



# **Examiners' Report**

## **June 2022**

**GCSE English Literature 1ET0 2N**

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# Introduction

## Introduction

### Assessment Overview

Following two unprecedented years as a result of Covid, it was decided to offer centres the option of entering their students for either the 1ET0 02N (Prose) or the 1ET0 02P (Poetry) papers.

This GCSE 1ET0 02N English Literature examination consists of one Prose section and lasts for 1 hour and 20 minutes. This is a closed book examination and was the most popular option.

Candidates answer the two-part question based on the text that they have studied. The text choices are:

*Jane Eyre* – Charlotte Brontë

*Great Expectations* – Charles Dickens

*Dr Jekyll and Mr Hyde* – R L Stevenson

*A Christmas Carol* – Charles Dickens

*Pride and Prejudice* – Jane Austen

*Silas Marner* – George Eliot

*Frankenstein* – Mary Shelley

For the chosen text, candidates are presented with an extract (approximately 400 words) and answer a question relating to it, paying particular attention to the writer's use of language, form and structure. The second part of the question draws on the candidate's knowledge about their chosen text and asks them to provide a response giving examples from elsewhere in the novel.

The total number of marks available for this paper is 40. Both parts of the question carry 20 marks.

## Principal Examiner Comment

This has been a very successful series and centres should be congratulated for preparing their students so well, particularly during the past couple of challenging years. There were no errors on the examination paper and no erratum notices issued. Overall, candidates responded to the tasks exceptionally well and the full range of marks has been awarded for all questions.

The most popular text was *A Christmas Carol* followed by *Dr Jekyll and Mr Hyde*. The least popular option was *Silas Marner* with slightly less responses than *Pride and Prejudice*.

Generally, candidates seemed well prepared and knew their chosen text. For Part a), candidates sometimes lacked a clear focus on language and structure with responses sometimes becoming a little narrative. Although reported in previous examiner reports, several candidates included contextual points in Part b) as well as further language analysis, which are not assessed. Although these do not negate any relevant points made, more time could be spent on providing further examples. Candidates should simply demonstrate their understanding of the novel they have studied in relation to the question.

There were some responses that had clearly been memorised and adapted for the topic of the question, so were not entirely relevant. Responses that did well often covered three or more areas from the whole of their chosen text.

Responses placed in lower levels tended to:

- lack focus on the question
- misread the question or include irrelevant points
- not deal with the correct Assessment Objectives – for example, not exploring the language, structure and form in Part a) or exploring context in Part b).

Responses placed in higher levels tended to:

- focus on the question
- identify a wide variety of techniques used by the author, which were correctly identified and supported with evidence. Examples were explained in some detail and the effect on the reader was considered
- demonstrate an assured or perceptive understanding of the novel and the techniques (in Part a) used by the author.

As in previous series, the most common errors in the Prose section were:

- not exploring the extract enough – perhaps giving one or two examples only (Part a)
- appearing to muddle the Assessment Objectives – for instance, not exploring the language, form and structure in part a), the given extract, but unnecessarily trying to analyse the language, form and structure for their examples ‘elsewhere in the novel’ – as this is closed book, a most difficult task to try and achieve
- commenting on context or incorrectly using the extract to answer Part b).

### **General points from examiner reports:**

- the paper performed well. The extracts were accessible and the subjects for Part (b) well understood
- quite a few responses included language and structure points in Part (b) in ways that did not add to exploration of the set subject
- quite a few responses included information on context that were irrelevant to the question
- most answers did include a Part (a) and a Part (b); however, quite a few did not indicate where part (b) began
- it would be useful for candidates to have opportunity to work at being concise under pressure. Longer answers were not always stronger ones. Some spent too much time on Part (a), leaving candidates little time for Part (b)
- some answers were remarkably thoughtful, mature and impressive. Some, in both parts, were worthy and in excess of the 20 marks
- there were a few responses that simply paraphrased the extract. Much of what was written was not dealing with the relevant Assessment Objective, which is something that centres will be reminded of
- those that approached the extract in a more mechanical way (The writer uses imagery to...) often managed to include more useful points, even if they still struggled to explain the effect of things they noted. This sort of framework was helpful to candidates who would otherwise have struggled to know where to begin
- there were very few zeros on this paper.

Stronger responses:

- were focused on the demands of the questions and focused appropriately on the AOs assessed
- analysed and explored appropriate, relevant language and structural features used
- focused on the passages and embedded short, one word or small phrased quotations exploring the language used, having identified correctly the techniques being used

- had a wide ranging and in-depth knowledge of the text, used appropriately to answer the question
- were able to explore the text as a construct/ a piece of literature and explore it
- constructed a clear response, using paragraphs and clearly made, often inter-linked points
- offered clearly written opinion, stepping back from the text and evaluating their feelings about the author's intentions in relation to the demands of the question.

Less successful responses:

- included too much irrelevant context or described contextual details
- described the contents of the extracts rather than provide an analysis
- became narrative
- picked out basic techniques, defining what they were and providing a supporting textual detail, but did not then examine, explain or analyse
- were unbalanced with a great deal written for one part of the question, but not the other
- included generalised references that, at times, were muddled
- used some very vague terminology, e.g., the writer uses words / the writer uses quotations / the writer includes ...
- used incorrect terminology, e.g., identifying a simile when it was not
- gave too much focus on the use of adjectives, nouns, verbs, adverbs
- were not well structured and contained material written in a disjointed and inaccurate manner
- offered little to no personal comment.

Examiners commented on the success of the paper and generally they felt that candidates had been well-prepared for the examination. Some commented on how impressive some responses were and that essays were a delight to read. Centres should be congratulated on their hard work and we should like to wish our candidates every luck and best wishes for the future.

## Question 1

### *Jane Eyre*

As seen in previous series, the majority of answers were all Level 3 and above, with a number gaining Level 5. Those gaining lower marks tended to re-cap the extract and, for part b, did not respond to the bullet points in the question, tending to recount Jane's experience of education.

A: Explore how Brontë presents Helen Burns in this extract.

Overall, candidates made a range of points in relation to Helen Burns and identified a range of techniques, such as the use of exclamatory sentences, the use of rhetorical questions, repetition, listing, pronouns, the literary genre of the bildungsroman and, at times, there were comments about the use of tone. Candidates noted that Helen is a role model, passionate, dedicated, has strong morals and has religious faith.

One examiner commented that 'the most frequently noted features of the extract were the contrast between Jane and Helen and their response to authority. The frequent use of 'I' in Jane's responses was noted as were the use of italics. The biblical references made by Helen and the use of listing were also identified.'

B: Explain how education is explored elsewhere in the novel

Education was explored through a range of examples, such as at Gateshead Hall, Lowood, Jane's work as a governess at Thornfield Hall, Jane learning languages when she lives with her cousins, the Rivers family, at Marsh End (or Moor House), and teaching at Morton School.

Most candidates considered the formal schooling Jane and others receive and some looked at Jane's role in the education of others. An interesting response explored Mr Rochester's behaviour as an attempt to educate Jane to suit him. Few considered the time Jane spent with St John Rivers or her work there at Morton School.

In this exemplar, the candidate provides a maturely expressed response to both parts of the question.

This extract is taken from Chapter Six ~~as an~~ During an exchange between Jane and Helen. Brontë explores presents Helen to be a contrast to Jane, religious and to teach <sup>Jane against Helen's</sup> through the back-and-forth speech and other literary techniques.

Firstly, the extract begins with Helen being <sup>hassled</sup> with questions from Jane. Brontë presents Helen to be mature compared to the impulsive and erratic nature of Jane. The repeated use of question marks in Jane's direct speech in contrast to Helen's blunt answers in the beginning convey this message across as Helen is suggested to not be want to talk to Jane, as shown by the blunt replies such as 'Helen', telling of the one sided conversation. Moreover, Helen is slow to repeat Jane's question with a sarcastic, rhetorical nature, with 'Miss S. Scatcherd is so cruel to you? // "Cruel?'. This use of a rhetorical question makes Jane's original question seem ridiculous in Helen's eyes telling of their opposing opinions. In addition to this, Helen almost works her further through the double adjective of 'it is weak and silly to say you cannot bear what is your fate'.



Not only does the double adjective indicate her condescending tone as she ridicules Jane, but also the use of 'cannot bear' in italics puts emphasis on the phrase, encapsulated Putnam shows mockery as Helen is presented as superior to Jane as she can 'bear' her fate' in contrast to Jane who 'could not bear it'. \*

More Moreover, Brontë presents Helen to be a religious role model in Jane Eyre's life, as she ~~sticks~~ her beliefs to guide her decisions. This is exemplified perfectly as she tells 'the Bible bids us return good for evil'. The juxtaposition of 'good for evil' <sup>highlights</sup> ~~tests~~ of the 'Bible's all powerful nature which Helen follows to help her actions. The reader sees the influence of the Bible's teachings on Helen only tries ~~pro~~ as she prefers not 'to commit a hasty action' <sup>for its 'evil consequences'</sup>. The two adjectives of 'hasty' and 'evil' in parallel use <sup>encapsulates</sup> ~~test~~ of the karma that Helen believes in, ~~teaching~~ preaching that allows ~~reproaching~~ ~~allows~~ ~~autarky~~ ~~allows~~ actions. Furthermore, Helen is presented as an unknown power to Jane, ~~to~~ ~~offer~~ the part of her conviction to the all-powerful God. This is shown as Helen told the power to 'consider things by a light invisible to [Jane's] eyes' and this spiritual the metaphor of invisible light exemplifies Helen's ~~pro~~ ~~sup~~ ~~waiting~~ ~~for~~ to her beliefs. Thus, Brontë presents Helen to be a religious role model to Jane, preaching love and God's guidance rather <sup>than</sup> ~~than~~ late.

Ultimately, Brontë presents Helen Burns to be an educator to the wider world, 'doctrines' being a model for Jane's later life. She opposes Jane's pride and does not mind by recognizing her flaws, such as being 'careless', leading her to be humble and to recognize her own weaknesses which lead to the consequences she faces. However, she recognizes Miss Scatcherd's temperamental nature with the inclusion of adjectives of 'neat, practical and particular'. Rather than attacking Miss Scatcherd having endured a 'flogging', she recognizes Mrs. Scatcherd has personality traits that are not similar to her own and rather than appeal to them she teaches to appeal to them. Furthermore, the antithesis between 'endure patiently' and 'commit a nasty action' puts stress on the passive action and its superiority, teaching Jane to rather than retaliate with violence, she should combat her anger with love.

To conclude, Brontë presents Helen Burns to be a key figure in the novel, acting as a model for Jane's life as she teaches Jane religion and temperance and ultimately teaches her to combat hatred with love rather than violence.

\* Therefore Helen is presented as superior to Jane and so  
latterly her personality traits of love are superior to those  
of anger from Jane

1b) 'Jane Eyre' is a novel written by Charlotte Brontë which particularly explores Jane's development and journey towards independence. Throughout this journey, the theme of education is present as Jane is educated on the different values of religion and Jane herself becomes an ~~education~~ <sup>educational</sup> ~~model~~ <sup>role model</sup> for the reader to educate them on both femininity and domesticity.

Firstly, Brontë presents the theme of education as Jane battles with the ~~two~~ contrasting forms of religion which she encounters. She is first faced with the dogmatic lens of Mr Brocklehurst who adopts the rhetoric of Evangelicalism, an unforgiving form and he abuses his power and beliefs for his own benefit. This is exemplified through 'all wars will have their periods of a ~~the~~ <sup>the</sup> ~~war~~ <sup>war</sup> burning with fire' telling of his harsh perspective, which opposes the real morals of Christianity as he punishes rather than consoles her. This is further portrayed as he 'purges' his students pride, for example making Jane stand on a stool in front of the school for being 'wicked' and a 'liar', highlighting his abuse of his power and his unforgiving nature.

