

GCSE ENGLISH LITERATURE
FOR TEACHING FROM 2015
FOR AWARD FROM 2017

MARKED EXEMPLAR

EXTRACTS AND QUESTIONS TAKEN
FROM SAMPLE ASSESSMENT
MATERIALS

Eduqas
English Literature
GCSE Exemplar
for: Component 1
Section A
Romeo and Juliet
Extract Question

CAPULET: Soft, take me with you, take me with you, wife.
How will she none? Doth she not give us thanks?
Is she not proud? Doth she not count her blest,
Unworthy as she is, that we have wrought
So worthy a gentleman to be her bride?

JULIET: Not proud you have, but thankful that you have.
Proud can I never be of what I hate,
But thankful even for hate that is meant love.

CAPULET: How, how! How, how, chop-logic! What is this?
"Proud", and "I thank you", and "I thank you not",
And yet, "Not proud", mistress minion you?
Thank me no thankings, nor proud me no pouds,
But fettle your fine joints 'gainst Thursday next,
To go with Paris to Saint Peter's Church,
Or I will drag thee on a hurdle thither.
Out, you green-sickness carrion! out, you baggage!
You tallow-face.

LADY CAPULET: (*To her husband*) Fie, fie! What, are you mad?

JULIET: Good father, I beseech you on my knees,
Hear me with patience but to speak a word.

CAPULET: Hang thee, young baggage! disobedient wretch!
I tell thee what: get thee to church o' Thursday,
Or never after look me in the face.
Speak not, reply not, do not answer me.
My fingers itch. Wife, we scarce thought us blest
That God had lent us but this only child,
But now I see this one is one too much,
And that we have a curse in having her.
Out on her, hilding!

Romeo and Juliet extract question.	
Look at how Juliet and her father speak and behave here. What does it reveal to the audience about their relationship at this point in the play?	
<p>In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as aggressive. In the play, Lord Capulet says "or I will drag thee on a hurdle thither." The use of the word "drag" suggests that Lord Capulet is threatening to physically harm Juliet and force her to marry Paris. This is reinforced earlier on in the play by the use of "How, how, chop-logic! What is this?" which suggests that Lord Capulet is shouting at Juliet trying to convince her that she has made the wrong choice and that he is very angry about it. Furthermore, this could also suggest that Lord Capulet has been violent in the past towards Juliet. This links to historical context because in the Elizabethan period women were not treated equally and did not have the same rights as men. This is how Juliet is being treated, she is not getting to pick the man she marries and is being forced into marriage at a very young age. This would make a modern audience feel shocked and angry about how Lord Capulet treats his daughter and how Lady Capulet treats his daughter and how Lady Capulet doesn't do anything about it. I think some people might feel really sorry for Juliet because she is being treated in such a horrible way and no one wants to defend or protect her but herself.</p>	<p>Comment [W1]: In a way, some inference here.</p> <p>Comment [W2]: Valid reference</p> <p>Comment [W3]: Maybe</p> <p>Comment [W4]: Context not needed here, AO3 is not assessed.</p> <p>Comment [W5]: General response</p>
<p>In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as disrespectful. In the play Lord Capulet says "Hang thee, young baggage" disobedient wretch". This suggests that Lord Capulet does not care about Juliet's feelings towards Paris. The word "disobedient" suggests that Juliet is expected to follow and obey her father and his rules. This shows how all women are expected to be obedient and controlled by their husbands or fathers and are supposed to do whatever they are told. The use of the word "wretch" shows how Lord Capulet is used to calling Juliet and other women wretches and how that is what most women are known as when they disobey orders. This also links to the historical context of the Elizabethan women and how unequally they are treated because men could control their wives and daughters and could call them whatever they like and would get away with it. A modern audience would be shocked at the way Lord Capulet disrespects his own daughter.</p>	<p>Comment [W6]: Bit generalised</p> <p>Comment [W7]: Context not needed</p>
<p>In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as demanding. In the play Lord Capulet says 'or never look at me in the face'. This suggests that Lord Capulet is not happy with Juliet and doesn't want her to speak to him or even look at him. The use of the word 'face' suggests that Lord Capulet doesn't feel proud of Juliet. As most fathers would think that their daughters are amazing and that their faces are beautiful but Lord Capulet doesn't. He thinks that even though Juliet is his daughter he doesn't think that she is great or pretty and so he doesn't want her to look at him. Furthermore, the use of the word 'never' shows that Lord Capulet does not care if Juliet is sad or angry but that he never wants her to have anything to do with him unless she is going to follow his orders.</p>	<p>Comment [W8]: Not quite the right word</p> <p>Comment [W9]: Some comment on language.</p> <p>Comment [W10]: Simple comment</p>
<p>Examiner's Comment:</p> <p>AO1: Some focus, though comments on context not appropriate here. Straightforward, with some textual support for comments.</p> <p>AO2: Simple comments on language and effects.</p> <p>Overall: The candidate gives a strong Band 2 response.</p>	

Romeo and Juliet extract question.
Look at how Juliet and her father speak and behave here. What does it reveal to an audience about their relationship at this point in the play?
<p>In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as aggressive and unrespectful. In the play, Lord Capulet says "out on her hilding". The word 'hilding' suggests Lord Capulet is resembling Juliet like she's good for nothing and she isn't worthy of anything. This is reinforced earlier in the extract by Lord Capulet when he says, "Or I will drag thee on a hurdle thither" which suggests he is willing to physically hurt her taking out his aggression on Juliet against her will to marry Paris. Furthermore, this could suggest he doesn't respect anyone else's views unless it is a good outcome for himself. This links to historical context because in the Elizabethan period women were opinionated and the men thought they had all the control over the women giving them power and to demand them what to do. This would make a modern audience feel shocked and angry about how Juliet didn't get say about what she did and now Lord Capulet was willing to hurt Juliet if she didn't do what he asked her to do. This would make a modern audience feel shocked and angry about how Juliet didn't get a say about what she did and how Lord Capulet was willing to hurt Juliet if she didn't do what he asked her to do. This could also make the modern audience feel sorrow for Juliet because by Lord Capulets reaction it could imply he has acted aggressively before to Juliet and the audience could despise how Juliet was treated by Lord Capulet.</p> <p>In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as demanding. In the play Lord Capulet says "hang thee, young baggage disobedient wretch" suggesting Lord Capulet wants Juliet to listen to everything he is saying and for her not to walk away from him. The use of the word 'wretch' suggests Lord Capulet sees Juliet as nothing special and evil like a witch. By Lord Capulet saying 'hang thee' it shows Juliet is being disobedient which is why Lord Capulet doesn't like it. This links to Elizabethan times because women were expected to be obedient when they are told what to do and they wasn't allowed to be independent or ignore orders. This would make a modern audience feel scared for how Juliet is being treated by Lord Capulet and how he expects her to follow his orders without being disobedient. Shakespeare also presents Juliet and Lord Capulet's relationship as unsupportive. In the play Lord Capulet says 'I thank you not'. The word 'not' suggests Lord Capulet is being negative and disagreeing with Juliet. This quote suggests Lord Capulet is not thankful of Juliet for what she has done and is showing that he isn't proud of Juliet and her decisions. This links to Elizabethan Periods as the men were never thankful to their wives, they just used them as sexual fantasies and only know to be good for certain things but they aren't allowed to give their opinion on anything. This would make a modern audience feel upset for Juliet because Lord Capulet isn't respecting her feelings and hes being unsupportive.</p>
Examiner's Comment: AO1: Focused (though context not assessed here) and engaged, with some support for points made. AO2: Comments on some details of language, though some rather simple. Overall: The candidate would receive a mark just into Band 3.

Romeo and Juliet extract question.

Look at how Juliet and her father speak and behave here. What does it reveal to the audience about their relationship at this point in the play?

In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as abusive. In the play, Lord Capulet says 'My fingers itch' suggesting Lord Capulet wants to physically hurt Juliet. The use of the word 'my' suggests that when Lord Capulet loses control he doesn't have control of his emotions so he lashes out to prove his authority. Similarly, earlier in the play Lord Capulet states 'I will drag thee' reinforcing the point. The use of the word 'will' suggests he doesn't want to hurt his daughter but he would if it meant getting his way. This could be linked to historical context, because women were seen as objects instead of people, they did as they were told, but Juliet refuses too. This makes the audience feel happy for Juliet because she is standing up to her father for the first time, yet they'd also feel resentment toward Lord Capulet for threatening his daughter. In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as loveless. In the play Lord Capulet says 'disobedient wretch!'. The use of the word 'disobedient' suggests Lord Capulet is annoyed because Juliet is not complying with his wishes for her to marry Paris. This is reinforced by earlier in the extract when Lord Capulet says 'Doth she not count her blest, unworthy as she is' which suggests he thinks of Juliet as nothing because he's speaking about her so harshly, so belittlingly with her in the room. This is linked to the historical context of the play, because men looked upon women as lesser creatures who didn't matter and who didn't have feelings. The use of this language makes the audience feel sorry for Juliet as she's being treated so poorly, but proud at the same time as she's putting herself out there to disobey her father.

In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as frightful. In the play Juliet says 'Good father I beseech you on my knees' which suggests she's begging him not to get angry and praying that it works. The use of the words 'on my knees' suggests that her father has reacted this way before so she's praying as she knows what's about to happen.

