

GCSE English
5EH2F/01

Heroes
Foundation Tier

The purpose of this pack is to provide centres with the question paper, mark scheme and a set of exemplar materials with commentaries.

The individual documents can be found on our website at www.edexcel.com

Included in this pack:

- Question and extract from Summer 2012 Paper
- Marked scripts with the mark and band
- Examiner commentary and mark scheme

Heroes

Extract taken from Chapter 12.

Finally, on the fourth day, I saw her emerging from the hallway on to the piazza on the second floor.

She did not move away as I came into the yard.

'Nicole,' I called.

She saw me, frowned, drew back a step, then paused, as if waiting for me to approach . . .

'Nicole,' my voice breaking, not like the days of my shyness with her but because my heart was so full it destroyed her name as I spoke it.

Her eyes met mine. She didn't say anything for a long moment and when she finally spoke, her voice was harsh. 'You were there all the time,' she said.

I couldn't reply, could find no words to utter in my defence. Because I had no defence.

'You didn't do anything.'

The accusation in her voice was worse than the harshness.

'I know.' I wasn't sure whether I spoke those words or only thought them.

'You knew what he was doing, didn't you?'

My head so heavy, pounding with blood, that I could barely nod in agreement.

Leaning against the banister, she cried:

'Why didn't you do something? Tell him to stop. Run for help. Anything.'

'I'm sorry,' I said, knowing how pitiful those words must sound to her.

She shook her head, turning away, and I couldn't afford to let her go.

'Are you . . .' I began to ask but hesitated as she turned back and looked at me again. What word could I use? Are you hurt? Torn apart?

'Are you all right?' I asked.

'No, I'm not all right,' she answered, anger flashing in her eyes. 'I hurt. I hurt all over.'

Section B
Part (a)

(a) From the extract, what do you learn about the character of Nicole?

Use evidence from the extract to support your answer.

(7)

Script 1 response to part a)
Band 2 – 5 marks

From this extract we can learn that Nicole was attacked as she says 'why didn't you do something? Tell him to stop.' She is mad at Francis because he knew what was going on and didn't stop him. We can also learn that ~~that~~ Nicole is liked by Francis as he waited outside her piazza for four days, we know this because he says 'Finally on the fourth day, I saw her emerging' which would also suggest ~~he~~ she has been keeping herself hidden for a few days as it says 'I saw her emerging'. ~~That~~ we can also learn that Nicole is hurt, both physically and mentally emotionally, as she says 'I hurt. I hurt all over!'

Relevant supported point

This section loses focus on Nicole and is more relevant to Francis' character, but does return to a point about Nicole

Relevant supported point

Examiner summary:

"The first part of this response is stronger as the candidate offers relevant evidence why Nicole is mad at Francis. The middle of the answer deals more with Francis, than Nicole, but the final point, 'Nicole is hurt both physically and emotionally' is valid and supported with a quotation."

Band this answer achieves in the mark scheme:

2	3-5	<ul style="list-style-type: none">• Some understanding of the character.• Some reference to the extract to support response.
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To achieve a higher mark: this response needs to maintain focus on the named character throughout the response.

Script 2 response to section a)
Band 3 - 6 marks

The extract tells me Nicole is a ashamed character
I know this because it says "you were there
all the time"

this shows the ~~audience~~ reader that Nicole
is ashamed because she can't believe Francis
did nothing and is ashamed of what Larry
did to her.

The extract tells me Nicole is an upset character
I know this because it says "I hurt all over"
This ~~show~~ tells the reader Nicole is upset because
she can't believe what has happened as
Larry was her friend and he hurt her.

The extract tells me Nicole is a shocked
character.
I know this because it says "she did not move
away"

(Section B continued) this tells the reader Nicole is
shocked because she can't believe that
Francis was there the whole time and
did ~~nothing~~ nothing and also because he
stood there and pretend when he could
oh stopped all these things this is why Nicole
is shocked.

Relevant
supported
point

Relevant
supported
point

Relevant
supported
point

Examiner summary:

“The candidate has structured the response into three PEE paragraphs. There is some repetition, but the candidate does identify enough characteristics with supporting evidence for a mark of 6, as the response demonstrates a generally sound understanding of Nicole’s character.”

Band this answer achieves in the mark scheme:

3	6-7	<ul style="list-style-type: none">• Generally sound or sound understanding of the character.• Clear reference to the extract to support response.
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To achieve a higher mark: this response needs to be slightly more precise in the explanations to be less repetitious. Repeating the same points doesn’t gain marks marks for the candidate and with the limited amount of time per part of the question, this might mean that less time is available for the candidate on the another part of the paper.

Part (b)

(b) Explain how the writer uses language to present Francis's feelings in the extract.

Use evidence from the extract to support your answer.

(7)

Script 1 response to part b)

Band 2 - 3 marks

(b) When Francis says 'Nicole my voice breaking' it shows that he ~~is~~ cares about Nicole but is possibly afraid to speak to her. He is also at a loss for words as he begins to say 'Are you...' but does not know how to finish the sentence.