Helen Burns, on the contrast, teaches her of a welcoming form of religion telling 'God is <sup>her</sup> friend', ~~to~~ <sup>religion</sup> emphasising a kind, loving form of ~~religion~~. While Jane is 'too impulsive', Helen teaches Jane to utilise religion and to 'love your enemies' and 'love impartially o, his

power' which Jane does, giving Mrs Reed her 'love and free forgiveness'. However, whilst Helen acts as a role model for Jane, Jane learns she cannot fully adopt her style of religiosity as she would have to place all responsibility in God's hands which she cannot do if she desires independence.

Christ St. John presents an ambitious form of religion, proposing to her on the basis of work and proposing a marriage of convenience. St. John claims to be a speaker of God, telling Jane she must be 'a missionary's wife', stating God has set Jane's fate and Jane battles with passion and reason, knowing if she accepts, she sees herself at a point to an end for St John but if she rejects she is also rejecting God. Ultimately she learns to follow her own spiritual voice and to return to Rochester. This Brontë points education through Jane learning the nuances of religion through the perspectives of the novel Brontë the kind Helen and the ambitious St John.

Moreover, Brontë presents education through Jane being an advocate for feminism. Jane struggles with misogynist thought her relationships as she is demeaned to Rochester's property. Rochester labels Jane as a 'bird', 'fairy', 'sprite', and 'imp', all overly diminutive labels, presenting Jane as his pet and fantasy rather than his equal. This suggests women to be inferior to men and not women in comparison, lacking freedom and emotion. However Jane teaches otherwise, declaring 'my women feel just as men do', creating this parallel between men and women rather than this dispositive.

Furthermore, the idea of men being superior though is prevalent through Rochester's continuous belittling vocabulary, labelling Jane his 'pale, little elf', his 'little girl' and his 'little darling'. This continuous condescending tone further exemplifies how Rochester, <sup>despite being unintentional,</sup> ~~unintentionally~~ looks down upon her and highlights a man's innate temptation to act as a oppressor over women. In addition to this, <sup>Bertha prevents</sup> ~~she prevents~~ a protest of this misogyny and unequal relationships. Bertha acts as a foil to Jane, teaching that the consequences of an unequal marriage and representing what Jane would have become had she just accepted Rochester's first proposal. In the article, 'Mad woman in the attic', this is appropriated perfectly, ~~also~~ teaching how if a woman of nerves equal to the man and is demanded to simply a housewife and nothing more, she will become a 'wretch' and physically altered in a 'hideous den' and Bertha exemplifies this.

Ultimately, Jane Brontë presents the theme of education through ~~the~~ Jane being a sufferer of the ~~class~~ classist system. From childhood, Jane experiences discrimination simply due to her class. At Gateshead John Reed proclaims 'you have no money, you ought to beg' illustrating her outcast within her own family. In addition at Lowood, Jane teaches <sup>restrictions</sup> of the unfair ~~restrictions~~ society deals to orphans and those of lower class as Jane experiences 'irkome exasperated rehabilitation [herself] with new men

and unwanted tasks', this shows perfectly how Jane feels constricted, being forced into doing 'unwanted tasks' which all the other students have to do at Lowood. Though this the teachers society has next to no respect of lower class and almost formed a box around them. ~~For~~ Moreover, at Thornfield, she is an outcast during the party. Miss Ingram says she 'sees all the faults in [Jane's] class', ~~and~~ magnifying how Miss Blanche feels just superiority over Jane and looks down on Jane's class. Despite her class superiority however, Blanche is said to have a 'poor mind' and this antithesis between superiority  $\rightarrow$  in physical ~~riches~~ but having a 'poor mind' teaches how mental and physical wealth have ~~no~~ correlation. Jane therefore teaches that while Blanche was wrong, she is still lower than the lower class in her own education and knowledge. Lastly Jane teaches how marriage is impossible without equal class as Mr Fairfax believed 'that [Jane] had forgotten her position, and [Reverester's]', teaching of the commonly held class separation at the time and how ~~no~~ relationships between classes was frowned upon. Jane then proves this point as she can only marry Rochester when she ~~was~~ came back to him as 'independent... as well as rich'. To conclude, Jane ~~taught~~ <sup>teaches</sup> the unfairness of ~~the~~ ~~class~~ ~~society~~ being a victim of discrimination from ~~so~~ many characters throughout the novel and only once she receives her inheritance, then she is considered equal and able to marry Rochester.



Part (a): In this sustained and assured response, the candidate comments on Helen's maturity, her opposing opinions, her faith and being a role model. A range of techniques has been identified, including the use of direct speech, blunt questions and answers, rhetorical questions, a variety of adjectives and metaphors. The candidate selects specific words and phrases and includes some perceptive points, such as teaching Jane to 'combat hatred with love'.

Level 5, 20 marks

Part (b) A range of examples are included in this interesting response. The candidate comments on Mr Brocklehurst, Helen St John Rivers and Jane being an 'educator for feminism'. Different types of education have been explored and there is some comment about Jane being a 'sufferer of the classist system'. Although this could be deemed as a contextual point, it is fully relevant to the points being made about the different experiences of education seen throughout the novel. This is an unusual response that maintains focus on the question.

Level 5, 20 marks



When responding to Part a) extract, encourage students to begin by identifying specific words and phrases that provide good examples and use these as the basis for their response to the question.



## Question 2

### *Great Expectations*

Candidates responded positively to the question and clearly were able to identify ideas in relation to language, structure and form. The PETER (Point, Evidence, Technique, Effect on Reader) formula was often seen and enabled candidates to access marks in Level 3. Weaker responses tended to be point and evidence with some attempt to comment on reader. There were some sympathetic readings and a clear understanding of the characters demonstrated.

A. Explore how Dickens presents the meeting between Pip and Estella in this extract.

A number of responses were maturely expressed and explored a wide range of language techniques, analysing some words or phrases in depth, such as 'wretched' and 'remained'. The effect on the reader was often considered. A number of candidates explored the use of exclamations, verbs, nouns, adjectives and repetition. Many identified that the meeting was awkward and how Pip's feelings and emotions were shown. Some commented on the 'freshness of her [Estella's] beauty' and how Pip admits that she has 'always held your place in my heart'.

There were either the responses that explored a few examples in depth or those that explored a broad range, but not in great detail. Both methods were often successful.

One examiner commented that candidates were 'able to comment on the dialogue, repetition, the way awkwardness is portrayed and, sometimes, examples of alliteration and sibilance. Some responses focused overly on the paragraph describing the moon rising, linking it into the significance of the name 'Estella', but few really got to the heart of the emotions on display.'

B: Explain how Estella is important elsewhere in the novel.

Candidates provided a range of points in relation to Estella elsewhere in the novel, including events at Satis House resulting in Pip's desire to better himself following Estella's poor treatment of him; how Estella helps Miss Havisham to 'break men's hearts' and how, through Estella, Pip learns life lessons.

Some candidates included pertinent quotations, particularly the reference to moths when Estella warns Pip of the dangers of falling in love with her.

An examiner commented that 'most noted the change in Estella's treatment of Pip over time. (The choice of extract perhaps provoked this.) Most included material on her treatment of Pip when they were children. Some included Estella as a danger to men, her pride and her connection to Miss Havisham. Very few responses considered the links with Magwitch.'

In this exemplar, the candidate demonstrates a sound understanding of a range of language points and provides a relevant personal response.

~~Part~~ Part A: One way that Dickens ~~describes~~ presents the meeting of Pip and Estella in this extract is by showing that Pip is still infatuated by Estella, but now has more control over it. This can be seen when he says, "The freshness of her beauty was still gone, but its indescribable majesty and its indescribable charm remained." This shows the reader the character development of Pip throughout this bildungsroman and how he has matured. This is ~~not~~ significant because before they were reunited, Pip had no control over his feelings of Estella which led him to be cruel and spoiled once he became a gentleman.

Another way that Dickens presents the meeting of Pip and Estella in this extract is by showing that Pip is still

Can now see Estella's true feelings and emotions. This can be seen when he says, "The saddened softened light of the once proud eyes; ~~which I had never felt before~~ was the friendly touch of the once insensible hand." This shows the reader that Pip is now able to look past Estella's cold heart and manner to see the sadness behind her and loneliness behind her ~~coldness~~ cold personality. She would use to protect herself. In addition the fact that Estella has allowed Pip to see that side of her shows the reader how both of them have gained more emotional intelligence and maturity. Pip also says, "The friendly touch of the once insensible hand." The use of the word friendly hints to the reader that Pip has finally accepted that him and Estella will only ever be friends.

Part B. Later in the novel <sup>even</sup> she tells him,  
"My heart is ice, I am incapable of  
loving anyone."

One way that Charles Dickens presents Estella as important in the novel is through the idea that she was the person that "Motivated" Pip into becoming a gentleman. In the beginning of the novel, Pip visits ~~Miss Havisham's~~ <sup>Estella's</sup> house which is where he ~~just~~ meets Estella and ~~falls in love with her~~ becomes infatuated with her beauty despite the fact that she is incredibly cruel to him.\* She also describes him as "Coarse and Common"

and says  
"you  
have thick  
heads and  
thick  
boots"

which makes Pip so insecure of his class that it forces him into wanting to become a gentleman. This is important because this event leads to all the events where he ~~starts to~~ shadows Estella's behaviour by treating people who are below him with no respect and being ashamed of his home life and who raised him.\* Dickens wrote about this to spread awareness about how society made people feel about their class and social

\* When he does this, ~~she~~ says: "It is the most shameful thing to be ashamed of"

status during the Elizabethan Era.

Another way that Dickens represents the importance of Estella throughout the novel is how Miss Havisham used Estella as revenge. It is explained later on in the novel that Miss Havisham was jilted at the altar and left heartbroken which is why she trains Estella to break the hearts of men and boys as revenge. When ~~she~~ For example when Miss Havisham discovers Pip's infatuation for Estella she says to him, "Love her, love her, love her." She ~~also~~ ~~bricks~~ Pip also hints to Pip that she is his benefactor <sup>(although this is untrue)</sup> which leads Pip to believe that Miss Havisham has plans to bring Estella and Pip together. This gives Pip hope that they will one day be married, however Miss Havisham told Estella to, "Break his heart." This event is important because during the Elizabethan Era, it was seen as incredibly shameful and humiliating to be left at the altar.

Dickens writes about this to show how ~~so~~ not living up to society's expectations can ruin your mental health and how it can lead you to abuse and take advantage of your loved ones.

The last way that Dickens presents Estella's importance throughout the novel is how Estella's cold heart affects others as well as herself. For example, throughout the whole novel Miss Havisham uses Estella as revenge on men and abuses her by treating Estella as if she isn't a human being. Towards the end of the novel she says to Miss Havisham "you stole my heart and put ice in its place." This shows us that Estella is aware of her cold personality and that she doesn't treat people well. She also says to her, "you turned my heart into a blade, you cannot complain if you also feel the hurt." This tells us that she knows Miss Havisham

has abused her so that she will hurt others. Later on in the novel, Estella marries Compeyson, who ~~beats~~ abuses Estella both mentally and physically. The fact that Estella ends up with someone as cold as her is Dickens telling the reader that what goes around comes around, meaning Estella got what she deserved and learned her lesson from it.



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Part (a): The candidate begins by commenting on Pip's infatuation with Estella and the bildungsroman genre. Relevant examples are included to support points; however, the language could have been explored even further, such as the 'beauty ... majesty ... charm' example. Most ideas follow the Point Evidence Explain format with some good points, such as Pip and Estella both gaining 'emotional intelligence and maturity'.

Level 3, 11 marks

Part (b): A range of very good points are made in this response, such as Pip being motivated to become a gentleman by Estella, Pip's visits to Satis House, Estella's influence on Pip and how she is used by Miss Havisham to break men's hearts. There are grey areas, such as the comment about Estella marrying Compeyson. There is some context referring to the Elizabethan era, which is not accurate; however context is not assessed in the novels questions.

Level 3, 12 marks



For responses to the novel, Part a) questions, a most useful acronym to use when exploring AO2 is PETER: Point, Evidence, Technique, Effect on Reader.