Similarly, in the play, she earlier states 'thankful even for hate that is meant love' which suggests she's trying to defy her father, but make sure she tells him she loves him so he won't get angry. This is linked to the play's historical context because women were scared of men. Juliet is not listening to her father so is petrified. This makes the audience imagine Juliet being punished by her father for the slightest thing, which makes them feel sorry for her.

In the play Shakespeare presents the relationship between Juliet and Lord Capulet as distant. In the play Lord Capulet says 'is she not proud? Doth she not count her blest' this suggests that he thinks of her as nothing as he's trying to make her feel worthless by making her feel horrific. The use of the word she suggests he doesn't think highly enough of Juliet to even use her name. It's reinforced by later in the play when Juliet says 'hear me' which suggests her father rarely listens and all she wants is for Lord Capulet to treat her with some compassion. This links to the historical context of the play, because children were raised by mothers or nurses and rarely had anything to do with their fathers.

Examiner's Comment:

AO1: Mainly focused, and thoughtful at times. Engaged and detailed. Ideas are mostly coherent. Occasional drift into context, which isn't required here.

AO2: Some analysis of words and effects. There is an increasingly assured discussion of language, form and structure here.

Overall: This response would take the candidate into the lower end of Band 4.

Comment [W1]: Selects details to support points

Comment [W2]: Bit tenuous

Comment [W3]: Not needed, AO3 is not assessed in this question.

Comment [W4]: Valid

Comment [W5]: Extract....

Comment [W6]: Not needed.

Comment [W7]: Engaged with the text

Comment [W8]: Maybe

Comment [W9]: Thoughtful

Comment [W10]: Engaged

Comment [W11]: ?

Comment [W12]: Good point

Eduqas
English Literature
GCSE Exemplar
for: Component 1
Section A
Romeo and Juliet
Essay Question

Romeo and Juliet essay question.

Even though Mercutio dies at the beginning of Act 3, he is very important to the play as a whole. Show how Mercutio could be shown to be important to the play as a whole.

Mercutio is important in the play because he is the best friend of Romeo who gets him out of trouble. He also is Loyal, funny and a sex fanatic. His most important role was saving Romeo from Tybalt a dangerous fighter which he dueld against.

Comment [W1]: Proof?

Examiner's Comment:

AO1: All true, but very brief – therefore limited focus on the text.

AO2: No evidence for AO2 marks here.

AO4: 1/5 (Brevity affects mark)

Overall: The candidate struggles with the rigour of the task and would receive a mark in Band 1.

Romeo and Juliet essay question.
<p>Even though Mercutio dies at the beginning of Act 3, he is very important to the play as a whole. Show how Mercutio could be shown to be important to the play as a whole.</p> <p>Mercutio was important to the play because was realistic. By this I mean that he didn't believe in 'Fate' or 'destiny', he believed that you find the right person after time. Romeo thinks that him and Juliet were destined to be together and it was love at first sight. Because of this, Mercutio mocks and teases Romeo about him and Juliet. This is important in the play because everyone believed they were destined to be together. where as Mercutio knew how love actually worked and evolved making him more realistic than the others. Even though Mercutio teased and mocked Romeo about his relationship, Mercutio takes a bullet and dies for Romeo, showing that, just because he made fun of him, doesn't mean he dosen't care. This happened in Act 3 when a fight broke out between the Capulets and Montagues. This resulted in Tybalt (Juliet's Cousin) having a showdown with Romeo. However when Tybalt was about to shoot Romeo, his best friend Mercutio, stepped in and took his place, suggesting that Mercutio was a very loyal and dedicated best friend towards Romeo.</p>
<p>Examiner's Comment:</p> <p>AO1: Some focus and awareness, but a bit underdeveloped and general.</p> <p>AO2: No reference to language, structure or form.</p> <p>AO4: 2-3/5</p> <p>Overall: Although this is mainly narrative there is some awareness of the task and the text. It would receive a mark just into Band 2.</p>

Comment [W1]: Proof?

Comment [W2]: e.g.?

Comment [W3]: ?

Comment [W4]: Evidence?

Comment [W5]: i.e.?

Comment [W6]: Film not the play.

Romeo and Juliet essay question.	
Even though Mercutio dies at the beginning of Act 3, he is very important to the play as a whole. Show how Mercutio could be shown to be important to the play as a whole.	
<p>Mercutio is best friends with Romeo, they have known each other for such a long time that they know everything about one another. Mercutio, is is the complete opposite to Romeo because Romeo believes in love, however Mercutio doesn't, he feels that love is pointless and only believes in sex. Also, Mercutio is the type of guy that is in your face, constantly taking the mick out Romeo and all the surrounding friends. He is ribbing Romeo because he has fallen in love with a girl who he just met.</p>	<p>Comment [W1]: General</p>
<p>In the play, Mercutio is Romeo's closest friend, if Romeo was ever in trouble he would be there by his side to ensure that he didn't get hurt. From the scene where Tybalt and Romeo fall out, Mercutio shows his true colours and how much he cares about Romeo. At this point Mercutio says that he will fight Tybalt so that Romeo doesn't get hurt.</p>	<p>Comment [W2]: Proof?</p>
<p>Mercutio and Tybalt joule whilst Romeo tries talk him out of it because someone will end up getting hurt. The joule went on for while when all of a sudden Tybalt somehow gashes Mercutio and is fatally wounded. Romeo runs over to his best friend who has been left for dead by Tybalt. In revenge later on in the play Romeo kills Tybalt for killing his best friend and then gets told that he is to be exiled for what he has done.</p>	<p>Comment [W3]: General reference-lacks detail</p>
<p>Examiner's Comment: AO1: Some general reference to the play and Mercutio's role. No real reference to his 'importance'. AO2: No reference to or comments on language. AO4: 2/5</p>	<p>Comment [W4]: General reference to incident</p>
<p>Overall: Although mainly narrative, this response does show an emerging focus on the task and some engagement with the text. It would receive a mid-Band 2 mark.</p>	<p>Comment [W5]: Still general</p>

Romeo and Juliet essay question.	
<p>Even though Mercutio dies at the beginning of Act 3, he is very important to the play as a whole. Show how Mercutio could be import to the play as a whole.</p>	
<p>Mercutio is shown to be important in the play as he is Romeo's most loyal friend, he gives his life to protect him. Although he is a good friend to Romeo, he usually makes fun of him. For example, in Act 1, Scene 4 Romeo tells him about a troubling dream and Mercutio just mocks him, talking about how it was just Lady Mab coming into his dream and giving him strange fantasies. He is the opposite to Romeo who idealised love were Mercutio just wants sex.</p>	<p>Comment [W1]: Clear focus</p> <p>Comment [W2]: Reference to text</p> <p>Comment [W3]: Nearly!</p> <p>Comment [W4]: Engaged discussion, with some detail.</p>
<p>Moreover, he's also important to the play and to Romeo because in Act 3 scene 1 he dies protecting Romeo. Romeo then gets revenge and kills Tybalt because he killed his best friend. Mercutio sacrifices himself so Romeo could live, this causes Romeo to owe him his life but that isn't that long. I feel that Romeo didn't only take his own life, because he lost Juliet but also because the guilt on Mercutios death was getting too much for Romeo.</p>	<p>Comment [W5]: Yes</p> <p>Comment [W6]: Could explain in more detail</p> <p>Comment [W7]: Speculates - engaged</p>
<p>Furthermore, in act 2 scene 1 Romeo hides from his friends and apart from Mercutio they're concerned. Mercutio however, continues to mock him. He calls out asking him to come out, but he also mocks him asking him if he hiding from his friends of from love. It's only later you realise he may have been hiding from both, because Mercutio loved Romeo enough to die for him and Romeo risked death to settle the score with Tybalt. They loved eachother like brothers and even death didn't change that.</p>	<p>Comment [W8]: Reference</p> <p>Comment [W9]: Some discussion</p>
<p>In Act 2 scene 4 he is told about Romeo being challenged to fight Tybalt and he was petrified for him. He takes Tybalt on saying how it would be the fight of a lifetime. I don't know if he meant it literally but he did end up dying. Mercutio loved Romeo, but Romeo didn't love Mercutio enough to tell him about the wedding. If they were such good friends, then surely Romeo could have trusted him enough to tell him about Juliet. Even if she was a Capulet.</p>	<p>Comment [W10]: Very engaged personal response</p>
<p>Also, he continues to be important in the play because he isn't forgotten. His character was witty and funny. He was the nicest character. Juliet only was thinking about herself when she pretended to be dead, where as Mercutio actually died. Moreover, she kills herself because she killed her love, whereas Romeo hilled himself because he thought he'd lost another love, he now felt like he had three deaths upon his shoulders. However, I don't feel like Romeo felt as if her death was his fault, but he knew Mercutio's and Tybalt's were.</p>	<p>Comment [W11]: ?</p> <p>Comment [W12]: ?</p> <p>Comment [W13]: Maybe</p> <p>Comment [W14]: Some loss of focus here</p>
<p>Furthermore, he was also important, because although he wasn't a main character he was the most likeable and the most memorable. This is why I feel Mercutio is important in the play.</p>	
<p>Examiner's Comment:</p> <p>AO1: Very engaged discussion, with some relevant references and a strong personal response.</p> <p>AO2: No specific references to 'how' / use of language, etc. However there is some implicit reference to language and its effects.</p> <p>AO4: 3/5</p> <p>Overall: The candidate has a clear focus on the task; AO1 is much stronger than AO2 here. Overall the candidate would receive a mark in mid Band 3.</p>	

Romeo and Juliet essay question.

