

GCSE English  
5EH2F/01

To Kill a Mockingbird  
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](http://www.edexcel.com)

Included in this pack:

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

It was a summer's night, but the men were dressed, most of them, in overalls and denim shirts buttoned up to the collars. I thought they must be cold-natured, as their sleeves were unrolled and buttoned at the cuffs. Some wore hats pulled firmly down over their ears. They were sullen-looking, sleepy-eyed men who seemed unused to late hours. I sought once more for a familiar face, and at the centre of the semi-circle I found one.

'Hey, Mr Cunningham.'

The man did not hear me, it seemed.

'Hey, Mr Cunningham. How's your entailment gettin' along?'

Mr Walter Cunningham's legal affairs were well known to me; Atticus had once described them at length. The big man blinked and hooked his thumbs in his overall straps. He seemed uncomfortable; he cleared his throat and looked away. My friendly overture had fallen flat.

Mr Cunningham wore no hat, and the top half of his forehead was white in contrast to his sun-scorched face, which led me to believe that he wore one most days. He shifted his feet, clad in heavy work shoes.

'Don't you remember me, Mr Cunningham? I'm Jean Louise Finch. You brought us some hickory nuts one time, remember?' I began to sense the futility one feels when unacknowledged by a chance acquaintance.

'I go to school with Walter,' I began again. 'He's your boy, ain't he? Ain't he, sir?'

Mr Cunningham was moved to a faint nod. He did know me, after all.

'He's in my grade,' I said, 'and he does right well. He's a good boy,' I added, 'a real nice boy. We brought him home for dinner one time. Maybe he told you about me, I beat him up one time but he was real nice about it. Tell him hey for me, won't you?'

## Question part (a)

10 Answer all parts of the question.

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

Use **evidence** from the extract to support your answer.

(7)

### Script 1 response to part a)

#### Band 2 – 5 marks

A) In this extract I learn that Scout's character is someone who goes into detail a lot, about what sort of day it is, what sights she sees. She is able to see from a child's view. She makes sure she describes exact details, as this will allow the reader to use their imagination. I know this because "It was a summer night, but <sup>the</sup> men were dressed." This shows how confused Scout was at what the men wore. Another thing I learn is that when Scout says "Hey, Mr. Cunningham" she is not at all bothered there is a mob, she doesn't see them as a threat, and she still respects the friends of the family no matter what he does. This shows how Atticus has raised her, and what she does about that situation.

Supported points about character with explanation although not entirely consistent and lacks clarity.

Valid supported points about character with explanation

supported  
points about  
character

h B continued) Another thing we learn about Scout's character is that she listens to everything her father tells her, although she may not agree, she still listens. I know this because it says "Atticus had once described them at length". This shows the character of Scout, and how she acts, but it also shows Scout and her father's parental relationship.

The final thing I learn about Scout's character is that she ~~see~~ knows when someone doesn't want to ~~acknowledge~~ her and she feels she has done something, when in actual she has done nothing besides say hello and tell him about her and his son's relationship. I know this because it says "I began to sense the futility of one feels when unacknowledged by a chance acquaintance". This shows that although Scout is a child she still has feelings.

Valid  
supported  
points about  
character with  
explanation

## Examiner Summary:

*The candidate has made a number of valid points about Scout's character as seen in the extract, including: 'goes into detail a lot', 'respects friends of the family' 'listens ...to her father...although she may not agree', 'has feelings'. These points all have some supporting evidence, but some of the quotations do not clearly support the point being made. Some of the explanations are more successful than others; the point about Mr Cunningham and the mob lacks clarity*

## Band this answer achieved in the mark scheme:

2	3-5	<ul style="list-style-type: none"><li>• Some understanding of the character.</li><li>• Some reference to the extract to support response.</li></ul>
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**To achieve a higher mark** -this response needs to express all the points clearly and choose appropriate evidence to support them.

## Question part (b)

(b) Explain how the writer uses language to present the men in the extract.

Use **evidence** from the extract to support your answer.

(7)

### Script 1 response to part b)

Band 3 – 5 marks

Valid supported reference to language although the final explanation is less successful

B) The language the writer uses to present the men in this extract is that they are all perceived as ~~the~~ looking

(Section B continued) and acting the same. I know this because it says "in overalls and denim shirts buttoned up to the collars!" This shows how the men ~~adressed~~ in the novel.

Another language technique the writer uses is that one of the men is made to

Valid supported reference to language

Scout and has ~~a~~ no manners and respect. ~~I know~~ I know this because "he cleared his throat and looked away"

Reference to the effects

This shows how the writer sees that man as being, in the eyes of Scout.

Another thing we learn about the men is that ~~is~~ nobody knew what was the matter with them. It was like they abuse the night, I know this because

Reference to the effects, although explanation is not entirely clear

Reference to language to support the point above

it says "They were sullen-looking, sleepy eyed men who seemed unused to late hours."

This shows how some of the men act in Maycomb, because they sleep all day or work and do bad things at night.

Example does not entirely support this explanation

The final thing I learn about the men in this extract is that they are kind of ignorant to scout, especially Mr Cunningham. I know this because

(Section B continued) It says "~~XXXXXXXXXXXX~~" "The big man blinked and hooked his thumbs in his overall straps."

This shows that this man and men are not good listeners, and do not care for anything besides their job

Valid supported points. Some of the explanation is less successful

### Examiner Summary:

The candidate has shown a sound understanding of how the writer has used language. Clear evidence is used to support all of the valid points. Some of the explanations about how the writer uses language to present the men are more successful than others. Overall there is enough to credit for the award of maximum marks.

**Band this answer achieved in the mark scheme:**

3	6-7	<ul style="list-style-type: none"><li>• Generally sound or sound understanding of how the writer uses language to present ideas.</li><li>• Clear reference to the extract to support response.</li></ul>
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**To achieve a higher mark:**

This response has achieved maximum marks.



### Question part (c)

(c) In the extract, it is clear that the mob are trying to break the law.

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

In your answer you **must** consider:

- who is affected by the law
- why it is important in Maycomb County.

(10)

### Script 1 - response to part c)

Band 2 – 7 marks

Identification of  
one other part of  
the novel

Justification  
for the  
selected  
part

Reference  
to the bullet  
points in  
the  
question

c) The importance of law in this part of the play is that when Mayella Ewell declares she has been raped, this has something to do with the law, because it is against it to do that. Whether or not it was a "white or Black", male or female "person". The person affected by this law is Tom Robinson, because he is being accused of an offence the the law. Laws are important in Maycomb County because they are the things most of them abide by, and they take them very seriously, and if you break a law there is no going back afterwards, because you are judged straightaway.

### Examiner Summary:

*This is a short answer, which clearly identifies an appropriate one other part of the novel. The candidate has followed the bullet points to structure the response and related the importance of the theme to the context of the novel: life in Maycomb County.*

### Band this answer achieves in the mark scheme:

2	4-7	<ul style="list-style-type: none"><li>• Some understanding of theme and its importance in one other part of the novel</li><li>• Some reference to the novel's context.</li></ul>
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**To achieve a higher mark** - this response needs to develop the points given more effectively and extend the range of the points about the importance of the law in the chosen part of the novel.