## Question 3

### *Dr Jekyll and Mr Hyde*

This remains the second most popular text.

A full range of responses were seen for this novel. Some examiners commented on the thorough and assured knowledge of the text and those who were not as successful as the Assessment Objectives were not addressed and some responses lacked sufficient range of examples for Part (b).

A: Explore how Stevenson presents the events when Mr Utterson and Mr Enfield stop to look at Dr Jekyll's house in this extract.

Most found a range of examples to comment on in this extract. Candidates often commented on the weather and time of day and connected that to ideas about foreboding and fear. Identification of techniques often included pathetic fallacy, listing, juxtaposition, verbs and adjectives.

Not all understood what is meant by 'twilight' but some were able to consider ideas about light and dark alongside duality or conflict between characters.

Some understood the light-hearted exchange at the opening (and its contrast to the end of the passage), but some took it to be irritation or anger.

Students who achieved Level 3 seemed to work through the passage commenting on the beginning, middle and end. Some would securely relate this to what Stevenson had achieved, whilst others just did this in a more formulaic manner.

Most successful responses included comments on the tone and feelings of Enfield and Utterson at the beginning of the passage, particularly 'what an ass you must have thought of me' and how this had changed to the end when 'they were both pale ... horror in their eyes'.

Less successful responses demonstrated the idea of mood change and entrapment, but the overall effect was not always as well addressed. It was noted that some responses were set out in three separate paragraphs each one focussing on one strand of the mark scheme.

B: Explain how friendship is important elsewhere in the novel.

On the whole, most candidates considered the friendships between Utterson and Enfield, Lanyon and Dr Jekyll. Some explored the friendship between Jekyll and Hyde.

Some candidates lost focus on the question and the theme of secrecy or duality appeared a few times. There were also several of candidates that considered context (not assessed in this part of the paper) and what friendship meant to Victorian gentlemen. Loyalty, trust and concern for well-being were qualities identified in the relationships. Some explored the broken friendship and what remained after it ended.

This answer is one where (in both a and b) additional paragraphs on context most often featured and was least useful. There was much about the habits and beliefs of Victorian gentlemen, class, and sometimes science and references to Darwin. Contextual points do not negate other valid ones' however, time could be used more beneficially by providing more examples.

For this novel, we have three examples.

This first example is particularly successful.

(Part A:)

The first way in which Stevenson presents the events upon arriving at Jekyll's window is in a depressing manner. The first description of the courtyard in which Jekyll's window is placed is "very cool and a little damp". The word "damp" uses pathetic fallacy to portray the idea of depression to the reader - furthered by the idea of it being "cool" outside. This is done in such a way that there is no idea of heightened emotions such that a torrential rain would, but still the idea of sadness in a low-level but very apparent way. Furthermore, the description of Jekyll's "infinite sadness of mind" adds to the idea of depression. His sadness being so very deep is highlighted by the diction of "infinite". This shows to the reader the extent of Dr Jekyll's sadness being never ending. Alongside this, the "sadness of mind" shows that not only is the location <sup>and weather</sup> showing signs of depression, but so does Henry Jekyll's face, giving the impression that the load causing his upset is too large to string off. Later on, the reader comes to realize that this is due to his conflict with Hyde, but currently this much is unknown and so his sadness also creates mystery. Finally, in ~~very speech~~ ~~to whom~~ Jekyll says that his state "will not last long. Thank God". In thanking God, Stevenson shows the direness of Jekyll's situation as we - as readers - knew that Jekyll had cast off God in his previous scientific work. This contrast emphasizes the extent of Jekyll's sadness. All of this shows how the events of the location and weather, conversation with Jekyll and ~~the~~ Jekyll's appearance are presented as depressing.

The next way that Stevenson presents the events is that they are secretive. The first event in which secrecy is introduced in the extract is once again through the conversation with Jekyll. In conversing, Jekyll mentions that he would like to go out <sup>with</sup> or have Utterson and Enfield in, however he moves on himself and ~~Utterson~~ says "no, no, no, it is quite impossible". The fact that this is all he says, and doesn't mention any reason why it is impossible, initiates the secrecy in the extract. Alongside this, the repetition of the word "no" creates a sense of confusion to the reader. Despite his confusion and indecisiveness, he is adamant about not wanting to go out but loose with a reason as to why not. This again adds to the secrecy. Furthermore, the fact that it is in speech gives the reader a direct insight into Jekyll's thoughts. But once again, the lack of reason to his stand against going out is unknown - furthering the secrecy. The next instance of secrecy is when Jekyll "instantly thrust down" the window. In doing so, the reader's confusion grows and so does the <sup>secrecy</sup>. The fact that he "thrust down" the window as opposed to closing it after saying goodbye creates the idea that something is wrong. Again, the fact that we as readers are unaware of what is wrong further creates secrecy. Along with this, the contrast between him having a "good-natured" conversation to then "thrust down" the window adds emphasis to what I have said. ~~Verbalize~~ All of this shows how the events of Jekyll's limited reasoning as to why he did what he did created an atmosphere of secrecy.

The final way in which Stevenson presents the events is that they are horrifying. Stevenson introduces the idea of horror through Jekyll's sudden change in facial expression. Through conversing with Utterson, he is able to counter up "a smile". However, this is "struck out of his face" and replaced with "abject horror and despair". Once again, Stevenson's diction in this case is very efficient

in emphasizing the situation. The word "struck" gives the impression that something is happening to him involuntarily and he himself is scared of what it might be. In turn, this creates a sense of horror for the reader as they are equally unaware of what is going on. Furthermore, the ~~real~~ use of "terror" shows the extent of Jekyll's fear as terror is seen as an ultimate fear. Alongside this, the fact that Jekyll's expression was enough to freeze the "blood of the two gentlemen" emphasizes the horror shown. Even more, <sup>the</sup> "horror" is emphasized by the immediate switch from the happiest Jekyll has been to the whole extract to the depths of "despair" and "terror". Finally, the horror is capped with one description of Utterson and Enfield as "both pale" and "horror in their eyes". The idea that they were "pale" gives the reader the impression of seeing a ghost. It shows that Jekyll's expression was so terrified, they were brought to the point that they could have seen a ghost and been less phased by it. All of this shows how the events are horrifying through Jekyll's expression and its extreme effect on both Utterson and Enfield.

(Part B:)

Friendship is an important theme in the novel, particularly in revealing things about Jekyll and Hyde's relationship. Stevenson does ~~so~~ <sup>this</sup> through Utterson's friendship with lower class characters. The first reveal to the reader that Jekyll and Hyde may be the same person comes from Mr Guest's analysis of Hyde's handwriting in comparison to Jekyll's. Guest declares from this that their handwriting was "resembling" at points. From this, we are able to assume a number of things about their relationship. Of these many things, Utterson chooses to believe that Jekyll would "forge for a murderer". Later on, we find this to be <sup>partially</sup> correct in the sense that Jekyll and Hyde are the same person. Another instance of Utterson's friendship with lower classes being useful is with Poole. In the eighth chapter, "The Last Night", the workers of Jekyll's house are afraid that Jekyll has been murdered and the murderer was still dwelling in his office. Upon Utterson's arrival, they say "Thank God, it's Mr Utterson". This shows that the relationship between <sup>Jekyll's</sup> ~~Utterson's~~ servants and Utterson being a respectful and friendly one. This even leads to Poole killing Utterson about all of the complications with drugs and the small character coming out of Jekyll's office. The drugs in particular show the reader that it is not Jekyll inside of the office. The person is very aggressive in his writing saying such things as "for God's sake find me some of the old". All of these things are more characteristic of Hyde than Jekyll. This we later find out to be true. As Utterson is the centre of this third person limited narrative, these lower class characters help to reveal the mysteries to the reader through Utterson, thus showing the importance of friendship.

Another way in which friendship is important is <sup>that it</sup> ~~through~~ helps to ~~bring~~ progress the investigation of Hyde from Utterson. Stevenson does this ~~strong~~ through Utterson and Jekyll's ~~only~~ friendship. Utterson and Jekyll were school-time friends and have been ever since. It is this fact that leads to Utterson being Jekyll's lawyer and

and uncovering the mysterious clauses in his will. "In the case of death or disappearance exceeding three months, all of [Jekyll's] possessions should be given to Mr Edward Hyde". This clause is what starts Utterson's confusion around Mr Hyde and makes him wish to be the "Mr Hyde" to "Mr Hyde". The main reason he does this is that he suspects blackmail from Mr Hyde and wishes to protect his friend. Later on in the novel, in chapter three we come to realise that Jekyll trusts Utterson, "more than any other man alive". This further warrants Utterson's investigation into Hyde despite Jekyll's adamancy that he "can be rid of him" (Hyde) at any time. This shows how <sup>the</sup> friendship between Jekyll and Utterson progresses the investigation of Hyde and creates the plot. ~~creates some~~ ~~about Jekyll and Hyde's relationship.~~ // [para. break] //

Another important way that friendship is important in the novel is in revealing truths about Jekyll. Utterson does this through the ex-friendship of Lanyon and Jekyll. When speaking to me "heavy, healthy, dapper, red-faced gentleman" that is Lanyon. Utterson (and therefore us as readers) learn of Jekyll's turn against what is deemed right by the Victorian Scientist such as Lanyon. Despite his many honors, it is said by Lanyon that Jekyll went "wrong in mind" and started speaking of "unscientific balderdash". In the last chapter, we come to realise that the "balderdash" he speaks of is his idea of "man's dual nature" - that "man is not truly one, but truly two". The description from Lanyon is one we can trust, and so we learn the reality of both Jekyll and his work (as an experiment). This shows how friendship is important in revealing the truth about Jekyll's past.



Part (a) This is a confident and maturely expressed response exploring a wide range of examples and ideas. The candidate considers how the events are depressing, sad, confusing and horrifying, and there is identification of isolation and secrecy. A range of examples support the points made and specific words and phrases are selected and discussed in detail; however, there are some missed opportunities to explore techniques, but there are some such as pathetic fallacy and repetition.

Level 5, 18 marks

Part (b) Again, this is a confident response exploring a variety of friendships. There is assured and perceptive discussion about Utterson's 'friendships' with Mr Guest and Poole, showing how there is no class boundary. There is also discussion of Utterson's friendship and loyalty towards Jekyll and the friendship between Lanyon and Jekyll.

Level 5, 20 marks



Candidates do not have to use quotations in Part b). Examples can be specific references to specific episodes in the novel studied or paraphrased quotations.



This second exemplar is a good example of a Level 2 response.

3a) Explore how Stevenson presents the events when Mr Utterson and Mr Enfield stop to look at Dr Jekyll's house in this extract. Give examples from the extract to support your ideas.

In this extract is presenting the events of when ~~Mr~~ Mr Utterson and Mr Enfield stop to look at Dr Jekyll's house to be very stressful at the start of the extract. As the ~~S~~ story continues both of them start to get very eager to stop to look at Dr Jekyll's house as they are really intrigued to what they may find.

~~Mr~~ Mr Utterson and Enfield don't know who to blame out of the both of ~~the~~ them. They are showing that they are getting very worried and stressed out by it. ~~An~~ An example would be "was a way back back way".

to Dr Jekyll! it was partly your own fault that I found it out, even when I did".

When Enfield said "it was partly your own fault", it is showing that he is very annoyed at ~~as~~ Mr Utterson as it is all of his fault and his ~~the~~ problem that this is happening right now.

When Mr Utterson and Enfield finally finally arrive at Jekyll's house, a detailed description has been written for the audience. The description for the extract was "The court was very cool and a little damp, and full of premature twilight, although the sky, high up overhead, was still bright with sunset. The middle one of the three windows was halfway open, and sitting close beside it, taking the air with an infinite sadness of mien, like some disconsolate prisoner, Utterson saw Dr Jekyll."