Even though Mercutio dies at the beginning of Act 3, he is very important to the play as a whole. Show how Mercutio could be shown to be important to the play as a whole.

Mercutio is the most outspoken, opinionated and witty **character**, making him stand out as being the complete opposite to the majority of other characters in the play. At the beginning of the play Mercutio is introduced as a close friend of Romeo's. He gives Romeo advice about women which Romeo doesn't necessarily take as they have different views/beliefs.

Comment [W1]: Clear focus

Mercutio is lively and loud, he seems the sort of person to be a party animal and popular among peers, however in serious situations he shows loyalty and dedication. This is shown when Romeo is challenged to a duel by Tybalt. **Mercutio**, as Romeo's close friend, recognises Romeo would be in danger should he fight Tybalt as he isn't as strong nor experienced at fighting. Selflessly, Mercutio takes the place of Romeo and **defends** him by fighting Tybalt himself. This shows a profound level of loyalty and commitment he has, as he dies protecting his best friend in hope he will get to live the happy life he deserves. This links to the theme of love and **commitment** which run though the play as it shows the lengths to which people will go to protect the ones they love and also know no matter what difficulties are in their way, the characters will find a way to get round it in order for them to be **together**.

Comment [W2]: Reference

Comment [W3]: Apt reference

Comment [W4]: Thoughtful

Comment [W5]: Engaged

I believe that what happens to Mercutio sticks with **Romeo** throughout the play as he seems very aware that the threats made towards him for being with / going to see Juliet are very much real and he is in danger. I think Mercutio's **outlandish** and outspoken behaviour somewhat inspires Romeo to get what he wants (which in this case is Juliet) and not let other people stop him. I think Romeo also obides by the rules less as he has seen what **happened** to his best friend and feels there is no time to waste as you never know how long you've got left.

Comment [W6]: Discussing

Comment [W7]: e.g.?

Comment [W8]: Maybe

Mercutio is an inspiring character as **around the Elizabethan era**, people generally did what they were told and got on with it whereas Mercutio wouldn't change his beliefs or the way he spoke/acted for anyone. He was very confident and more like someone from the **modern time**. I think Mercutio would have been someone other characters may have looked up to as they would have liked to have felt able to express their own true feelings and opinions and have a choice in the things they do, however this would have been seen as unruly and wrong at **that time as people**, especially women did what they were told and didn't express their **true opinions**.

Comment [W9]: Context not assessed here

Comment [W10]: Engaged response

Comment [W11]: Getting a bit general here

Comment [W12]: Focus

Comment [W13]: Loss of focus

Perhaps Mercutio was a **character** who would have given people of that era hope that one day it will be seen as normal / acceptable to make your own choices and have your way in a big decision such as the person you shall marry.

Another idea is Romeo could have been influenced by Mercutio and felt it only right to be happy with Juliet despite all of the costs after Mercutio's death so he could do something the way he did / would have done, in his **honour**.

Comment [W14]: Repeats

Mercutio was very **clever** and quick witted. however due to his jokey personality people could have underestimated him. I believe this strongly links to the way Romeo is **undermined** for just being a Montague and not the strong, loyal person **he** really is who will go to any length to ensure he gets what he longs for, despite the cost.

Comment [W15]: Proof?

Comment [W16]: Maybe

Comment [W17]: Proof?

I feel Mercutio strongly influences the play even after his death, not only for his personality but the way he died defending a friend he loved dearly. I think his death puts things into **perspective**, that life doesn't last forever and you have to hold on to what you want however hard. I believe this is a

Comment [W18]: Engaged

good moral message for the other characters and also the audience of the play. It tells you to also be the person you want to be and don't change for anyone. His character fits into the play nicely as it balances out of all of the seriousness of the plot and other characters, adding humour and dynamics to the play. Mercutio's influence in the play is drastic but I believe he influences it positively.

Comment [W19]: Interesting point

Examiner's Comment:

AO1: Some promising ideas, although not all are developed, and there's some loss of focus. Engaged discussion.

AO2: Missed opportunities to look at use of language etc.

AO4: 4/5

Overall: This is let down somewhat by the lack of focus on AO2. It would receive a mark in mid Band 3.

Eduqas
English Literature
GCSE Exemplar
for: Component 2
Section A
Lord of the Flies
Essay Question

SECTION A (Post 1914 Prose/Drama)

*Answer on **one** text only.*

Lord of the Flies

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novel to answer this question.

Write about the character of Jack and how he is presented throughout the novel.

In your response you should:

- refer to the extract and the novel as a whole;
- show your understanding of characters and events in the novel. [40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

They were in the beginnings of the thick forest, plonking with weary feet on a track, when they heard the noises – squeakings – and the hard strike of hoofs on a path. As they pushed forward the squeaking increased till it became a frenzy. They found a piglet caught in a curtain of creepers, throwing itself at the elastic traces in all the madness of extreme terror. Its voice was thin, needle-sharp and insistent. The three boys rushed forward and Jack drew his knife again with a flourish. He raised his arm in the air. There came a pause, a hiatus, the pig continued to scream and the creepers to jerk, and the blade continued to flash at the end of a bony arm. The pause was only long enough for them to understand what an enormity the downward stroke would be. Then the piglet tore loose from the creepers and scurried into the undergrowth. They were left looking at each other and the place of terror. Jack's face was white under the freckles. He noticed that he still held the knife aloft and brought his arm down replacing the blade in the sheath. Then they all three laughed ashamedly and began to climb back to the track.

'I was choosing a place,' said Jack. 'I was just waiting for a moment to decide where to stab him.'

'You should stick a pig,' said Ralph fiercely. 'They always talk about sticking a pig.'

'You cut a pig's throat to let the blood out,' said Jack, 'otherwise you can't eat the meat'.

'Why didn't you – ?'

They knew very well why he hadn't: because of the enormity of the knife descending and cutting into living flesh; because of the unbearable blood.

'I was going to,' said Jack. He was ahead of them and they could not see his face. 'I was choosing a place. Next time –!'

He snatched his knife out of the sheath and slammed it into a tree trunk. Next time there would be no mercy. He looked round fiercely, daring them to contradict. Then they broke out into the sunlight and for a while they were busy finding and devouring food as they moved down the scar towards the platform and the meeting.

Lord of the Flies - example 1

Using the extract, Jack can be seen to be presented as being a character who turns from an innocent boy, to a merciless boy. This can be shown in the line "I was just waiting for a moment to decide where to stab him" (following him letting a pig get away from them) then in the line (when describing Jack) "next time there would be no mercy." This shows to the reader the change Jack makes from being a character with a conscience (as he doesn't want to kill the pig) to a character with no mercy. This is the turning point in the novel of Jack's behaviour as after this scene he becomes savage and violent, regressing in social standards. He goes from being a civilised boy to a savage hunter.

There is focus and overview from the start

Clear overview

Throughout the novel, Jack is presented to us as a character who regresses. We can see this in the line (when describing his hair) as "considerably longer" than it had been, with him carrying "a sharpened stick" and apart from his tattered shorts "he was naked." All of these examples show how Golding represents Jack to be regressing throughout the novel as his appearance is becoming much more savage-like to how he first was when they landed on the island. He began the story as a civilised character, the head of the choir who wore a long cloak, but throughout the novel he socially regresses, becomes savage like e.g. when he holds the "sharpened stick" which is a basic savage-like hunting tool and becomes the head of the hunters rather than of the choir, making him appear to be a tribal character compared to his previous state as a civilised character.

Detail taken from the text

In the novel, Golding presents Jack to the reader as being a self-conscious character, despite his violent and savage nature. We are told that only when he wore his hunting mask was he finally "liberated from shame and self-consciousness." This tells the reader that Jack's only way to feel comfortable in his own skin was to hide beneath a mask, though this mask may have not only been the paint

Discussion is evident here

he wore when hunting. Golding may have been trying to present Jack as a self-conscious character throughout, only using the violent and savage front to make the other boys fear him so he could finally feel untouchable rather than vulnerable, his vulnerability only being shown once in the novel when after being rejected by the boys to re-vote and have him as the leader in the line "the humiliating tears were running from the corner of each eye."

Golding presents the character of Jack as being a hunter. This can be seen in the lines "he was a hunter all right" (when referring to Jack) and "nobody doubted that." The fact that we are told there was no doubt whatsoever in Jack's being a hunter shows to the reader that Jack is ruthless and without a doubt the best hunter on the island. Jack can also be seen to be a hunter when he becomes "the chief" as this presents him as being the leader of the group of hunters, therefore further portraying him to be a hunter himself.

A thoughtful response

Reference to the text

AO4: This is a thoughtful response which sustains focus on the task. There is a secure understanding of key aspects of the extract and the wider text with a good deal of engagement. It is hindered by a lack of development but would be a clear Band 4 response.

AO3: Much more limited. The candidate begins to analyse the use of language and there is some reference to meaning and effects but this would only just be into Band 3.

Overall: This would just tip into Band 4.

AO4: 4/5

Lord of the Flies - example 2

In this extract Jack is shown to be aggressive. This can be seen when Golding writes “slammed it into a tree trunk” by his actions he is trying to show who’s boss and he does it in an aggressive way. He Try’s to intimidate the others by having a knife and trying to kill. Showing he is not affraid. However in this extract Jack is also shown to be scared as you can see in this line “I was going to” he didn’t have it in him to kill the pig. He was weak and affraid he couldn’t step up to being more than a little child.

