be innocent and because of there being a lack of evidence for their testimony, the boys were still given a large sentence. This mirrored the Tom Robinson trial in which he was accused of raping a woman also, even though, the evidence was clearly against Mayella Ewell. Tom Robinson got sentenced to prison. This event was clearly a flashpoint of the trial in Harper Lee's history and marked a significant point in the novel through the lives of Scout and Jem. Although they felt optimistic about Tom becoming free and with the trust they had of ~~his~~ their father, the decision went against Tom. Moreover, after a long wait, they chose to ignore the evidence that Atticus found which was an intelligent source of information. Evidence to prove my point is that Jem says to Scout strongly, "I'll ~~be~~ be out over after tomorrow, maybe." The fact that Jem says "maybe" shows that perhaps, he wasn't sure that the entire town would be behind Tom Robinson because of the majority of the town being white. Furthermore, he seemed to be trustworthy for his father. Later on in the few

(Section B continued)

chapters, Jim and Scout found out that Tom was smothered of being guilty and with the response that they had made showed that they had lost trust in society. They learnt that they couldn't trust anyone anymore. The chances of the world integrating know was slim and the children knew this.

Later on in the trial, Atticus, the lawyer of Tom Robinson, was given his chance to deduce his verdict. Atticus found important factual references to the reasons of who raped, or hurt Mayella Ewell. With his intelligence and the clear evidence of his high quality education, Atticus found out that the marks and bruises on Mayella were on the right her left side of her body. This allowed Atticus to simply come to a conclusion that the person who hurt Mayella was left handed because that would make sense with the ~~small~~ amount of damage that was caused. Then Atticus made a decision as to who hurt Mayella. He was able to cancel out his client (Tom), because his left hand was damaged and was forever paralyzed so he put his verdict onto Bob Ewell. The evidence made a lot of sense and because of Atticus'

(Section B continued)

well highly respected profession, we can understand how she was able to find out this fact. This also refers back to the context of the novel. Harper Lee was once a lawyer too and so was her father. She may have included this to show that mankind has hope and the Black and white people can 'integrate' too.



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**Examiner Comments**

After what seems like a very long introduction, the candidate works through some examples in the novel which are linked to the question. The first area explored in some detail relates to when Scout and Jem are taken to church by Calpurnia and the children learn about inequality and racism. The next section explores Scout's experiences at school and getting into trouble with Miss Stephanie. There is some coverage of Tom Robinson's trial and how and what the children learn from it. The final section considers how educated Atticus must be to use his intelligence to prove Tom's innocence. Some areas of the essay are rather narrative in approach. There are specific AO4 contextual points and others are illustrated through the events within the novel and its characters. Although the candidate has an assured knowledge of the novel, the response to the question is sustained.

AO1 Band 3, 12 marks.

AO4 Band 3, 8 marks.

SPaG: 7 marks.

Total: 27 marks



**ResultsPlus**

**Examiner Tip**

Maintain a sharp focus on the question.

Focus on key words in the question and avoid re-telling the story.

## Paper Summary

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

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

- Where candidates are provided with an extract, they should provide as many examples as possible from it 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**

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