As you can tell from the description that was written in the extract above, it was a very detailed

description. The writer wants the ~~audience~~ audience to be hooked onto the extract and not to get bored. At the end of the description it says "Utterson saw Dr Jeckyll"

In ~~the~~ this event Stevenson presented it to be very shocking but also surprising at the same time as we had no clue that he was going to see Dr Jeckyll, ~~as for~~ because as far as we knew Dr Jeckyll was ~~so~~ still very ill and ~~he~~ hadnt come out of his house in a very long time. There has been many surprises in this play which none of us knew was actually going to happen.

When Mr Utterson ~~there~~ and Enfield have started to come to Dr Jeckyll as to why he hadnt come out of his house in such a long time he comes off with the excuse of "I should like to very much but no, no, no, it is quite impossible. This shows that he is sort of hiding something

from Mr.ubberson and enfield and both of them want to know what it is but Dr Jekyll refuses to tell them.

He also says in ~~of~~ the extract "I would ask you and Mr Enfield up, but the place is really not fit". This clearly ~~so~~ states that he is hiding something that no-one ~~can~~ can know about.

It must be a mystery.

3b) In this ~~extract~~ extract, Utterson believes that Dr Jekyll would benefit from seeing a friend.

Explain how friendship is important elsewhere in the extract.

There are many points ~~about~~ elsewhere in the play where friendship ~~is~~ occurs. My first point is when enfield Mr Utterson and Dr Jekyll ~~are~~ were friends and they fell out over science which is called a scientific bulldozer. They are friends again ~~to~~ as ~~you~~ you can tell from the extract but they did fall out for a number of years, 10 years in ~~fact~~ fact.

Dr Jekyll was also friends with Lanyon but they haven't talked to each other in a while so there fore, Dr Jekyll could benefit from seeing ~~Dr~~ Lanyon as it would be very nice for them to start talking again.

Mr Utterson may get into ~~the~~ contact with Dr Lanyon to

See if he can get in touch with Dr Jekyll. Dr Jekyll isn't feeling his best at this certain time and he is always stuck in his house. He is never out of his house and he isn't feeling his best at the ~~any~~ ~~moment~~ moment. So, he needs to start socialising with more people.

When Dr Jekyll went missing some of his friends did inform the police about his recent whereabouts but none of his friends actually know where he was at this current time.

This just shows that his friends do actually care about him and want to know where he is and ~~that~~ they do hope that nothing bad has happened to him. If Dr Jekyll does start to leave his house he could start to speak to his friends that he used to socialise with ~~right~~ right before he went missing.



Part (a) In this lengthy response the candidate explores the extract but tends to provide a commentary without analysing the language, form and structure. There is comment about how events are stressful and mysterious, and that Jekyll is 'hiding something'. There are some quotations used; however, at times these are too long and are not explored. Some comment is vague or generalised, such as 'wants the audience to be hooked'. There is some here.

Level 2, 7 marks

Part (b) There is comment about the friendships between Enfield, Lanyon and Utterson, but the lack of details and examples hinders progress. In addition, there are some inaccuracies and the response becomes narrative. There is enough here for a mark at the lower end of Level 2.

Level 2, 6 marks



Candidates should avoid rephrasing the given extract by using quotations from it. More successful responses pick words or phrases and say how these exemplify the given theme, character, setting or other question focus.

In this final exemplar for *Jekyll and Hyde*, a typical Level 3 response is provided.

A) Firstly, Stevenson ~~presents~~ depicts a calm and peaceful scene where the "sky, high up overhead, was still bright with sunset." ~~B~~ but this is instantly contrasted by "an infinite sadness" seen in Jekyll. The adverb "infinite" is used to emphasise Henry Jekyll's emotions and to confuse the reader as a "bright" scene had just been set but is counteracted by Jekyll's feelings. The writer does this to interest the reader as they are now truly curious as to what is about to happen because Stevenson is almost teasing them with a mixture of emotions.

Furthermore, <sup>Mr</sup> Jekyll is ~~per~~ presented as being desperate by constantly using the ~~an~~ adjective "very" throughout the text; ~~the~~ Stevenson does this to assure not only Mr. Utterson and Mr. Enfield but the reader as well. It is made clear that Dr. Jekyll



doesn't want to leave his house and is happy to talk from the window but everyone is just unaware why as Jekyll's excuse of being I'll doesn't fool most readers.

Finally, Stevenson presents the events as shocking which is clearly seen when "they turned and left the court <sup>in</sup> without a word." The adjective "without" emphasises how stunned/shocked they are to see what they saw and not say a word. This makes the reader ~~quest~~ curious as to what they have just witnessed.

In conclusion, Stevenson presents this encounter in many ways but his ultimate goal is to confuse the reader and with a wide range of emotions, feelings and senses.

Question 3B  
↓

B) I believe friendship is extremely important everywhere in the play as it is what drives Mr. Utterson to uncover the secret known as Mr. Hyde.

At the start of the novel ~~when Mr. U~~ after Mr. Utterson and Enfield have had their walk and Utterson's first curiosity is seen he cries "Poor Harry Jekyll" as he believes his good friend is being blackmailed by Mr. Hyde. From there on loyalty and friendship drives Mr. Utterson to learn as much as possible about Hyde in hope of one day freeing his friend.

Another example of the importance of friendship is portrayed between Dr. Lanyon and Dr. Jekyll. Without their friendship Jekyll would have been forever doomed and betrayed in Mr. Hyde's body forever. But under the instructions of a letter Dr. Lanyon "breaks down" the Jekylls laboratory door and retrieves the "contents of ~~my~~ the draw." To do this without a proper reason why portrays true loyalty and friendship.

Furthermore, friendship is important elsewhere as it ~~ultimately ends w.~~ results in Mr. Hyde going into hiding. As a gift Utterson gives Jekyll a cane however this cane was found at the murder site of Sir David Carew. When Utterson finds this out and tells the police Hyde goes into "hiding" for a year giving the city of London Pe peace.

Finally, the ~~friendship and loyalty presented by~~ Utterson and Poole towards Jekyll.

Finally, friendship is ~~is~~ also important as seen when Jekyll changes his will and gives Mr. Utterson all his belongings as ~~he~~ ~~er~~ Jekyll could tell Utterson cared for him. I believe without this motivation and support to 'berid' Hyde from Utterson would have resulted in Jekyll and Hyde's death being much sooner in the novel.

In conclusion, without friendship and support in the play Utterson, Lanyon and Poole would have never helped Jekyll through the tough times he was facing and attempt to overcome his addiction to dark science and transforming to Mr. Hyde.



**ResultsPlus**  
Examiner Comments

Part (a) This is a good example of a Level 3 response. The candidate identifies that the events begin 'calm and peaceful' but become desperate and shocking. There are comments about contrast, adjectives and adverbs. The PETER (Point, Evidence, Technique, Effect on Reader) approach has been used. More coverage would have benefited this response.

Level 3, 11 marks

Part (b) The candidate begins by commenting on how friendship is what drives Utterson to uncover the truth about Hyde, especially as he believes that his friend, Jekyll, is being blackmailed. The friendship between Lanyon and Jekyll is also discussed; however, the response is not sustained, and some examples could have been explored in more detail.

Level 3, 11 marks



**ResultsPlus**  
Examiner Tip

For Part (a), candidates will qualify for higher levels if they penetrate the extract for as many examples as possible.

## Question 4

### *A Christmas Carol*

By far, this is the most popular novel for this paper with in excess of 25000 responses seen. Candidates clearly engaged with the given extract and were able to comment on a range of language points. The theme of kindness for Part (b) was very successful and all candidates were able to give some examples. As expected, a full range of marks was awarded with the vast majority gaining marks in Level 3 or above.

A: Explore how Dickens presents Scrooge's visit to the churchyard in this extract.

Most commented on the use of 'choked' and the description of vegetation in the graveyard. They often commented on 'clutched' as a sign of Scrooge's desperation. They were able to pick out ways in which Scrooge's emotions and the fear or horror were presented and the contrast with the way the spirit is shown. This was often well done.

Not all understood the use of 'worthy' in the extract, but they did note that repetition made it important. Not all understood 'fat with repleted appetite' and interpretations of this varied. (There were a few gruesome ones about human fat choking the vegetation).

The phrase 'he cried' was sometimes interpreted to be 'he was in tears' rather than an exclamation.

Although there were some mature and excellent responses, there were many that included a simple paraphrase of the extract, supporting the point that the extract was accessible and provided opportunities for all abilities.

(One examiner commented: 'A small number of candidates began with working through their paraphrased version of the extract and only turned to comment in the final sections of their answer. It appeared that they might have been able to say more about the extract if they hadn't been distracted into re-writing it.')

B: Explain how being kind is portrayed elsewhere in the novel.

Kindness was well understood, and examples usually included Fred, the charity collectors, Bob Cratchit, Fezziwig, and Scrooge at the end. Also frequently included were Fran and Tiny Tim (his good wishes to everyone and his determination to be seen at church to help others). The ghosts were sometimes included (particularly Christmas Present) and a few wrote about Marley's kindness in warning Scrooge. Many answers also included where kindness was missing. Quite a few showed exactly how Scrooge's unkind acts at the beginning were reversed at the end.

Victorian context was sometimes included. One interesting response talked about how Dickens was pointing out the lack of kindness shown by employers of the day. (Bob Cratchit's poor salary and his walk to work were apparently typical of the time and not just a sign of Scrooge's meanness.)

For this novel, there are five examples covering the full range of marks.

The first is a secure Level 3 response.

4a)  
In this extract Dickens presents a very strong change in Scrooge which contrasts with him <sup>at the</sup> start of the novel. In the start of the extract it says "He advanced towards it trembling" this is referring to the grave which the spirit pointed to. This shows a change in Scrooge as at the church yard with the spirit as he "trembled" <sup>"advancing"</sup> towards the grave stone. The word trembling shows that he was scared of what might be on the gravestone. Next, the extract says that Scrooge "Saw new meanings in its solemn shape" this shows that Scrooge sees the phantom in another light. The simile in "its solemn shape" shows darkness and evil towards the phantom which could resemble the grim reaper. Furthermore, Dickens presents Scrooge's visit as terrifying for him as here is further reaction of the word 'trembling' in the quote "Scrooge crept towards it, trembling" the verb 'crept' shows Scrooge is not looking willingly but as he is scared of the outcome is he does not. In the middle of the extract, Scrooge "read upon the stone of the neglected grave his own name, EBENEZER SCROOGE" this must be confusing for

Scrooge as he has read a grave stone with his own name on it. The word "neglected" shows nobody cares for Scrooge enough to make sure he has a nice resting place. Next, he says "Am I that man who lay upon the bed?" The interrogative sentence shows even though he ~~too~~ knows he will not get an answer from the spirit he can not bare the thought of his own death so will do ~~whatever~~ <sup>whatever</sup> he has to reverse it. Next, Scrooge is shown to have changed in the novel he says "hear me!" I am not the man I was" He is trying to put a stop to this horrible night more he is making the exclamation sentence "Hear me!" shows Scrooge is not used to not being in ~~control~~ <sup>control</sup> of a situation.