When we meet Jack at the beginning of the novel he is already shown as power hungry. You can see this when Jack says “Choir! Stand still!” He comes in with his own little group that he is in charge of. He is so demanding that he wouldn’t let them sit down or take off their robes which (in the heat) would have been very warm. He also then try’s to become the leader of the whole group when he says “I ought to be chief” he believes that he is better than everyone else and thinks that he should be in charge, he also has the most ridiculous reasons which know one cared about.

When he doesn’t get his way he is very angry and shows us that he probably got his way a lot at home. But when he got some power back being the hunter he was much happier.

Focus on the extract

Selects text and there is some engagement with the question

Reference to the text

AO1: There is some focus on the task and some engagement with the question. There are only limited references to the whole text although the candidate does support some of their response with references to the extract. This would be a Band 2 response.

AO2: There are only general comments on the language and this struggles to move outside of Band 1.

Overall: Due to the limited nature of the response, the candidate would receive a mark at the lower end of Band 2.

AO4: 2/5 the brevity of the response is penalising.

Lord of the Flies - example 3

In the extract, Golding is showing a scene where Jack and the other boys are hunting, where they suddenly come across a pig making a high pitched "squeaking" noise. Immediately, as readers we can see the three boys transition from normal school boys into hunters, as they all "rushed forward" towards the pig. It is at this point where we witness Jack become more savage and it is evident that he is enjoying the hunt as he drew his knife with a "flourish." The word "flourish" suggests that Jack is relishing this moment of glory and grows excited at the thought of murdering an animal.

Clear focus on the extract

well noted

Focus on language and effects

However, although Jack appears ecstatic at the thought of murdering an animal, we can still sense his nerves as Golding states that "Jack's face was white under the freckles," demonstrating that Jack has still regained a sense of moral behaviour, which society has installed in him, as he is not yet able to murder an innocent animal. This presents Jack to still have some morals, as even at the height of the hunt Jack is unable to murder.

Sensitive

True

Golding further demonstrates Jack to still have a sense of moral behaviour, as he shows Jack talking to the other boys explaining why he was unable to kill the pig.

However, it is at this pivotal moment where we witness Jack regress from the innocent schoolboy to a savage hunter as he states "Next time there will be no mercy," showing that every sign of moral behaviour in Jack has now gone. This creates a sense of foreboding, as it implies that Jack will no longer hesitate when in the act of killing an animal, which demonstrates that Jack is turning more savage. This is supported as Golding describes Jack to look around "fiercely," showing that Jack's innocence has been replaced with anger and that he will no longer hesitate when killing, as he further descends into a world of savagery.

Sustained discussion is beginning to be evident here

Thoughtful discussion

From the very start of the novel, it is clear to the readers that Jack strives for autocracy on the island, as he is described as "the boy who controlled them", when in the

context of him and his choir. The word “controlled” demonstrates that Jack is the leader of the boys and views himself as having absolute control and power. In addition, Golding describes the boys to be in two parallel lines” which is reminiscent of soldiers in an army and further demonstrates regimentation in Jack’s and his choir’s behaviour. This demonstrates Jack to have unthinking acceptance of authority and indicates that he already feels that he is the only leader who therefore controls the boys and their actions. This is further presented where Jack remains in control of the choir and becomes in charge of hunting, showing that although Jack isn’t chief, he still feels that he needs to be in control of some of the boys.

Detail

Thoughtful

As the novel progresses, we can witness Jack become more savage, as his priorities of hunting overtake Ralph’s priorities of building huts and making plans of rescue. This is evident, where Jack and hunters go hunting instead of making a fire, as he states he needed “meat”, which results in them missing an opportunity to signal a boat, which demonstrates that hunting has become Jack’s main priority over the thought of rescue.

Yes!

We further witness Jack become more savage, as in Chapter four, Jack paints his face where his laughter ‘became a bloodthirsty’ snarl, demonstrating that Jack’s new image has allowed him to become more savage and fulfil his desires.

Reference to the text

Towards the end of the novel, we can witness Jack form his own tribe, where the main priority is to hunt, where he forms a large hate towards Piggy due to his intelligence. Throughout the whole of the novel, Jack develops a vendetta for killing pigs, and as Piggy’s nickname is “Piggy”, this creates a sense of foreboding as we feel Jack could kill Piggy. Although Roger killed Piggy, throughout the novel we can witness Jack regress to savagery as his moral behaviour slips away from him and a life of savagery and leadership replace his existence.

Seems to be skimming over details here and more detailed discussion and analysis is needed.

AO1: There is sustained focus on the task although the response is a little unbalanced. The candidate has a thoughtful approach with well-chosen reference to the extract and the wider text. This would be at the top of Band 4/the bottom of Band 5.

AO2: This is more limited than AO1. There is some analysis and comment on the language although this needs to be developed further.

Overall: The response would receive a mark at the top end of Band 4. Weaknesses in AO2 prevent it achieving the top Band.

AO4: 4/5

Eduqas
English Literature
GCSE Exemplar
for: Component 2
Section A
Never Let Me Go

3. ***Never Let Me Go***

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novel to answer this question.

Write about friendship and the way it is presented in *Never Let Me Go*.

In your response you should:

- refer to the extract and the novel as a whole;
- show your understanding of characters and events in the novel.

[40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

He was lying on the bed, and went on staring at the ceiling for a while before saying: 'Funny, because I was thinking about the same thing the other day. What you've got to remember about Ruth, when it came to things like that, she was always different to us. You and me, right from the start, even when we were little, we were always trying to find things out. Remember, Kath, all those secret talks we used to have? But Ruth wasn't like that. She always wanted to believe in things. That was Ruth. So yeah, in a way, I think it's best the way it happened.' Then he added: 'Of course, what we found out, Miss Emily, all of that, it doesn't change anything about Ruth. She wanted the best for us at the end. She really wanted the best for us.'

I didn't want to get into a big discussion about Ruth at that stage, so I just agreed with him. But now I've had more time to think about it, I'm not so sure how I feel. A part of me keeps wishing we'd somehow been able to share everything we discovered with Ruth. Okay, maybe it would have made her feel bad; made her see whatever damage she'd once done to us couldn't be repaired as easily as she'd hoped. And maybe, if I'm honest, that's a small part of my wishing she knew it all before she completed. But in the end, I think it's something else, something much more than my feeling vengeful and mean-spirited. Because as Tommy said, she wanted the best for us at the end, and though she said that day in the car I'd never forgive her, she was wrong about that. I've got no anger left for her now. When I say I wish she'd found out the whole score, it's more because I feel sad at the idea of her finishing up different from me and Tommy. The way it is, it's like there's a line with us on one side and Ruth on the other, and when all's said and done, I feel sad about that, and I think she would too if she could see it.

Never Let Me Go

Friendship is a key theme throughout *Never Let Me Go*. One friendship which we see develop and grow throughout the novel is that between Kathy and Tommy. The friendship is obvious from right at the start of the novel when Tommy throws a tantrum on the football pitch. While Ruth is counting down to when he will start, Kathy seems notably worried about getting his poloshirt muddy. We understand that there is probably a deeper feeling towards him. This connection continues to grow at Hailsham with Tommy confiding seemingly everything with Kathy such as his talks with Miss Lucy about being creative. We assume that they would be a natural couple however it is Ruth who ends up going out with Tommy. This is what Kathy describes when she says 'see whatever damage she'd once done to us' in how Ruth has stopped her and Tommy from being together. The quote is however tinged with a sense of forgiveness in saying 'once done' suggesting that Kathy no longer holds it against Ruth – that it was done 'once' and is now well into the past. The idea of forgiveness will be discussed in more detail later.

Tommy's friendship with Kathy and him going out with Ruth is perhaps symbolic of a deeper message within the novel. Ishiguro uses their friendship to present the idea of being complicit or going along with something with which you don't really agree. Tommy and Kathy were obviously very close at Hailsham even well after leaving Tommy still remembers the 'secret talks [they] used to have' showing how they must have meant something to him at Hailsham. We assume therefore that Tommy wanted probably to be in a couple with Kathy however Ruth probably asked him first and he could not bring himself to say no. This shows, on a more comprehensible scale, the 'damage' and regrets that being pushed or complicit with things you don't want can have. The larger message of this is perhaps to do with the idea of human cloning and how, as is said in their visit to Madame, people want to dehumanise the clones so they can bring themselves to take their organs. While nobody really from the outside apart from the guardians is really described we may take it that many of them would be against using the clones yet none of them will say no to it. This is one of the characteristics of a dystopian novel. Presenting an idea that is present in society – people not saying no to things they don't agree with – and showing the damage this can cause through the storyline of the novel.

While Ruth seems in many respects to have spited and hurt Kathy they still remain close even up to the point where they complete. As Ruth needs completion, in one last act of true friendship, she tells Kathy to go out with Tommy. This is shown in the extract with, 'she [Ruth] wanted the best for us at the end.' While there seems a sense that they feel some spite towards her, as the quote suggests they recognise she behaved badly before, Kathy says she has got no anger left for her now. This presents the idea of forgiveness and how she could never truly bring herself to hate Ruth in spite of what she did.

