

GCSE English
5EH2H/01

To Kill a Mockingbird
Higher 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

Extract taken from Chapter XV.

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)

(a) Explain how the writer presents the character of the narrator, Scout, in the extract.

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

(7)

Script 1 response to part a)

Band 2 – 3 marks

Attempt to highlight the difference between Scout the narrator, and Scout in the extract. Supported with references but not developed

a) The narrator Scout is represented as being wiser to the world now. So mature in a sense. It says 'The man did not hear me, it seemed' this is as if to imply back then she thought he hadn't heard her however now she can understand why there was no response from him, because it just seemed that way then.

The extract also shows the narrator to be self aware & knowing herself well; 'my friendly overture had fell flat' this seems to imply she knows how she speaks to people & still maintains that friendly respected manner as she calls it to the friendly overture her; So the narrator wants to tell the represent her (Scout) younger as being a friendly well manored girl.

Valid supported reference to character

Examiner summary:

The candidate tries to deal with the difficult concept of the retrospective narrative: the differences between the narrator looking back and the character of Scout at the moment in the narrative. This complex idea is not fully developed but the attempt is creditworthy. The response also offers 'self-aware', 'friendly' and 'respectful' as comments on Scout's character with some textual support.

Band this answer achieves in the mark scheme:

2	3-5	<ul style="list-style-type: none">• Thorough understanding of the character.• Sustained reference to the extract to support response.
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To achieve a higher mark:

If this response wishes to pursue the complex idea of Lee's use of retrospective narrative filtering events through the eyes of a child character while offering adult insightful analysis then more is needed. A more rewarding route might be to offer more evidence of Scout's character as seen in the extract, with more sustained reference in support

Question part (b)

(b) Comment on how language is used 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 – 6 marks

b) The men are ~~represented~~ presented as being quite ordinary men from the Maycomb as it says 'overalls & denim shirts buttoned up to the collar' - typical for Southern American Country folk to wear. The adjectives are neither positive nor negative making them seem like ~~and~~ nothing unusual.

Valid supported points with explanation

Yet, as it gets deeper into the description ~~to~~ we're given reason to think something is sincere or suspicious about them, especially when it says: 'cold natured', suggesting that it isn't normal or there must be some excuse for how they're dressed, 'hats pulled firmly down' 'Sullen looking & Sleepy eyed'. These all create a sense of abnormality giving the group of men a certain eeriness about them.

Further development throughout the paragraph. Perceptive.

~~It~~ It's also specifically picked to say 'the semi circle' giving them an intimidating & threatening purpose to being there. It makes them appear to be there ~~for a reason~~ together for a reason & yet that reason is not told to us.

Valid supported point. Perceptive.

Examiner summary:

This is a perceptive response making number of points: 'ordinary', 'typical', 'neither positive nor negative', all of which are supported with reference to the language. The response then develops to show some perceptive understanding in discussing what is abnormal about them, supporting it with reference to the extract. This response is focused on the first paragraph of the extract, and although there is more that could be used to support these interpretations, or make other points, the candidate shows enough understanding of the language used to achieve a mark in the top band.

Band this answer achieves in the mark scheme:

3	6-7	<ul style="list-style-type: none">• Perceptive understanding of how the writer uses language to present ideas to the reader• Discriminating reference to the extract to support response.
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To achieve a higher mark:

This response is almost at the maximum marks. It might benefit if more of the extract was considered in the response.

Question part (c)

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

Explore the significance of the law in **one other** part of the novel.

You **must** refer to the context of the novel in your answer.

(10)

Script 1 response to part c)

Band 3 – 10 marks

Identification
of one other
part

C) Another part in the novel where law is significant is obviously the Courtroom trial where suspects where questioned is when Tom Boo Radley Stabs Mr Ewell, & Heck Tate decides it would be wrong to prosecute Boo. This shows him taking the law into his own hands but also morals over ruling law. The theme on 'to kill a mocking bird would be a sin' is proven & used here because it's as if to say to kill/prosecute Boo Radley/a mock a mocking bird, would be a sin. The law is significant here because it's brushed a side, they decide it will do no good to bring the law into this. Considering the unsatisfactory results of the law in the early parts of the Novel, this proves a point about prejudice & Racism in the justice system in Maycomb & Alabama at the time. Therefore I think this is a key significance of law being abandoned in the novel, as if the novel has a moral to it; law is not always the best route to follow.

Explanation of
the significance
of the theme in
the chosen
episode.
Perceptive.

Development of
the
significance of
the theme in
the chosen
episode and
the relationship
to the context.
Perceptive

Significance of
the theme in
the chosen
episode.

Examiner summary:

Overall, this is a perceptive response. The candidate selects an appropriate other part of the novel with perceptive ideas about 'morals over-ruling law'. There are helpful references to a mockingbird in relation to Boo. The response points out the unsatisfactory nature of law earlier in novel, but relates this to the selected other part. The response to context is given in the prejudice and racism in Maycomb County. The candidate understands the theme in relation to novel's moral dimension.

Band this answer achieves in the mark scheme:

3	8-10	<ul style="list-style-type: none">• Perceptive understanding of theme and its importance in one other part of the novel• Discriminating reference to the novel's context
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To achieve a higher mark:

This response has achieved maximum marks.