4b) kindness  
 Christmas Present - "come on in and show ~~them~~ <sup>kind</sup> <sup>friendly</sup> Scroog end - mail thinks he is ~~so~~ <sup>so</sup> <sup>very</sup> <sup>wrong</sup>  
 Jacob Marley - gives a warning <sup>③</sup> charity works, Scrooge  
 gives a turkey to the Cratchits <sup>④</sup> - gives half a crown to the boy <sup>⑦</sup>  
 Fred <sup>①</sup> Tiny Tim - kind to everyone <sup>⑤</sup>  
 Scrooge end - mail thinks he is ~~so~~ <sup>so</sup> <sup>very</sup> <sup>wrong</sup> <sup>⑥</sup>

At the beginning of the novel, Fred shows kindness towards Scrooge as he invites him to Christmas dinner. Scrooge does not return the same amount of kindness back saying Christmas is a "poor excuse for pickers amens pocket" and

"Every person that goes about with merry Christmas on their lips should be boiled with their own puddings and buried with a stake of holly through their heart". Even though Fred is <sup>treated</sup> ~~reated~~ with such abuse he still tolerates his uncle Scrooge. Next, "two portly gentlemen" visit Scrooge and ask for money for charity, ~~as they~~ <sup>They</sup> are trying to be kind and helpful to poor people at this time of year. Scrooge refuses to help them and says there are no "prisons" or "workhouses". Scrooge <sup>containing</sup> ~~and others~~ believed being poor was a choice and why should he help them as his money is his. You could describe Scrooge as "misery". This is somebody who <sup>saves</sup> ~~saves~~ all of their <sup>money</sup> ~~money~~ and ~~not~~ doesn't spend it. Next, Jacob Marley (Scrooge's old work partner) gives Scrooge a warning about the three spirits that are about to visit him. Scrooge does not believe him saying Marley isn't real and doubts his senses because "Littlest things can affect him"; "a crumb of cheese", "a bit of underdone potato" in stove 3 the ghost of Christmas past visits ~~scrooge~~ who shows kindness to Scrooge. "Come on in and know me better man" this shows he is friendly and means Scrooge no harm. <sup>Thurs</sup> ~~Thurs~~ <sup>morning</sup> ~~morning~~ <sup>Tim</sup> ~~Tim~~ shows kindness to everybody as this is how he wants to be remembered, not as being malnourished and sick. Contextually in the Victorian times many children were malnourished



as the parents would have many children but not have a very well income, so they were not able to afford good food. Also the way of many laws around food back then so they would bulk up foods with fillers for example they would put chalk in bread. The morning after the spirits visit the maid thinks Scrooge has gone mad as he has is being kind to her. Scrooge's shock to the maid experience shows how very Scrooge was the way he was. Finally, at the end of the play after Scrooge has seen the effect he has on people especially Tiny Tim, he becomes a kinder man donating to charity, sending the cratchits turkey and becoming "like a second father to Tiny Tim". contextually, families could not afford turkeys in Victorian times ~~the~~ <sup>and</sup> would usually have goose.



Part (a) The candidate explores the change in Scrooge as the extract progresses. The candidate explores specific words and phrases, such as 'trembled' and 'neglected' and identifies a range of techniques, including sibilance, verbs, interrogative and exclamative sentences. There are some missed opportunities, such as commenting about the use of block capitals. Close analysis is not sustained but this is working towards Level 4.

Level 3, 12 marks

Part (b) The candidate comments on the kindness of a range of characters, including Fred, the charity collectors, Jacob Marley, other spirits and Tiny Tim. All examples are fully relevant, but they are not explored in any depth or detail.

Level 3, 12 marks



Encourage candidates to highlight or circle specific words and phrases in the extract and use these to base their Part (a) response on.

In this second response, the candidate is awarded full marks.

4a) Dickens clearly portrays Scrooge's visit to the churchyard as a terrifying experience. Scrooge, "advanced towards it trembling," the verb 'trembling' providing vivid imagery of Scrooge's fear causing him to physically react with shaking due to his nervousness. We're also told, "he dreaded that he saw new meaning in its solemn shape." The verb "dreaded" combined with the sibilance from the adjective and noun 'Solemn shape' give connotations of an eerie atmosphere that is almost supernatural in feeling, providing the reader with a sense of foreboding doom on Scrooge's behalf. A supernatural feeling is further developed when Scrooge asks, "Are these the shadows of things that Will be, or are they shadows of things that May be, only?" This long complex sentence which is a long question along with the repetition of commas and noun 'shadows' cleverly emphasize the fear Scrooge is experiencing and he is becoming so fearful he is becoming breathless. But a supernatural tone can be

found in the noun 'shadows' which is a dark reflection of yourself, but is also something that isn't fixed or permanent, a clever metaphor for how Scrooge is moving to redemption and leaving his darker self behind.

It is also evident that Scrooge's visit to the churchyard is extremely overwhelming. In the extract it says, "Am I that man who lay upon the bed?" he cried, upon his knees." It's important to note that the personal pronoun 'I' is written in italics which along with the subject of his question highlights how Scrooge has realized that his ordeal previously with seeing the dead man links to his situation now at the churchyard as they are both him. This overwhelms Scrooge and crushes him due to the ~~the~~ shock as conveyed by the imagery and verb 'cried, upon his knees', which makes it seem as though his legs have given way, but another interpretation is that ~~the~~ Scrooge's kneeling is a sign of redemption as it is traditional Christian symbolism of prayer and begging God for forgiveness.

Furthermore, Scrooge's emotional behaviour is developed even more during his churchyard visit as Scrooge

is crying, "No, Spirit! Oh, no, no!" The triadic structure of ~~the~~ 'no' combined with the two uses of an exclamation mark present that perhaps Scrooge is so shocked by the revelation of the future that in his grief he's starting to deny it. However Scrooge's grave is described with the adjective 'neglected', so we can see that Scrooge is extremely disheartened and broken at the fact that no one cares about his death and that his legacy will be negative. Scrooge is so emotional at this he "cried" to the Spirit and "tight clutching at its robe", the adjective 'tight' and verb 'clutching' emphasising how Scrooge is begging, and his desperation reaches a maximum when Dickens uses the short exclamatory sentence, "Hear me!" The imperative verb and personal pronoun in the phrase shows that this churchyard experience has pushed Scrooge to his limit and he wants to change the future desperately.

Finally, the ~~the~~ visit to the grave causes Scrooge to fully transform as Scrooge says, "I will not shut out the lessons that they teach. Oh, tell me I may sponge away the writing on this stone." The closing of the

quote is a powerful metaphor to how Scrooge figuratively wants to wipe away the possibility of this terrible future. In addition the noun 'lessons' shows that Scrooge is like a child again being taught moral conduct again, conveying how Scrooge has been reborn and is a new person.

46.) Kindness is perhaps one of the most important themes explored within the novella of A Christmas Carol. Kind acts towards others are first shown to us by the charity collectors in Stave 2. The weather outside is "bitter" and "cold" and the charity collectors also contend with Scrooges verbal abuse, such as "Are there no prisons? Are there no workhouses?" and "I can't afford to make idle people merry." The charity collectors have to deal with the extreme weather and tolerate Scrooges disapproval despite the noble cause they have to help the poor. This scene successfully isolates Scrooges character, foregrounding his negativity and harshness and also presents readers with the idea that kind acts are not always rewarded justly and that it's often self-sacrificing. This idea is developed by the character of Fred, Scrooges nephew, who

annually attempts to invite Scrooge to Christmas dinner but fails. Fred continually tries and shows love yet Scrooge replies with insults such as, "What right do you have to be merry? You're poor enough!"

Dickens also wanted to show how kindness can come in many different forms and doesn't require much money to make others happy. In Stave 2, the Ghost of Christmas Past describes Fezziwig's party as costing "a few earthly pounds," but Scrooge replies, "the happiness he gives was as if it cost a fortune." This memory of a kind act is the first moment in the novella's plot where Scrooge begins to change and learns his first lesson, that kindness costs nothing.

A heavy emphasis is also placed on showing kindness to children. In Stave 2, Scrooge, "wept at seeing his forgotten self," when being taken to a childhood memory at the school library. Scrooge is being described as "neglected" by his friends outside and when his sister, Fan, arrives, she says, "Father is so much nicer now." This indicates that even

Scrooge's father neglected or even abused Scrooge as a child. This scene clearly advocates Dickens's ideas and intentions, that children should be raised with love and kindness because a good upbringing versus a poor or bad upbringing has a vast effect on a child's development and their future adult selves as seen with how Scrooge grows up to be a "covetous old sinner" in Stave 2.

Moreover, kindness, care and love is displayed quite powerfully during the Cratchit Family Dinner in Stave 3. Bob Cratchit describes the pudding as "the greatest success ever achieved by Mrs Cratchit," and despite the fact that it was "a small pudding for such a large family," no one complains as it would be "flat heresy." This scene shows how kindness and gratitude can be shown to each other regardless if the meal provided is small due to poverty. Dickens was trying to tell audiences that showing appreciation to each other, and showing respect is an admirable sign of kindness.

Maybe the greatest example of being kind in the novella is in Stave 5, when Scrooge is fully



transformed and ready to redeem himself. Scrooge does various acts of selfless kindness to help others. He buys the prize turkey for Bob Cratchit and donates a large sum of money to charity, both ~~ways~~ without revealing himself <sup>or</sup> his name. Scrooge even pays for a boys taxi to collect and drop off the turkey and later gives Bob Cratchit a raise in the office, and to Tiny Tim, ~~Scrooge~~ Scrooge becomes like "a second father." These acts of kindness mirror Stave 2, showing us how Scrooge is actively undoing the wrong he has done, bringing the story full circle. Dickens also presents ~~three~~ <sup>three</sup> powerful ideas, that it's never too late to do the right thing, and that giving to others and being kind is the best way to be happy, and that true kindness doesn't look for recognition from others, but it is unconditional.

Dickens also wrote A Christmas Carol with the intention to ~~show~~ <sup>tell</sup> the upper class to be kinder to those in poverty. This is shown to us by the scene with Ignorance and Want in Stave 3 who are "meagre, wolfish", conveying how poverty has affected them. The

Spirit tells Scrooge to 'beware Ignorance' the most. Ignorance represents a lack of education. Dickens was trying to ~~to~~ get the upper class to show kindness to children in poverty via free education to allow them to escape the vicious cycle of poverty by getting well paying jobs.



**ResultsPlus**  
Examiner Comments

Part (a) In this detailed response, the candidate provides a wide range of examples from the extract. Comments are made on how the experience is terrifying for Scrooge and how the visit to the graveyard is emotional and results in Scrooge's transformation. There is very good focus on the Assessment Objective, AO2, with specific words and phrases explored. A wide range of techniques have been identified, including verbs, nouns, metaphors, personal pronouns, symbolism and structure.

Level 5, 20 marks

Part (b) A wide range of examples are included in this response and are explored in some detail. The candidate considers: the charity collectors, Fred, the Ghost of Christmas Past, Fezziwig, Fan, Scrooge's father and the effect he has had on Scrooge, the Cratchit family and Scrooge's transformation at the end of the novel. There are also comments about authorial intent that are used to support the points made. This is a confident response that clearly demonstrates assured and perceptive understanding of the novel.

Level 5, 20 marks



Use these exemplars for students to identify where the assessment objectives are covered.

For example, present students with a Part (a) response and get them to highlight the quotations and techniques.

In our third example, the candidate gains marks in Level 4.

a) Dickens presents Scrooge's visit to the churchyard as scary and eerie. We know this because in the extract it states 'the wretched man' and ~~the~~ 'overrun by grass and weeds', these sort of descriptive phrases set a strange tone for the graveyard. It creates a sense of fear as it is described as scary and overgrown, as if no one ever goes there and Scrooge lies cold and alone. The reader almost feels bad for Scrooge ~~due~~ due to Dickens giving off the effect that Scrooge is very fearful.

~~Another way Dickens presents the extract is~~  
Dickens presents the graveyard as lifeless in the extract, in the text ~~in~~ there are phrases like 'the growth of vegetations death, not life'. This tells us that the graveyard is neglected, almost abandoned, therefore Scrooge is seeing ~~what~~ what ghastly place he is going to be left rotting away in. The Spirit ~~is~~

being a lifeless sort of figure exells the notion even more that the graveyard is cold and lifeless, and is not a ~~happy~~ place you would want to end up. Dickens wrote this very carefully to tie in the lifeless scary figure with the lifeless scary grave yard.

Dickens presents Scrooge as fearful in the extract, we know this because Dickens uses vocabulary like "No Spirit! Oh, no, no!" and "Scrooge crept towards it, trembling as he went" this tells us that Scrooge is fearful of the setting, what is written on the grave, and the spirit itself. The use of words like crept, and trembling ~~show that~~ show that Scrooge is very scared from his body language and the way he is acting, as he doesn't want to know if this is his fate or not. Dickens use of vocabulary to describe Scrooge in this extract is crucial to understanding how Scrooge felt and ~~how~~ why he feels like that.