Perhaps one reason for forgiving Ruth is that she still thought that there was chance of a deferral for the other two. While we may question whether she really thought this or whether it was her trying to allow herself to have some excuse and forgiveness for what she had done. We get the impression from the extract that Kathy believed the former when she says that things 'couldn't be repaired as easily as she had hoped.' Ruth thought they would have more time together and this is perhaps one way in which Kathy can forgive her. It is the donations process that is stopping them from being together.

This idea of compassion, love and friendship are all characteristics which ensure the reader comes away feeling that the characters are truly human and not just 'clones'. It makes Ishiguro's message even more powerful as he is able to convey it through characters which seem so real that the reader can almost share feelings with them. As we see Ruth complete and we know the same fate awaits Kathy and Tommy it makes the reader question to themselves if they could ever live in a society like

Comment [W1]: Good focus

Comment [W2]: Apt reference to the event

Comment [W3]: A thoughtful evaluation

Comment [W4]: Thoughtful discussion

Comment [W5]: A good overview

Comment [W6]: Interesting point

Comment [W7]: Valid points

Comment [W8]: Evaluative

Comment [W9]: Sensitive

Comment [W10]: A sensitive probing of motives

that. It is in this that Ishiguro has achieved the objective of the dystopian novel – to convince a reader the novel could be real and show them the horrors that can come if we allow them.

Examiner's Comment:

AO1: This would be in Band 5. There is a sustained focus on the task, including a sense of overview. There is evidence of a sensitive and evaluative approach to the task.

AO2: This would achieve a mark in Band 4. There is an increasing awareness, discussion and analysis of Ishiguro's use of language, form and structure.

AO4: SPAG: 4/5

Overall: There is a good use of the extract here as well as the wider text. The candidate's answer is sensitive and evaluative with a clear overview. There is also some thoughtful probing of language and effects. Overall it would achieve a mark into Band 5.

Never Let Me Go	
<p>Friendship in 'Never Let Me Go' is presented in a way that shows Tommy and Kathy Miss Ruth and reminisce over the times they had together and what they should of told her before she completed.</p>	Comment [W1]: Candidate focusses on the extract here.
<p>Tommy starts by '...and went on staring at the ceiling before saying:', this indicates that he could say alot of things to say about Ruth but has to think about his choice of words.</p>	Comment [W2]: Good inference
<p>He then says 'You and me right from the start,' showing he still remembers that it was him and Kathy right from the start and then Ruth came along and was completely different to them both. She was bossy and boistrous whereas Kathy and Tommy were quiet and more aware of their surroundings. They were complete opposites as friends.</p>	Comment [W3]: Some discussion of character
<p>Tommy then reminds Kathy of the times they used to have 'all those secret talks,' showing that their friendship was quite private and secluded only for them to share.</p>	
<p>'She really wanted the best for us.' This implies that even they weren't similar they still were close to her and before she completed, she thought about them and told them that they should be together because she wanted them to be happy, when she had gone.</p>	
<p>Kathy says 'A part of me keep wishing we'd somehow been able to share everything we discovered with Ruth' so she feels like she still wants to tell Ruth about the times she has had with Tommy showing she misses her as a close friend and misses talking to Ruth about things she couldn't talk about with Tommy.</p>	Comment [W4]: Reference to the text
<p>Kathy then explains how she could of 'made her see whatever damage she's once done to us couldn't be repaired as easily as she'd hoped,' after this she says how there is a 'small part of my wishing she knew it all before she completed.' Showing that she wished she could of told Ruth the things that damaged both Tommy and Kathy that Ruth may not of realised hurt them beyond repair. In hopefulness that she would understand before she left them.</p>	Comment [W5]: Good inference.
Examiner's Comment: AO1: The candidate has a limited approach but there is some focus on the question. AO2: Only implicit analysis is evident here. AO4: SPAG:3/5 Overall: This is very dependent on the extract with limited reference to the rest of the novel so the candidate's marks are limited. The candidate would be at the top of Band 2 for this response.	

Never Let Me Go
<p>Friendship is presented throughout Never let me go from start to finish. The first time this was noticable is when Tommy calls Kathy by her nickname. This represents friendship well because it shows a connection. In the extract Tommy also says 'You and me Kath right from the start even when were little,'. 'Remember, Kath, all those secret talks we used to have. Both these quotes used by Tommy clearly represent friendship as they are talking about all the memories and time they have had together. At Hailsham, Kathy always supported Tommy with his anger issues and tried her best to help him. In the extract it also says 'I was thinking about the same thing.' This also supports the idea of friendship as they are both thinking alike.</p>
<p>Friendship was also presented between both Tommy and Ruth, and Kathy and Ruth. Kathy and Ruth always used to tell each other their feelings and secrets in confidence in their dorms at Hailsham. They also had a no arguing rule, where if somebody said something you didn't believe was true. You wouldn't question them, but keep your own thoughts to yourself. They do this so arguments don't arise and get in the way of their close friendship.</p>
<p>When Kathy Ruth and Tommy are at the cottages we see that their friendships are a bit stronger. Firstly when they go on their day trip to Norfolk with Chrissie and Rodney. Ruth wants to go and visit one of Chrissies friends, meanwhile Kathy does not. Tommy then decides to go with Kathy. This is a shock to both Ruth and the reader as we can now see how Tommy and Kathy are becoming a lot more than just "friends". Ruth should have been greatful they went with her. As Chrissie and Rodney say they might have seen Ruths "possible". Tommy and Kath go for moral support; as her friend. This also represents friendship, as they are not doing it for their benefit, they are doing it to help a friend.</p>
<p>While they are out in Norfolk looking in a shop for Kaths CD. They find it, and Tommy buys it for her. Tommy does this to show his feelings towards Kath. On the way home from Norfolk Kath and Ruth also make up, this clearly shows how strong their friendship is, as their arguments never seem to last very long.</p>
<p>At the donating stages of the book. Kathy becomes both Ruth and Tommy's carers despite knowing how hard it would be for here watching her friends suffer. Before Ruth dies she owns up to Kathy and tells her how she knows that she got in the way of her and Tommy being together. In the extract, Kathy says 'maybe it would have made her feel bad.' This also shows friendship on Kathys behalf. As she is stepping into Ruths boots to see the events from her perspective.</p>
<p>In the extract it also says, 'she really wants the best for us.' Ruth always knew that three is a crowd and she was the one being left out but in the end she admitted she knew she was getting in the way of her friends.</p>
<p>The final thing is at the end of the book where Kathys is just looking out over the fields and thinks she sees Tommy. This just clearly shows how much of a good friend he was to her!</p>
<p>Examiner's Comments: AO1: Keeps focussed. It is quite a straightforward response but it is engaged and relevant with apt references to the extract and to the wider text. AO2: There are some relevant comments but this is underdeveloped. AO4: SPAG: 3/5 Overall: Overall the response is into Band 3.</p>

Comment [W1]: Possibly

Comment [W2]: Fair inference

Comment [W3]: A better inference here

Comment [W4]: There is some extended discussion here and the candidate is staying focussed

Comment [W5]: A relevant personal response

Comment [W6]: Valid inference

Comment [W7]: Maybe...

Comment [W8]: A personal response here

Never Let Me Go	
<p>Never let me go is a dystopian novel, so the friendship dimensions between Tommy, Ruth and Kathy are quite different. friendship is one of the main themes in the novel and gives the reader a lot of information about the characters personality.</p>	<p>Comment [W1]: Clear focus from the start</p>
<p>Throughout the whole book, there is the idea that Tommy and 'as a couple Kathy are meant to be together' because they have the closest friendship, yet it is infact Tommy and Ruth that are in a relationship. Tommy and Kathy's friendship is more like a mother and son relationship because Kathy is always looking out for Tommy, we can see this when Kathy warns Tommy not to get his favourite top dirty when he is playing football. As they grow older Tommy and Kathy listens to all of Tommy's conspiracy theories, like why art was so important in Hailsham. In the extract, we can see that Tommy has realised that he and Kathy were different to ruth because he says 'remember about Ruth, when it came to things like that, she was always different to us'. Tommy and Kathy become a couple once Tommy starts his donations and we can see that he values and remembers his and Kathy's friendship more because he says 'Remember, Kath, all those secret talks we used to have?' This implies that he often thinks about he and Kathy were when they were younger.</p>	<p>Comment [W2]: At first..</p> <p>Comment [W3]: Reference to the text</p> <p>Comment [W4]: Reference to the extract</p> <p>Comment [W5]: Yes!</p>
<p>Ruth and Kathy's friendship was very distanced and they would always argue, yet deep down they cared for each other. In Hailsham Ruth would lie a lot, like the time she told everyone that Miss Geraldine had given her a pencil case, and this annoyed Kathy because Ruth would never open up to her and tell her why she was lying. Their friendship got better once Ruth cried to Kathy, and this made Kathy realise that they were closer than they would like to think. One thing they argued a lot about was Tommy and how Ruth didn't care about him, yet Kathy really did. Kathy is also a bit jealous of Ruth because she is with Tommy and she thinks that Ruth doesn't want her and Tommy to be friends. The reader knows that that isn't what Ruth is trying to do, in the extract Kathy realises this because she says 'she really wanted the best for us'. In the cottages, Kathy and Ruth have a much better friendship with each other because they spend time together and tell each other everything.</p>	<p>Comment [W6]: A thoughtful response</p> <p>Comment [W7]: Apt reference</p>
<p>The students have no family so friendship is put in its place. They have no contact with anyone from the outside world, so they depend on their friends the most. Kathy becomes a carer and looks after both Ruth and Tommy when they start their donations, in the same way that a mother looks after her children when they're ill. Once Ruth has completed, Kathy starts to feel guilty for not being more like Ruth and in the extract we know that this has upset her because she says 'there is a line with us on one side and Ruth on the other'.</p>	<p>Comment [W8]: Good points</p> <p>Comment [W9]: Apt reference</p>
<p>The students don't know what it's like to love someone as a family member because they never had a family from being a young age. It is also shown that they feel emotion towards one another, yet they are never completely upset when their friend completes. When Ruth had completed Kathy had shown that any hate she had towards Ruth had gone and she tells the reader this because in the extract she says 'I've got no anger left for her now'.</p>	<p>Comment [W10]: True</p>
<p>Examiner's Comment:</p> <p>AO1: This candidate's approach to AO1 is thoughtful with the majority of discussion rooted in the extract.</p> <p>AO2: AO2 tends to be more implicit.</p> <p>AO4: SPAG:3/5</p> <p>Overall: This is a top Band 4 response.</p>	