Evidence from the extract

Impact of the language

Examiner summary:

The candidate does identify two relevant pieces of evidence, but makes no explicit comment about the language. There is some implied understanding of how the language is used to present Francis' feelings

Band this answer achieves in the mark scheme:

2	3-5	<ul style="list-style-type: none">Occasional understanding of how the writer uses language to present ideas .Some reference to the extract to support response.
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To achieve a higher mark: this response needs to offer explicit comments on the language used in selected examples and how this presents ideas about the character.

Script 2 response to part b)

Band 2 – 5 marks

Identifies a valid language feature but the explanation of how the writer uses language lacks sound understanding

The writer uses short sentences to present Francis's feelings
I know this because it says "Torn apart"
This pres. tells the reader about Francis feelings because he can't believe what happened and wants to know if Nicole is ok.

The writer uses rhetorical question to present Francis's feelings
I know this because it says "What word could I use?"
This tells the reader about Francis feeling because he doesn't want to upset Nicole so is being careful with what to say as he doesn't her to make her feel ~~more~~ more upset

(Section B continued) The writer uses imperative verb to present Francis's feelings
I know this because it says "I'm sorry"
This tells the reader about Francis feelings because he is sorry for not doing anything and regrets not helping Nicole

References a valid, supported language point, with comment on presented ideas

Example doesn't support point and comments on the presented ideas are repeated

Examiner summary:

“The candidate has tried to focus on the language and uses reference to the extract to support the points made. There is occasional understanding of how the language presents an idea about Francis’ feelings ‘is being careful what to say as he doesn’t want to make her more upset’. However, the some comments on the presented ideas and the language used demonstrate a lack understanding i.e. ‘imperative verb’ and ‘I’m sorry...tells the reader he is sorry’.”

Band this answer achieves in the mark scheme:

2	3-5	<ul style="list-style-type: none">• Occasional understanding of how the writer uses language to present ideas .• Some reference to the extract to support response.
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To achieve a higher mark: this response needs to show more understanding of the effects of the language used, as it is currently not secure enough to be categorised as generally sound. Although the candidate has some knowledge of language features, there needs to be more understanding of how the writer uses language in order to move into Band 3.

Part (c)

(c) In the extract, Francis feels guilt.

Explain the importance of guilt in **one other** part of the novel.

In your answer, you must consider:

- who feels guilt
- what events cause them to feel guilt.

(10)

Script 1 response to part c)

Band 2 – 4 marks

(C) Francis feels guilty over Guilt plays an important part in the book when Francis goes to kill Larry. Because they both feel guilty, Francis feels guilty over the Nicole getting raped and him not doing anything and Larry feels guilty for raping her. After they have a conversation the Francis leaves without killing Larry because Larry kills himself minutes later.

Identification of one other part of the novel

Reference to who feels guilty and why

Examiner summary:

Although very brief, this response does identify a valid other part of the novel and just moves beyond basic in terms of the reasons for the guilt that the identified characters feel, and the consequences, 'Larry kills himself'.

Band this answer achieves in the mark scheme:

2	4-7	<ul style="list-style-type: none">• Some understanding of theme and its importance in one other part of the novel• Some reference to the novel's context.
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To achieve a higher mark: this response needs to go in to more detail about the theme of guilt and its importance in the selected other part of the novel. The response also needs to respond to the second bullet which directs the candidates to the novel's context.

Script 2 response to part b)

Band 2 – 7 marks

Identification of one other part of the novel

Another part of the novel that shows guilt is when Francis wants to ~~escape~~ kill himself. After the rape Francis felt it was all his fault so wanted to kill himself. Francis climbed to the top of a church tower and was going to jump but realised he couldn't dishonour his family like that so joined the army hoping to die. This is how guilt is shown in the novel.

Further details from the selected section, related to the theme of guilt

this ~~is~~ ~~signifi~~ example of ~~guilt~~ guilt is significant because ultimately leads to Nicole forgiving Francis. When Francis joined the army he jumped on a grenade to kill himself but it failed he was severely disfigured. Francis then set a mission for himself kill Larry and then himself. Francis found Larry one day and went to kill him but couldn't and Larry killed himself. After that Francis went to see Nicole and

Further explanation of the importance of the theme

Explanation of the importance of the theme within the novel

(Section B continued) she forgives him. Francis guilt lead
to ~~be~~ him having nicole's forgiveness.

Examiner summary:

The candidate selects a relevant part of the novel and gives some relevant details. The answer does then tend towards a more narrative outline but the candidate does focus on how the theme drives the plot. There is some reference to the context of joining the army, Francis' actions in the war and the effect of suicide 'dishonour his family'. The candidate also makes a valid link between guilt and forgiveness, in discussing the importance of guilt."

Band this answer achieves in the mark scheme:

2	4-7	<ul style="list-style-type: none">• Some understanding of theme and its importance in one other part of the novel• Some reference to the novel's context.
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To achieve a higher mark: this response needs to pay closer attention to the selected section and how the theme within this section demonstrates its overall importance. The response also needs to respond to the second bullet which directs the candidates to the novel's context.