Dickens presents Scrooges visit to the graveyard as a change in him. towards the end of the text we start to see Scrooge have a change of heart about how he feels

about Christmas, and how unkind he was before.  
~~the next day~~ In the extract Scrooge says  
"I will honour Christmas in my heart" and "I  
will not shut out the lessons that they teach"  
(referring to the spirits). This shows that the  
frightening trip to the graveyard finally helped  
Scrooge realise his ~~wrongdoings~~ wrong doings.  
Dickens presents this moment as heartwarming,  
due to the spirit showing some kindness towards  
Scrooge, yet he still portrays Scrooge as  
scared.

Dickens presents Scrooge as remorseful in the  
extract, he writes "hear me, I am not the man  
I was". This shows that Scrooge regrets  
~~his~~ his unkind past and is willing to make  
a change due to him seeing his fate in the  
graveyard. Scrooge begins to regret what he  
was done as he has been terrified by the  
events that he just saw. This moment in the  
story is the turning point in the whole novel,  
and Dickens ~~write~~ wrote it in a very  
interesting and thoughtful way.

b) Being Kind is portrayed in the novel when Scrooge buys Bob Cratchit and his family the prize turkey on Christmas day. In the novel, Scrooge says "fetch me the biggest turkey you have". This shows that Scrooge no longer cared about money, he just wanted to do a kind gesture to the Cratchit family as he was so unkind to Bob in the past. This shows kindness as Scrooge wanted to start to make up for his many years of wrong doings, and start to repay the Cratchit family.

Kindness is shown in the novel when at the end of the story, Scrooge gives money to the charity men that he rejected at the beginning of the novel. This shows that Scrooge wants to make up for his many years of wrong doings. He is directly going out of his way to do good deeds to the people that he did wrong in the past. We see here that Scrooge is sorry for his past, and that he has learnt the right lessons from the spirits. He is going out of his way to do good deeds and show kindness to others.

Kindness is shown in the novel when Fezziwig is dancing at his Christmas party. In the text we are told that Fezziwig is a "joyous person". Fezziwig hosts a Christmas party for all of his employees, including Scrooge. This shows kindness as Fezziwig wants to make the people around him happy so he hosts an event. Scrooge never did anything like that for the Cratchits, therefore Scrooge can see where he went wrong, Scrooge can see his ~~total~~ lack of kindness, yet he can see how kind Fezziwig had been.

There is a lack of kindness when the charity collectors show up at 'Scrooge and Marley's' at the beginning of the novel. They ask Scrooge for a donation but he refuses. "are there no workhouses" Scrooge states. Scrooge shows a lack of kindness ~~and~~ and remorse for those who cannot provide for themselves (unlike him) and Bob Cratchit also represents these kind of people who need ~~the~~ extra financial support. Scrooge shows a ~~the~~ lack of kindness here by choosing not to help



even though he is in the position that he could help.

Kindness is shown when at the end of the novel, Scrooge is a changed person. He walks around greeting and talking to people on the streets rather than saying "Humbug!". People are shocked and by this we can see that Scrooge has changed. Scrooge shows kindness to everyone he sees as he regrets his past. We see that when Scrooge shows this kindness, people return it as they see Scrooge has changed.

Kindness is a prominent part of the novel.



Part (a) In this response, the candidate identifies how the visit to the churchyard is scary and 'eerie' for Scrooge and how it makes him feel remorseful resulting in the extract being 'heart-warming'. Specific words and phrases are discussed, such as how the graveyard is overgrown and neglected. There are some missed opportunities to comment on specific techniques, such as the exclamative and repetitive 'oh, no, no!', but exploration of the extract is sustained.

Level 4, 13 marks

Part (b) The candidate considers the kindness shown by Bob Cratchit, Scrooge (at the end of the novel), Fezziwig and the charity collectors. Focus on the question is maintained and examples include some details and thoughtful comments.

Level 4, 15 marks



Candidates should regularly refer to the question in order to maintain focus.

Here is an example of a Level 2 response.

① Dickens presents Scrooges ~~grumpy~~ visit to the churchyard as Scrooge has a lot of sorrow towards ~~the~~ everyone and that he now wanted to do good. "I will honour Christmas in my heart". At the start of the novel Scrooge would have never said a ~~good~~ positive thing about Christmas as he was just a man who everyone thought he hated Christmas. After seeing the future ~~for~~ from the ghost of Christmas yet to come, Scrooge had a big eye opener as he didn't want fate to happen to him. By this quote, it ~~presents~~ presents Scrooge as wanted to do good to everyone to try and undo all the bad and horrible things he did to everyone. It also presents him with sorrow. This is because

When he saw his name "EBENEZER SCROOGE" engraved into the ~~area~~ headstone he ~~realised~~ realised that if he don't show sorrow ~~for~~ or guilt for what he did then he knew that he would be forgotten about in a "neglected grave". ~~Aswell~~ ~~When Scrooge~~

Aswell, when Scrooge says "the SPIRITS OF all Three shall Strive within me. This <sup>presents to</sup> ~~feels~~ me that Scrooge ~~is~~ actually wants to ~~do~~ <sup>change</sup> ~~good~~ and that he's grateful <sup>for</sup> what all the SPIRITS made him see. From Scrooge saying this quote, it proves <sup>to the</sup> ~~that~~ people reading that he wants to change and be a nice, kind person and do good to everyone who he has ~~been~~ perhaps been not very nice towards. ALSO by saying that, about each of the SPIRITS, it proves to everyone that he has ~~took~~ onboard everything they ~~hate~~ have all said to him.

I think he is grateful aswell ~~from~~ from what the SPIRITS told him

he says "I will not shut out the lessons that they teach". By Scrooge saying this and the other quote it feels like Dickens is presenting Scrooges gratefulness to all the spirits. Aswell, if they didn't do anything to Scrooge and left him be then Tiny Tim would have died and so would have Scrooge. But by him getting told it means he can undo all bad he has done.

⑧ Kindness is portrayed elsewhere in the novel when Scrooge come back from seeing the ghost of Christmas yet to come he ran out and said # to the person selling Turkeys "give me the biggest one you have." when Scrooge does this it proves that he's already starting being kind to everyone. By giving the Crachits the biggest turkey Scrooge could get shows that he is already becoming a better man then what he ~~is~~ was before meeting the spirits.

Kindness is also shown when Scrooge see's his nephew Fred at work

and tells him that he can have the day off and that he will give him a pay-rise as well. Scrooge saying this to Fred was a complete eye-opener to him because he had never done anything of that kind to him in a very long <sup>time</sup> ~~what~~ and ~~the~~ before meeting the spirits. Fred asked Scrooge for a pay rise and Scrooge said no without batting an eye ~~to~~ <sup>lid</sup> so by him doing that was nice and kind of Scrooge as he let him have a whole day off work and especially as it was Christmas day, and gave him a pay rise ~~as~~ as well.

Another act of kindness is when Fred asked Scrooge if he wants to go to the Fezziwigs Party. At this point in time Fred ~~know~~ knew that Scrooge would have said no because he hated Christmas. The kindness part is that even though Fred knew the answer <sup>but</sup> he still tried as Scrooge only remaining alive ~~the~~ family members is Fred as he's lost

his best friend money, Belle left him because all he cared about was money ~~and she left~~ <sup>and also his</sup> his sister ~~Anna~~ Fran. So apart from Fred Scrooge had no-one. From Fred doing this it shows that he does care about Scrooge very much and that ~~he~~ <sup>has</sup> ~~has~~ <sup>has</sup> a lot of kindness in his heart towards Scrooge.



**ResultsPlus**  
Examiners Comments

Part (a) In this response, the candidate explores Scrooge's sorrow and how it is an 'eye-opener' for him. A range of examples have been included, but the lack of comment about the use of language hinders progress. There is some re-telling of events and missed opportunities.

Level 2, 7 marks

Part (b) The candidate comments on Scrooge's kindness at the end of the novel; however, there are some inaccuracies, such as Scrooge buying the turkey from a person selling them and, later, Fred inviting Scrooge to Fezziwig's party. Other relevant examples of kindness are indicated although not explored, such as the references to Belle and Fan.

Level 2, 6 marks



Candidates must explore other areas of the novel when responding to Part (b) of the question.

It is the candidate's opportunity to show how well they know the novel that they have studied.



The final exemplar illustrates where only part of the question has been attempted.

## A Christmas Carol : Charles Dickens

In this extract, Dickens presents Scrooge as ~~the~~ very scared and emotional ~~character~~ a quotation that shows this is when the last spirit 'the ghost of Christmas yet to come' shows Scrooge his grave ~~and~~ where then Scrooge cries Am I

In this extract, Dickens presents Scrooge as very scared and emotional, A quotation that shows this is when Scrooge ~~says~~ <sup>says</sup> "Am I that man who lay upon the bed" he cried upon his knees this does not only tell us that he's scared it also shows us because he is on his knees practically ~~begging~~ begging for ~~penitence~~ forgiveness.

Another example for this is when "Scrooge crept towards it, trembling as he went", the word "it" is explaining to us that we actually don't know what the ghost look like the only thing that we know is that the

...ghost of Christmas yet to come is described like death with his black cloak and his skeleton like fingers with a hook

AT THE VERY END OF THE EXTRACT ~~SCROOGE~~ SCROOGE KEEPS BEGGING FOR FORGIVENESS BY SAYING HOW "I WILL HONOUR CHRISTMAS IN MY HEART, AND TRY TO KEEP IT ALL THE YEAR. I WILL LIVE IN THE PAST, THE PRESENT, AND THE FUTURE. THE SPIRITS OF ALL THREE SHALL STRIVE WITHIN ME. I WILL NOT SHUT OUT ~~THE~~ <sup>THE</sup> LESSONS THAT THEY TEACH. OH TELL ME I MAY SPONGE <sup>AWAY THE</sup> ~~THE~~ WRITING ON THIS STONE!" THE WHOLE EXTRACT PROVES THAT EBENEZER SCROOGE IS AFRAID OF DEATH.

IN THIS EXTRACT, THE SPIRIT DEMONSTRATES SOME KINDNESS TOWARDS SCROOGE, WHEN SCROOGE WAS "IN AGONY HE CAUGHT THE SPECTRAL HAND. IT SOUGHT TO FREE ITSELF." ITS LIKE THE SPIRIT WAS GIVING HIM SOME COMFORT.



Part (a) In this response, the candidate comments on how Scrooge begs for forgiveness and is afraid of death. There are some overly long quotations, but there is some comment about how Scrooge is unsure about the spirit and refers to it as 'it'. Other comments include how Scrooge trembled and the spirit showing some kindness when it holds out its hand.

Level 2, 6 marks

There is no response to Part (b) of the question.



Candidates should focus on selecting examples ONLY from the given extract and commenting on the language, form and structure.  
Remember – Context is not assessed in either part of the question.

## Question 5

### *Pride and Prejudice*

As in previous series, very few responses are received for this novel, but most are usually placed in Level 3 or above. There were examples where there were some misinterpretations, such as Wickham's true nature, but on the whole a thorough or assured understanding was demonstrated.

A: Explore how Austen presents Wickham in this extract.

The extract allowed candidates to comment on dialogue. Some observed Wickham's claiming to be reluctant to criticise while doing just that, despite interruptions and opportunities to change the subject. Some noted his frequent use of 'I' and most noted the duplicity of Wickham. There was much personal engagement when discussing Wickham and criticising Elizabeth and her tendency to be too quick to judge and to share her opinion.

B: Explain how pride is explored elsewhere in the novel.

Pride was usually well understood. Lady Catherine and Darcey both regularly appeared in this section. Mr Collins and pride in connections was included sometimes. The text seems to be memorable as quotations were often included, which illustrated the depth of understanding and knowledge of the novel.

The following is an example of a response placed in Level 4.