<p>Never Let Me Go.</p> <p>Friendship is a central theme in 'Never Let Me Go', and the novel revolves around the relationships its characters share with each other.</p> <p>The extract depicts Tommy and Kath conversing and reminiscing about their friendship with Ruth and each other, as well as the extract text taking place after Ruth's 'completion', in addition to being whilst Tommy is a donor.</p> <p>In the extract, Tommy addresses Kath and himself to be 'different' to Ruth, an aspect of friendship prominently featured in 'Never Let Me Go' – Kath intends to be friendly to Tommy during Hailsham, who is constantly ridiculed by the other children, while Ruth summarises his mistreatment as 'his own fault! Their concealed friendship resulting is also addressed by Tommy when he says 'Remember Kath, all those secret talks we used to have?'</p> <p>Furthermore, Tommy reminds Kath that Ruth 'always wanted to believe in things' – a trait of Ruth's evident on numerous occasions, including the time Ruth continuously lied to her circle of friends, including Kathy, about a guardian favouring other students and even going so far as to allude that the guardian, Miss Lucy, bought her a pencil case as a gift – 'Let's just agree that I got in a sale', Ruth deliberately suggesting she acquired it elsewhere. The friendship Kathy and Ruth shared in Hailsham withered when Kath confronted Ruth with evidence Ruth had indeed bought it herself, and was not being favoured, a lie Ruth had even started to believe herself.</p> <p>Additionally, Tommy says, concerning Ruth's death before knowing about the truth of defferrals, 'I think it's best the way it happened and that 'she wanted the best for us in the end'. This is Tommy being glad that he and Kathy had a chance for happiness, another example of her, 'always wanting to believe in things'.</p> <p>The friendship Tommy and Kathy share eventually evolves into a romantic relationship when Kath is caring for Tommy. Kath and Tommy, whose relationship had been effected by Ruth 'keeping them apart' amounts at the climax of the novel, however Kath holds 'no anger left for her now', despite her keeping them apart'.</p>	<p>Comment [W1]: A clear focus on the question from the start.</p> <p>Comment [W2]: Good!</p> <p>Comment [W3]: An apt reference here</p> <p>Comment [W4]: Pertinent details</p>
<p>Examiner's Comment:</p> <p>AO1: AO1 is into Band 4. The candidate sustains focus on the task and supports their response with some well-chosen references.</p> <p>AO2: AO2 is into Band 3. There are some comments on and analysis of language, structure and form but this aspect of the candidate's response needs to be more developed.</p> <p>AO4: SPAG: 3/5.</p> <p>Overall: This is a focussed and engaged discussion with some apt support for the assertions the candidate makes, it would achieve a mark into Band 4 overall.</p>	

Never Let Me Go
<p>In the extract, the theme of friendship is presented in ways such as when Tommy says 'Funny, because I was...' because the word 'Funny' shows that she regards her (Kathy) as a close friend. In the rest of the novel this has always been the case. We know that they are close because at Hailsham they look after each other and helped each other. An example of this is when later on in the novel, Tommy tells Kathy that he tried to find her lost tape when they were at Hailsham. This shows that they are looking out for each other.</p>
<p>Also, we see they are close because in the extract Tommy asks Kathy if she remembers their 'secret talks'. This is referring to earlier in the novel when Tommy shared his secret with Kathy at the pond. This implies friendship because it shows that they can trust each other, which is a key quality to their relationship. Also the 'secret talks' is referring to their frequent talks in the lunch queue which Kathy told us were the quietest and most private place to talk.</p>
<p>The extract also presents friendship when Tommy says 'she wanted the best for us at the end. She really wanted the best for us.' This suggests that Ruth cared for them and hoped they would do well until 'the end'. This can also be seen earlier in the book, when Ruth says that she wants Kathy to become Tommy's carer. This is because she wants to be sure that they will fine when she is gone. This shows her genuine caring nature, despite not being a carer for as long as Kathy.</p>
<p>Also when Kathy says that she wished that she could've 'been able to share everything we discovered with Ruth', it shows that Kathy wanted Ruth to know the truth. This implies friendship because it suggests that Kathy wanted her to know all the secrets and not hide anything from her.</p>
<p>Examiner's Comment:</p> <p>A01: There is some focus here and the response to the question is mostly clear although it lacks any real development. Nevertheless there are some apt references to both the extract and the wider text and the candidate moves into band 3 for this Assessment Objective.</p> <p>A02: There are some simple and implicit references but nothing that would move the candidate out of Band 2.</p> <p>A04: SPAG: 3/5</p> <p>Overall: Overall this response would place the candidate at the top of Band 2.</p>

Comment [W1]: This is unclear.

Comment [W2]: There is a brief reference to key detail here.

Comment [W3]: A valid point.

Comment [W4]: Some discussion and focus on the question is emerging.

Comment [W5]: This point needs development.

Comment [W6]: A valid interpretation.

Never Let Me Go
<p>In Never Let Me Go the friendships between the students are very close especially between Tommy, Ruth and Kathy. This is because at Hailsham the students don't have families so their friends are their families. This is shown by the way that the Gardians look after the children and act as their parents by teaching them about the dangers of smoking. The bond between Miss Lucy and the students is especially strong as she is willing to go against what she has been told to do in order to do what she thinks is best for the children. This eventually causes her to lose her job but she still does it anyway. This is the sort of thing a mother might do, always putting her children before herself, which shows how much she cares about the children even though most 'normals' would not.</p>
<p>The idea of 'normals' brings the students closer together as it creates a feeling of otherness between the students and people outside of Hailsham. As their time at Hailsham goes by the students realise how they are seen as different. This is shown with the Madame incident where Madame treats them as if they were 'spiders' and appears afraid of them. The word 'spiders' suggest that she sees them as beneath her but somethink you might be disgusted by this whole incident brings Kathy and Ruth closer together because they go through it together and share the same confused feeling about why this is.</p>
<p>In the extract is shows how Tommy and Kathy's friendship is different to Ruth and Kathy's friendship. Tommy supports this by saying 'she was always different to us'. He and Kathy were more interestind in their future and 'always trying to find things out'. This shows that they are less willing to accept what will happen to them.</p>
<p>When Tommy says in the extract that Ruth was different because she 'always wanted to believe in things' this shows that he might not understand how people see him. He always believed in things that others didn't, like his gallery theory. When he tells this theory to Kathy it shows how close they are as she is the first person he tells. He tells Kathy a long time before he tells Ruth. This suggests that he trusts Kathy more than he trusts Ruth which raises the question as to why he is in a couple with Ruth.</p>
<p>Also in the extract Ruth shows that she understands that Tommy trusts Kathy more than her. Tommy says 'she wanted the best for us in the end'. This show how much they matter to her and how strong their friendship is that even when she is dying she is thinking about what is best for them.</p>
<p>Examiner's Comment:</p> <p>AO1: This has a straightforward approach but still shows an understanding of key aspects of the extract and wider text.</p> <p>AO2: There is an emerging understanding of language, structure and form and some simple references to meanings and effects.</p> <p>AO4: SPAG: 3/5</p> <p>Overall: This is mainly focused with some valid support provided for the candidates' ideas. There are some comments on language although these are rather under-developed. Overall this is a sound Band 3 performance.</p>

Comment [W1]: Focussed from the start

Comment [W2]: Yes

Comment [W3]: Reference to text

Comment [W4]: There is a slight drift here from the question's focus on friendship

Comment [W5]: Reference to text

Comment [W6]: There is textual detail here but could be more clearly linked to the question about friendship

Comment [W7]: Better focus here.

Comment [W8]: Some pertinent inference

Comment [W9]: Reference to the text

Comment [W10]: A relevant point

Never Let Me Go	
<p>Friendship is an important aspect of Never Let Me Go. It's a dystopian novel, and the children in the book have no family, so their friends are very special. During her time at Hailsham, and at the cottages, we see Kathy being very close to her friends, especially Tommy and Ruth. It seems that the three of them get on well and rely on one another. Although they had their ups and downs, they were always family. 'She wanted the best for us', this quote is about Ruth and implies that through all her mood swings, annoyance, and everything else, Ruth cared about Kathy and Tommy very much.</p>	<p>Comment [W1]: Good focus</p> <p>Comment [W2]: A bit general, needs to be more specific</p> <p>Comment [W3]: Effective reference to the extract</p> <p>Comment [W4]: Good awareness here</p>
<p>Ruth and Kathy are very good friends from the start of the novel. They have arguments and fallings out, but it was always resolved. Whilst at Hailsham, Ruth acquired a very nice, very posh pencil case, and implied that Miss Geraldine gave it too her. This was later referred to as the 'Pencil case Incident'. Kathy didn't believe that Miss Geraldine got the pencil case for Ruth, so, after checking the sales records, called Ruth out on it. Instead of getting angry, Ruth just stayed quite, and shocked, which made Kathy realise that all it was, was harmless fun. In the next chapter, Kathy set out to make it up to Ruth, her 'dearest friend' by doing little things, like letting Ruth walk with Miss Geraldine, or suggesting that Ruth should ask that guardian if they were allowed to play rounders. However, the main thing that Kathy did was come to her rescue after someone else questioned her about her pencil case. 'We can't tell you where it is'. This quote fixed Kathy's friendship with Ruth.</p>	<p>Comment [W5]: Good use of detail here</p> <p>Comment [W6]: A clearly developed point</p> <p>Comment [W7]: Maybe</p>
<p>Tommy mentioned that Ruth was different to himself and Kathy. 'She always wanted to believe in things'. Kathy and Tommy were very literal, and tried to figure out the truth, but Ruth, she was different. Whilst at the cottages, two of the older veterans told Ruth that they had spotted her possible in Norfolk. Ruth, of course, wanted to go there to see if it was true, so a trip was planned, with Christie and Rodney, the older veterans, and Kathy and Tommy. Throughout the journey, Ruth was always talking to the two veterans, but later implied that she was showing off all three of them, not just her. She wanted to make a good impression for all of them. 'She really wanted the best for us'. Ruth really did, as she gave Kathy the address to Madams house, so that she could take Tommy there, and ask for a deferral, a way to spend a few years alone together.</p>	<p>Comment [W8]: Good reference</p> <p>Comment [W9]: Reference to key incident here</p> <p>Comment [W10]: Beginnings of some good discussion</p>
<p>The whole way through the book, Tommy and Kathy have a good relationship. They both confide in things together, like Miss Lucy. Tommy told Kathy that Miss lucy told him that he didn't need to worry about not being good at art. They always told each other everything, and, even though Tommy and Ruth were a couple, they were closer to each other than to Ruth. Tommy tells Kathy about his imaginary animals long before he tells Ruth. The animals were something he enjoyed, and was going to see if he ever did get a deferral. We later see that Tommy wanted to go with Kathy, not with Ruth, implying that he had loved Kathy from the beginning.</p>	<p>Comment [W11]: Engaged discussion is evident here</p>
<p>When they were all in Norfolk, Kathy decided she wanted to split from the group, having been annoyed at Ruth, and her behaviour. At this point, Tommy shows signs of wanting to be with Kathy rather than Ruth, by opting to stay with her, instead of with the rest of the gang. Here, Kathy mentions, was great fun. They get lost a little, and ran through old charity shops looking for an old tape that Kathy once owned. And although Kathy found a version of the tape, she didn't want their fun to end. Ruth begins to realise that Kathy and Tommy belong together, and in the final part of the book, she tells them that she is sorry that she kept them apart, and she wants them to be together.</p>	
<p>Friendship is portrayed as a method of survival in Hailsham. Things are very different there than to normal schools, as it is a dystopian book, which means this could happen in the future. With no family for any of the kids, they rely on each other for support, care and for fun. They are all one big dysfunctional family, that works. Most students get on well, and</p>	<p>Comment [W12]: Not quite clear</p> <p>Comment [W13]: A valid point</p>

remained friends for the remainder of **their** time in the school before leaving to the cottages, to become carers and finally, to donors. The exchanges and the school is an example of this. Their most unique possessions were made by other members of their school, and they have to mean something. Kathy got a calendar from the exchanges, which she liked very much, so she must rely on her friends to make nice things for each **other**.

Comment [W14]: A fair comment

Overall, friendship is very important for them all, all through the novel. With no real family friendship is the next best thing, sometimes even better. Although their end game may not be the greatest, their lives before they completed were good, **and**, although it sounds cheesy, it was due to having their friends, their small big **surrogate** family, which means everything to them.

Comment [W15]: Indeed

Examiner's Comment:

AO1: The response is focussed and engaged and into Band 4.

AO2: The candidate relies too heavily on implicit references but this response would also be placed into Band 3.

AO4: SPAG: 3/5

Overall: Overall the candidate would achieve a mark into Band 3. Some engaged discussion is evident here, although it is rather dependent on narrative, it is still focussed.

Never Let Me Go
<p>Friendship is presented in Never Let Me Go through a number of themes, protection, betrayal, memories and understanding. These themes are presented throughout the novel in parts 1, 2 and 3.</p>
<p>The theme of understanding is displayed best at Hailsham and after Ruth died; when Tommy and Kathy are reflecting upon her. We see how they understand the differences between Kathy, Tommy and Ruth. 'Remember, Kath, all those secret talks we used to have? But Ruth wasn't like that', this extract highlights the difference in all three of their relationships, and how they understood who to talk to in different situations, and how close Kathy and Tommy are.</p>
<p>We also see the theme of protection and understanding at Hailsham, when Ruth pretends as though the pencil case she bought was a gift from Miss Geraldine. This angers Kathy and so she confronts her, and at this moment in the novel we see how Ruth's hard, unbreakable character is all an act, we see her insecurities and suddenly Kathy sees it too. and throughout the rest of part 1, we see how Kathy 'wanted to tell her I was sorry'.</p>
<p>In parts 1 and 2, we see the theme of understanding yet again, as Kath loses her favourite tape, and although we do not find out until part 2 just how much Ruth and Tommy looked for it, we immediately see how Ruth understands how important it is and begins to ask the other girls. Tommy portrays his understanding for Kathy more in Part 2, when their at the cottages; they take a trip to Norfolk which they believed to be the lost strip'. All the students at Hailsham believed that when they lost something, it would be at Norfolk. Tommy understands this and so takes her there to try too find it.</p>
<p>The theme of protection is also shown on the trip to Hailsham, when Ruth breaks down on the beach to Kathy and Tommy as she 'always wanted to believe in things'. At this point in the novel a lot of things become clear to the reader, about why Kathy looked through Porn magazines, why there were no proper subjects at Hailsham, why they had to be donors. 'Look in the gutter' is a very powerful line, as it shows where they were cloned from. Trash. Prostitutes. Drug addicts. Anyone that needed money.</p>
<p>'Whatever damage she'd once done to us couldn't be repaired', this quote best symbolises friendship upon the theme of betrayal, on the way back from visited 'the boat', Kathy stops the car to let them look at an advertisement, of new offices opening up, because they reminded her of a flyer her and Ruth found. At this point, Ruth tells them about how she kept them apart because 'she was always different to us' She didn't want to lose her friends and so betrayed them, kept them apart so that she could have them both. At this point in the novel we see how much damage Ruth has caused them both; and betrayed them beyond repair.</p>
<p>To conclude, friendship is shown throughout the novel in both the most complex and simple forms. 'We watched the sun go down over the roofs and talked about Hailsham, the cottages' sums up all of the friendship. As even in their weakest moments, they can still be Kathy and Ruth.</p>
<p>Examiner's Comment:</p> <p>AO1: There is a focus on the task and an understanding of the key aspects of the extract and the wider text. There are also some well-chosen direct references.</p> <p>AO2: There is some discussion of language, form and structure.</p> <p>AO4: SPAG : 3/5</p> <p>Overall: This is a thoughtful and focussed discussion with clear references to language and structure. It reaches Band 4 for both Assessment Objectives although it is slightly stronger for AO1. It would be a good Band 4 response overall.</p>