A) Austen presents Wickham as someone who ~~is~~ is ~~close to Mr Darcy's family, as if justifying his knowledge.~~ ~~close to Mr Darcy's family, as if justifying his knowledge.~~ ~~He states that he has "been connected with this family in a particular manner from my infancy". This helps show his knowledge of Mr Darcy and makes Elizabeth, as well as the reader, believe that what Mr Wickham says must be true. As it is one of the first things he says in the extract, it sets up the truth of the rest of the conversation.~~

Austen ~~is~~ successfully presents Wickham as somewhat humble, as if not wanting to sway Lizzy's opinion of Mr Darcy. This therefore effectively does help Lizzy to believe him due to his humble words. When Mr Wickham says that he has "no right to give (my) opinion", the use of "my" shows that his opinion can differ from others and that it is what ~~perceives~~ perceives Mr Darcy as. This allows the reader to feel that Mr Wickham can be trusted as he acts ~~kindly~~ kindly towards Mr Darcy.

Austen strengthens Mr Wickham's image of knowledge towards Mr Darcy when he says that "It is impossible for me to be

impartial". This shows that his knowledge of Mr Darcy must be right as he has known him for such a long time. It also hints at the idea of others having Mr Darcy presented in the wrong way, almost as if Mr Wickham is persuading Lizzy and the reader to believe him. The readers may change their view on Mr Darcy due to Mr Wickham seeming to know more than us.

Austen effectively presents Wickham as someone who, at the time, Lizzy and the reader can relate views to. Lizzy's view on Mr Darcy is expressed through Mr Wickham's words as if proving that it is true. He states that "the world is blinded and sees him only as he chuses to be seen." The constant use of "he" and "his" makes Mr Darcy the subject and makes him the responsible one ~~personality to strengthen the dislike towards Mr Darcy~~. This leaves the reader agreeing with Mr Wickham and believing that this is how <sup>Mr Darcy</sup> ~~he~~ is, therefore cannot be redeemed.

Austen presented Wickham as being innocent in this extract, especially when ~~saying~~ talking about who should leave. The use of "me" "he" ~~and~~ "I" and "him" in the last speech of Wickham shows how he subtly puts all responsibility on Mr Darcy and presents himself as innocent. Mr Wickham says that "if he wishes to avoid seeing me, he must go". This shows the change in responsibility and how he does not want to be the one to back down. This allows the reader to also put Mr Darcy as the one responsible for Mr Wickham and his own action, further strengthening

our dislike for him.

Austen successfully presents Wickham as a nice gentleman who is the victim. Whenever he sees Mr Darcy, he says that "it always gives (him) pain". The use of "me" presents him as the victim as he is the focus in the sentence. This shows his innocence as he is the one being affected by Mr Darcy. The reader and Elizabeth feels sorry for Wickham as he is shown to be suffering due to Mr Darcy's presence.

B) Pride is a main theme of the novel from beginning to end. It is represented by Austen very effectively by different characters and different ways.

At the first ball that Mr Bingley and Mr Darcy attend, Mr Darcy's pride is the most prominent theme that presents Mr Darcy as ~~stuck up~~ rude to everyone else. He says that Elizabeth is "tolerable, but not handsome enough to tempt me", showing how his pride overshadows everything. ~~due to him not wanting to say anything about someone of a lower class~~. This therefore links class to pride as he does not want to affect his status by saying things about a lower class woman. The readers get a bad impression of Mr Darcy as his pride seems to be the only thing he cares about.

Elizabeth effectively presents the importance of the theme pride when discussing Mr Darcy and him being "disagreeable". She says that she "could have easily forgiven his pride if he had not mortified mine". This demonstrates the importance of pride as it allows Elizabeth's prejudiced views to strengthen and is one of the main reasons for Lizzy's dislike towards Mr Darcy. This allows the readers to also strengthen their prejudiced views towards Mr Darcy and understand the impact pride has on Mr Darcy's actions.

~~\*\*\*~~ \*\*

When Mr Darcy first proposes to Lizzy, ~~his~~ <sup>he clearly</sup> ~~pride~~ says



how it is against his better judgement, showing how pride seemed to be reluctantly overruled by love; "in vain I have struggled". Darcy's pride is shown to be so prominent and therefore strengthens the theme of love as even Mr Darcy's pride can be overruled by love. The readers<sup>can</sup> feel conflicted by this as it shows a change in Darcy but also how it still seems important as he feels the need to present his struggle with Mr. Mr.

Elizabeth disagrees to marry Mr Darcy due to her own pride and dislike towards Mr Darcy. Her views cannot be easily swayed as she does not want to believe Mr Darcy "admire(s) and love(s)" her. This shows that even though Mr Darcy seems to overcome his pride, Lizzy cannot, which is strengthened by her prejudice towards him. This leaves the reader to have mixed views as some may disagree with Lizzy's behaviour and some may support her due to their own prejudice and pride.

\*  
~~Mr~~ Mr Collins presents pride when ~~am~~ proposing to Lizzy. He is a very loquacious man as even when Lizzy denies his proposal, he is determined to change her answer, and carries on discussing reasons to marry her. Pride is presented in a different way here as it shows that he does not care much about it. Mr Collins believes Lizzy will "change (her) mind" and he disregards the theme of pride when almost seeming to beg Lizzy Elizabeth for her hand in marriage. The entertains the readers as he is a humorous character and is a change from

the pride-driven, Mr Darcy.\*



**ResultsPlus**  
Examiner Comments

Part (a) The candidate considers how Wickham is close to the Darcy family and, in the extract, appears to be humble, making the reader think they can trust him. In his attempts to make Elizabeth trust him, he appears to be the innocent party and the victim. The candidate selects specific words and phrases and provides some interpretation, but there is very little use of terminology. There is some thoughtful engagement with the extract and the response is sustained. Further close analysis of language, structure and form could have benefited the response further.

Level 4, 14 marks

Part (b) This is a sustained response that explores how pride is demonstrated at the first ball. There is comment about how Darcy and Bingley are rude to others, particularly Elizabeth, and how this leads to Elizabeth feeling more prejudiced about Darcy. Other points include Elizabeth's refusal to marry Darcy and Mr Collins' pride. All the examples are relevant but could be explored further to include more detail. More explanation as to 'how' would have been helpful.

Level 4, 13 marks



**ResultsPlus**  
Examiner Tip

For the novel questions, Part (b), examples can be specific episodes, events, character actions, and so on.

'Examples' does not mean that quotations must be provided. Examples are specific references to the novel in relation to the question.

## Question 6

### *Silas Marner*

There were very few responses to this novel and it remains the least popular option. Very little feedback was received, as most examiners only saw one or two responses; however, from monitoring of examiners and standardisation script selection it was evident that most candidates did extremely well with the extract and questions, but there were a small number of exceptions.

A: Explore how Eliot presents the search for Lantern Yard in this extract.

Very few candidates considered the use of directions, but there were comments about the use of exclamations, colloquial language, and negative adjectives.

B: Explain the importance of change elsewhere in the novel.

Change was often explored through Silas's change from when he lost his faith, the loss of his gold, the discovery of Eppie and his regaining of faith. Some considered the Cass family and the changing relationships between Godfrey and Molly and, later, Nancy.

There is one exemplar for *Silas Marner*. This is a particularly successful response that gains full marks.

6a)

The opening of the extract presents the search for Lantern Yard as <sup>a largely</sup> an unfamiliar task, consisting of questioning and distressing confusion. The asyndetic listing 'with some difficulty, after many turnings and new enquiries, they reach Prison Street' emphasises the arduous process of finding a familiar place, while <sup>the use of commas</sup> also highlighting how often Silas and Eppie had to stop and rejoin. In addition, the adjective 'new' increases the reader's understanding of how unfamiliar the area is to Silas as he is forced to ask questions he was not expecting to. Thus, Eliot presents the search for Lantern Yard as a rather confusing and unexpectedly difficult.

Eliot ~~almost~~ immediately juxtaposes this with Silas's recognition of ~~Prison Street~~ 'as they reached Prison Street and the grim walls of the jail, the first object that answered to any image in Silas's

memory, cheered him.' ~~The~~ Such an instantaneous change of tone, caused the reader to sympathise with Dilas and feel a similar sense of relief to him. Said relief is emphatically highlighted by the contrasting effect of the setting and Dilas's emotions towards them: 'the grim walls... cheered him.' ~~This implies~~ Eliot implies that Dilas's desire and longing for something familiar (shown here and elsewhere in the novel) overrules any feelings of dissatisfaction and unhappiness. As a result, Eliot used this contrast perhaps to explore the effect of familiarity, presenting the search for Lantern Yard as a <sup>somewhat</sup> relieving and emotionally significant process for Dilas as he returns to his first loving home.

Dilas's rose-tinted view of his home in Lantern Yard is perked by Eppie's disgust, presenting the area as an unnatural, ugly, rather grotesque environment. She exclaims 'How it hides the sky!' connecting ideas of darkness and lack of colour for the reader. Later on 'here and there a wallow, begrimed face looked out of a gloomy doorway at the strangers, and increased Eppie's uneasiness.' The dirty connotations of the adjectives 'wallow' and 'begrimed' add to the atmosphere of darkness

and feeling of being 'stirred'. <sup>meanwhile,</sup> ~~while~~ the ~~disturbance~~ ~~throughout~~ the quote creates a sense of eerie, unfamiliarity and almost fear in its peculiar, unnerving sound as it is often associated with ~~my~~ snake-like creatures. On the one hand, this ~~does~~ have the effect of creating a more realistic, unnerving image for the reader as it ~~contrasts~~ ~~the~~ stone-pits ~~maximally~~. However, it may also emphasise Silas's relief and the significance of his memories all the more, as he opposes Eppie's fear with the words 'I aren't afraid now'.

<sup>perhaps</sup> It is 'the significance of Silas' memory ~~that~~ and the ugly, changed nature of Lantern Yard that finally ~~represents~~ it to be a place belonging to Silas's past. ~~and~~ ~~the~~ first unnerving hint of real change comes when Silas admits 'It looks comical to me, child, now - and smells bad. I can't think as it useded to smell so.' The pause in Silas's ~~speech~~ implies that he has realised it is not an entirely delightful experience for him. However, his 'look of distressed amazement' at the factory before him shows that, while he is 'distressed', his 'amazement' carries connotations of the idea that he is not altogether broken by reality, rather more surprised. Finally his acceptance

comes, 'in strong agitation - 'Lantern Yard' gone'. The adjective 'strong' implies a determination to accept and move on, adding to the finality and almost gentleness of the last sentence and use of only a full stop. Thus presenting Lantern Yard as a thing of the past and the search for it something of a revelation to Dilos.

6B)

The first significant change in the novella comes when Dilos Warner is betrayed at Lantern Yard. 'You stole the money and you have woven a plot to lay sin at my door... there is no just God who governs the Earth righteously but a God of lies who bears witness against the innocent'. This shocking proclamation of from Dilos enormously juxtaposes his previous attitude to faith as he was

believed to be a man of 'ardent faith' with 'one of those impenetrable self-doubting natures'. Indeed he spent his life in Lantern Yard - a small chapel community that administered 'unquestioned doctrine'. Eliot may have intended this shocking contrast to <sup>convey</sup> emphasise the brutal and enormous consequences of betrayal and deception to the reader. It is emphasised ~~on the same~~ <sup>further, not</sup> by Silas's unexpected loss of faith but instead by his ~~strong~~ <sup>extreme</sup> belief that there is a God of Evil. Such an ~~change~~ <sup>change</sup> in his character leads him to move to Raveloe, a closed, judgemental community, with a 'shaken trust in God and man that is little short of madness'. ~~As~~ <sup>As</sup> a result, this change ~~provides~~ <sup>conveys</sup> a strong message to the reader as well as beginning Silas's pivotal journey in Raveloe, making it massively important in the novel.

Silas undergoes many other changes in his time in Raveloe such as his hoarding of gold. His obsession with his wealth and how the coins themselves 'which had become his familiars' caused him to handle them and count them 'until their form and colour were like the satisfaction of a thirst to him.' Consequently, when they're stolen his grief is immeasurable.



as he feels betrayed in a similar way to the occurrences in Lantern Yard. This parallel draws attention to ~~the~~ both the deceptive nature of society and the ~~the~~ brutal consequences of this, as well as the destructive nature of isolation and secrecy. This is due to the fact that only when he ~~overcomes the~~ experienced the results of 'the strangely novel <sup>situation</sup> of asking his neighbours for help' does he first begin to feel supported and cared for. ~~Eppie~~ Eppie continues this ~~draws~~ significant impact on Silas' life as she ~~leads~~ <sup>draws</sup> him into community 'awakening his senses with her fresh life'. The change brought about by Eppie stems from Silas's new responsibility as he cares for and raises a child that will give back to him the love that he shows, unlike the gold. Such a direct contrast shows the importance of community and how it influences positive change unlike wealth and greed and isolation. As such, change is significantly important in the novel.

Said positive impact of ~~relationships~~ relationships is ~~also~~ also highlighted by ~~the~~ Godfrey and Nancy Cass. Godfrey was primarily a disappointment to his father and to Raveloe. ~~However,~~ However,

his marriage to Miss Nancy Lammeter changes his character enormously. Relying on 'favourable chance' his anxiety around his secret marriage and debts overcame him 'like demons who found him a ready garnished home.' In contrast, even in suffering, 'the mutual gaze of a trusting husband and wife is like ~~the~~ refuge.' This ~~means that~~ Eliot may have once again been using <sup>change</sup> ~~intending~~ to highlight how destructive secrecy and isolation can be. ~~which also~~ ~~is~~



Part (a) This is a maturely expressed and confident response that explores a wide range of examples. The candidate considers Silas' 'rose-tinted view' of Lantern Yard and the arduous process in finding it. The environment is unfamiliar but memories cheer Silas. A range of terminology is employed, such as asyndetic listing, a variety of adjectives, the use of questions, sibilance, contrasting emotions, colour imagery, pauses in speech and more. There is a strong conclusion, stating that Lantern Yard 'is a thing of the past'.

Level 5, 20 marks

Part (b)

Again, in this assured and perceptive response, change is explored through Silas' betrayal, his faith, the hoarding of gold, Silas' isolation and Eppie's arrival, the changing relationship between Godfrey and Nancy and another strong concluding point suggesting that change highlights how 'destructive secrecy and isolation can be'.

Level 5, 20 marks



For the Novels, candidate should spend equal amounts of time on both parts of the question.

## Question 7

### *Frankenstein*

As often seen with this challenging novel, some candidates struggled with the complexity of language in the extract. However, candidates appear to have engaged with the text and a full range of marks were awarded. Some responses included some impressive terminology, including the mention of 'epigenetic' and 'psychoanalytic' theories.

A: Explore how Shelley presents Frankenstein's return to Geneva.

Overall, the extract was well understood, and the responses picked out specific details to discuss. The weather and what it might represent often featured. Pathetic fallacy was referred to and the personification of the storm was mentioned when exploring a sense of foreboding. The love of country was discussed and how emotions were portrayed was a focus. Some candidates considered the sounds of words, such as 'crash', but few referred to onomatopoeia.

There was often a personal response in relation to Frankenstein and his self-centred view of what had happened. Again, this is a novel that has really engaged students and even those who struggled to discuss the effects of details they observed.

B: Explain the importance of fear elsewhere in the novel.

When writing about fear, suitable examples were chosen, including the opening scenes and Walton's experiences and, later, the fear felt by the monster. Some considered the fear experienced by Justine and the DeLacey family.

The Gothic and references to scientific advancements were sometimes mentioned, but where context like this was included, it was sometimes integrated and supported the points made.

There are two exemplars for this novel. The first is a strong Level 3 response.

In this extract, Shelley presents Frankenstein's return to Geneva as extremely emotional. This is demonstrated by the single-clause sentence "Yet as I ~~was~~ ~~completely~~ drew nearer home, grief and fear overcame me. This implies that Frankenstein, all of a sudden changed ~~moods~~ his mood as he grew closer to Geneva which foreshadows his "wretched" future. The noun "fear" emphasises Frankenstein's anxiety as to what will befall him in the future. It also shows us that Frankenstein is afraid of his own creation. This links back to the question because it shows how emotional Frankenstein's return was to Geneva.

Moreover, in this extract, Shelley presents Frankenstein's return to Geneva as ~~extremely~~ eye-opening. This is demonstrated through the long-multi-clause sentence, "The picture appeared a vast and dim scene of evil, and I foresaw obscurely that I was destined to become the most wretched of human beings." This tells us that Frankenstein can feel and sense that his future will be full of "grief" and "fear" and sadness. Also, the multi-clause sentence tells us that Victor had a lot on his mind to share which would also suggest that he valued his life. The verb "evil" ~~shows~~ <sup>shows</sup> that Frankenstein's predictions of his future are all dark and

filled with obscurity. This links back to the question as it tells us how eye-opening his trip was back from Geneva.

Furthermore, in this extract, Shelly presents Frankenstein's return to Geneva as emotionally exhausting. This is presented through the ~~single~~ <sup>multi-</sup> clause sentence, "The sky was serene; and as I was unable to rest, I resolved to visit the spot where my poor William was murdered." This tells us that Victor is so ~~emotional~~ emotionally ~~troubled~~ distraught that he cannot even ~~find~~ sleep even after his exhausting trip which ~~just~~ suggests that he has gained insomnia because of all the events in his life. The verb "unable" ~~is~~ also tells us that Victor is incapable of doing many lovely things even though he is well-educated. This links back to the question as it shows that Frankenstein's trip to Geneva was so emotionally draining.

Question 7b:- Frankenstein.

In this extract, Frankenstein speaks of his <sup>"fear"</sup> ~~is~~ is extremely important throughout the play because it may have prevented major things from happening. For example, if Frankenstein was not scared of his creation, the creation would have went about on beyond <sup>to</sup> make sure he is scared. This may have included murdering everyone. Frankenstein always ~~is~~ could get, hating him for charity, which ~~is~~ <sup>is</sup> proves the importance of fear throughout the play.

Moreover, fear is extremely important throughout the play because it gave the

monster humanity. This is shown through the first few chapters after  
he was born. The monster felt neglected and because of  
this he felt scared as he was just a body, because of  
fear the monster had a pure heart but because of  
Victor and society, he turned into a cold blooded  
killer which suggests that fear was the only thing the  
monster had that was greater than having a master like  
Frankenstein. Also, some people may say that the monster's fear  
for the world was the only thing he had that  
Victor didn't. This is ~~true~~ because Victor was so deluded  
and obsessed with creating re-<sup>live</sup> that he wasn't one  
second or was filled with fear ~~when~~ when he used  
dead people's body parts for his creations, or how he  
tried to play God.

Furthermore, fear is extremely important as it <sup>shows</sup> ~~proves~~ humanity and  
saves innocence. Justin was wrongly accused for killing William,  
she of course said that she had nothing to do with the  
murder but she was scared that she may be found guilty  
just because she saw William last. The fact that Justin ~~is~~  
felt guilty even though she did not do it shows  
that fear is extremely significant in a jurisdiction (novel)  
as it creates a human sense of innocence in the  
play.

ALSO, fear is extremely important as it may be seen as a love language. This is because throughout the novel, Elizabeth kept writing letters to Frankenstein asking him of his wellbeing. Elizabeth was very worried / scared for Victor's mental health as he had isolated himself from his 'beloved' family and friends. He had even pulled away his best friend ~~from~~ her because of his toxic relationship with ~~the~~ Science. This links back to the question as Elizabeth's fear for Frankenstein's wellbeing might have ~~been~~ been a factor towards them getting married.



**ResultsPlus**  
Examiner Comments

Part (a) The candidate identifies that the extract is emotional and shows Frankenstein's fears and concerns that the future will be full of grief. Ideas are supported with a range of examples and there are comments in relation to single and multi-clausal sentences, and a range of nouns and verbs. The candidate concludes with a comment about Frankenstein being emotionally distraught. Close analysis is not sustained, but this is working towards Level 4.

Level 3, 12 marks

Part (b) Fear is explored through a range of examples, such as: Frankenstein not fearing his creation; the creation's/creature's fear of being rejected and is feeling scared; Elizabeth's fears for Frankenstein and Justine's fear of receiving a guilty verdict for the murder of William. More development of each example would have benefited this response further.

Level 3, 12 marks





For Part (a), the more examples of language, form and structure included in the response will benefit students.

In our final exemplar, the candidate only responds to Part (a) of the question.

In the extract Frankenstein is presented as scared and frightened about going home this is shown when the narrator says 'grief and fear again overcame me'. This shows that he is ~~anxious~~ <sup>anxious</sup> about his arrival. The narrator describes the setting as 'Night also closed around me' this shows that it is getting dark and scary so his feelings are only going to get stronger instead of going away. Frankenstein also goes on to admit that he still feels maybe a little bit anxious when he says ~~he~~ 'I still feel more gloomy' implying that the darkness and the scenery is not helping with his feelings. The word 'grief' is used to describe Frankenstein's feelings when he can see the town, this is because his

brother William was murdered. He pays a visit to the place where he died, that was the first place he went to when he arrived. This shows how caring he was towards his brother and that he is truly upset. Frankenstein quotes 'I was unable to rest' he then resolved to going to where his brother William was murdered. This was most likely to settle his nerves. He was unable to rest because of things that were going on around him the darkness where he could barely see, the rain also. At the start of the extract Frankenstein is portrayed as being happy and excited as he looks at his home town from a distance, on the first line he says 'my country, my beloved country!' The punctuation used shows he shouts loudly and shows he wasn't unhappy or sad at first. He then goes on to finish shouting his sentence and goes on to say things he can't

wait to see 'thy mountains, and, more than all, thy lovely lake!' this also proves that his mood and also attitude is also a lot different to what it is further down in the text. AS a ~~con~~ conclusion the Author, Mary Shelley presents Frankenstein's arrival in two opposite ways showing grief and fear and also happiness and a stable attitude also joy towards his hometown.



**ResultsPlus**  
Examiner Comments

Part (a) The candidate explores Frankenstein's emotions as he is scared, frightened and anxious, but he also shows 'joy for his homeland'. There is some comment in relation to the weather and darkness that do not help to improve Frankenstein's feelings. There is a comment about the use of the exclamation, but much of the response is a commentary about the extract rather than close analysis of language, structure and form. There is some AO2 here.

Level 2, 7 marks

There was nil return for Part (b) of the question.



Try to encourage students to refer to a 'novel' rather than a play.

Several students often refer to a 'play', which is the incorrect form.

## **1ET0\_2N\_SecA**

There are no examples for SecA.

There were 559 responses where candidates had forgotten to cross the relevant box in the answer booklet. Centres are asked if they would remind candidates to do so in future please.

## Paper Summary

For Prose questions in future series, based on the performance on this paper, centres are offered the following advice:

- candidates should not use extra paper. Ample space is provided in the answer booklet
- centres should remind their students of which Assessment Objectives are being assessed
- for Prose, Part (a) of the question, candidates must explore the language, form and structure of the extract. Candidates should just refer to the extract in this part of the question
- in Part (b), candidates should draw on their knowledge of the text that they have studied
- and give examples from elsewhere in the novel. Candidates may, depending on the question, explore specific areas in detail or cover a range of examples. Remember, context and language are not assessed in this part of the paper
- examples for Part (b) can be references to other parts of the novel such as events, episodes, character, action, and so on, that are relevant to the question candidates can paraphrase quotations from memory, but exact quotations are not mandatory, particularly as this is a closed book examination. The Assessment Objective (AO1) assesses the candidate's knowledge of the texts and not language, form and structure. Centres should remind themselves of where the Assessment Objectives are assessed. Context is not assessed in Prose questions.

For future series where Prose and Poetry are combined, centres are asked to remind students to write their responses in the correct area of the answer booklet. Space is provided for each part. It does not matter which order questions are attempted, but the responses should be in the correct answer space.

Please also see the separate report for 1ET0 02P (Poetry), as this will provide useful exemplars and tips for future series.

## **Grade boundaries**

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>