Comment [W1]: A clear focus from the start

Comment [W2]: Pertinent reference to the text

Comment [W3]: Sensitive discussion

Comment [W4]: Apt discussion

Comment [W5]: Some reference to language and its effects

Comment [W6]: This could be further developed here

Never Let Me Go	
<p>A massive aspect illustrating the aspect of friendship throughout the novel is the whole idea that all their friendships have been based upon this desperate hope they all share within each other. Ruth, Kathy and Tommy are going through a horrific, long process which can only be done when there is a form of optimism and hope within their bondings. For example, when Kathy says that they would 'somehow have liked to have been able to share everything [they had] discovered with Ruth', it indicated to us that Kathy seemingly realises that their friendship was all somewhat based upon hope, and may have almost felt somewhat fake – as there really wasn't much hope in the situation at all.</p>	<p>Comment [W1]: Focus and overview</p>
<p>'Never Let Me Go' is a dystopian novel – a novel set within the future, illustrating to us the sheer horrors humanity are well capable of creating. I believe that the tight friendships between Tommy, Kathy and Ruth are an ultimate representation of the need of each other within humanity, and how that even if the human race gets somewhat out of control, we all still need to have these friendships, and get through the traumatic journeys of life together.</p>	<p>Comment [W2]: Thoughtful reference to detail</p> <p>Comment [W3]: Consistent reference to relevant terminology</p> <p>Comment [W4]: An engaged response</p>
<p>The world in 'Never Let Me Go' is seemingly absolutely wrong, and Tommy, Kathy and Ruth are treated beyond unfairly. However, even when completion is perhaps immanent, these friendships are still what they talk about. They are about to go into a traumatic death, and yet they are still worried about weather they should have told Ruth about the donations, and weather they should have 'shared everything they discovered'. This makes the reader understand that, however awful humanity can get, it will always be those friendships which we keep our mind set on.</p>	<p>Comment [W5]: Eventually, yes</p> <p>Comment [W6]: Thoughtful and engaged discussion</p>
<p>There is a clear sense of authority within the friendships at Hailsham and after especilly within the friendship of Kathy and Ruth. Ruth always seems to want some kind of authority over Kathy. The pencil case incident is a perfect example of this. Ruth is seemingly quite an insecure character, and this special treatment she wants people to believe she has with Miss Geraldene really seems to help her believe more in herself. Kathy, however, may not be as loved as Ruth, but certainly has a good sense of quiet confidence within herself – she is confident to become friends with Tommy, for example, even though many wouldn't be self-assured enough to do so, as she is seen as a bit of an isolated soul. Ruth seems to notice this quiet confidence with Kathy and gets jealous. This could perhaps be why she goes out with Tommy even though she knows that he likes Kathy... she simply wants to have authority over Kathy. This authority within the friendship, however, has to come to a forceful end when Ruth sadly completes. Although one may think that Kathy will ultimately have to have authority over Ruth once she is gone (Kathy has Tommy and hasn't died from giving donations), I believe Ishiguro makes it quite clear to the reader that Kathy and Ruth's friendship ends quite even sided. When Kathy says she has 'no anger left now', it indicates to the reader that they ultimately parted on good terms, and all feelings of jealousy and envy were demolished.</p>	<p>Comment [W7]: Detail re pencil case – specific to general</p> <p>Comment [W8]: True..</p> <p>Comment [W9]: Interesting discussion</p> <p>Comment [W10]: Valid speculation</p>
<p>Also, I believe there is a sense of forcefulness within the friendships throughout the book 'Never Let Me Go'. Tommy, Kathy and Ruth meet at Hailsham, our equivalent to school. They are never released into the outside world, a place where one may meet friends who share the same intrests as you (a sports club for example, or a scout unit.) This results in the children at Hailsham to make friends with people they may perhaps not have normally have made friends with. Tommy, Kathy and Ruth then go to the cottages together (our equivalent of university) and still stay together as friends. It is rare with our society to stay with your school friends during your young adult years, as those are the years where one gets their own proper freedom, their own true independent life. This doesn't seem to be granted to Ruth, Tommy and Kathy, as they aren't seemingly given this freedom, yet they have to stay together, to reinforce the importance of dependence and hope within human interactions. It is true that Ruth makes friends with Chrissie and Rodney – yet this doesn't seem to last, as their lives are simply processes, and the friendship we see between Ruth, Chrissie and</p>	<p>Comment [W11]: Perhaps</p> <p>Comment [W12]: Points are further developed here</p> <p>Comment [W13]: Quite an original point</p> <p>Comment [W14]: Moves from the specific to the general</p>

Rodney doesn't fit the process their what seems 'insignificant' lives have been put in.

There is a certain sense of family within the friendships. Comments such as 'she wanted the best for us at the end', show us how close the friendships within the novel must have been, as even when completion is near, they are determined to think of each other, seeing as they have gone through all their lives since childhood together.

Examiner's Comment:

AO1: This is very thoughtful here with a personal response to the questions. There are some apt references to the extract and the wider text. It moves quite comfortably into Band 5 here.

AO2: This is slightly weaker. The references to 'how' could be more explicit and developed and this candidate was placed in Band 4.

AO4: SPAG: 4/5

Overall: Overall the candidate was given a mark just into Band 5.

Eduqas
English Literature
GCSE Exemplar
for: Component 2
Section A
Blood Brothers
Essay Question

Blood Brothers

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole play to answer this question.

Write about the relationship between Edward and Mickey and how it is presented at different points in the play.

In your response you should:

- refer to the extract and the play as a whole;
- show your understanding of characters and events in the play.

[40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

EDWARD:	Mickey, what's wrong?
MICKEY:	You. You're a dick head!
	EDWARD <i>is slightly unsure but laughs anyway.</i>
	There are no parties arranged. There is no booze or music.
	Christmas? I'm sick to the teeth of Christmas an' it isn't even here yet.
	See, there's very little to celebrate, Eddie. Since you left I've been
	walking around all day, every day, lookin' for a job.
EDWARD:	What about the job you had?
MICKEY:	It disappeared. <i>(Pause.)</i> Y'know somethin', I bleedin' hated that job,
	standin' there all day never doing nothin' but put cardboard boxes
	together. I used to get... used to get terrified that I'd have to do it for
	the rest of me life. But, but after three months of nothin', the same
	answer everywhere, nothin', nothin' down for y', I'd crawl back to that
	job for half the pay and double the hours. Just... just makin' boxes it
	was. But now, it seems like it was paradise.
	<i>Pause.</i>
EDWARD:	Why...why is a job so important? If I couldn't get a job I'd just say, sod
	it and draw the dole, live like a bohemian, tilt my hat to the world and
	say 'screw you'. So you're not working. Why is it so important?
MICKEY:	<i>(looking at him):</i> You don't understand anythin' do y'? I don't wear a
	hat that I could tilt at the world.
EDWARD:	Look...come on...I've got money, plenty of it. I'm back, let's forget
	about bloody jobs, let's go and get Linda and celebrate. Look, look,
	money, lots of it, have some...
	<i>(He tries to thrust some notes into MICKEY's hands.)</i>
MICKEY:	No. I don't want your money, stuff it.
	<i>He throws the notes to the ground. EDWARD picks them up and</i>
	<i>stands looking at MICKEY.</i>
	Eddie, just do me a favour an' piss off, will y'?
	<i>Pause.</i>
EDWARD:	I thought, I thought we always stuck together. I thought we were...
	were blood brothers.
MICKEY:	That was kids' stuff, Eddie. Didn't anyone tell y'?

Blood Brothers - example 1

Blood Brothers is a story written by Willy Russell about two twins separated at birth that are brought up in different social classes that aren't meant to mix but the boys are drawn to each other.

General introduction

When the boys are both adults they meet again. Edward the brother raised in the upper class social group has just come back from university to meet Mickey the brother brought up in the lower class group. Both Mickey and Edward are living in the countryside. Edward senses something is wrong and speaks out first, "Mickey what's wrong?" Mickey is clearly angry and upset and takes it out on Edward, "You're a dick head." This makes Edward laugh and thinks nothing of it as he believes Mickey is just joking. Mickey explains that Christmas is boring as he is too poor to afford booze or organise a party. Edward asks about the job, "What about that job you had?" Mickey explains that he was sacked, "It disappeared." Edward doesn't understand and we are shown that he is ignorant when he says, "why is a job so important?" Edward doesn't understand that having a job is key to survival if you have a family to feed and Mickey does. We also see for the first time that Mickey had to grow up quicker than Edward as Mickey has a family. But Edward doesn't and he has his parents to support him with all the money he needs, he also goes to university unlike Mickey who had to get a job. Edward also says that "If I couldn't get a job I'd just say sod it and draw the dole, live life like a Bohemian." This clearly shows that Edward doesn't understand and thinks that life being Mickey is easy and if he was in Mickey's position he would get the easy way out. This also shows that Edward doesn't know how it feels to be poor or in need. Edward also tries to get Mickey to come out and celebrate as he has loads of money but Mickey just tells Edward to piss off. Edward is shocked and says they are blood brothers and should always stick together, acts clingy as he wants it to be the same as when they were kids. Mickey says one last thing

Focus on the extract

Tends to re-tell the story although this shows some understanding

that almost ends their relationship, "That was kids stuff." Edward is confused as he has always shared things with Mickey such as sweets, money and words.

The first time Mickey and Edward meet after their birth is when they are seven. Mickey asks for a sweet and Edward shares it with him, this is the first time that the brothers share things. In return Mickey shares a rude swear word with Edward, this shows how the people in the lower class and the higher classes weren't meant to mix as the upper class people shared sweets and the lower class people shared swear words. After this Edward asks Mickey to be his best friend and Mickey says yes, then they share their names and age with each other, this is when they both realise they were born on the same day so they become blood brothers. They are separated when Edward moves to the countryside, Mrs Johnstone is moved by the council to the same area as all the council houses are getting rebuilt.

Reference to key event

Simple discussion

The next time they meet they are both 14 years old, Mickey spots Edward walking down the street and they both start talking. They are both very friendly with each other and are still similar as Edward looks up to Mickey as a role model and Mickey wishes he could talk like Edward so he could impress Linda. Edward encourages Mickey to ask out Linda and Mickey asks Edward if he wants a fag, this shows the upper and lower classes once again as it shows the lower class people smoking and the upper class people going out with people and being more social with people.

Narrative driven focus

And at the end of the play their relationship deteriorates and Mickey becomes jealous of Edward as he has a good job and is a better partner for Linda, this makes Mickey feel weak and he starts to hate Edward after he finds out about his affair with Linda. He is told Edward is his real brother and feels betrayed, "I could have been him." He realises he could have had an easier life, the drugs make him angry and he has his gun pointed at Edward, the police shoot him in the back and the gun goes off killing both brothers.

AO1: There are appropriate references to the key aspects of the extract and the text although it is rather dependant on re-telling the story. It would receive a Band 3 mark.

AO2: Limited comments.

Overall: The limited nature of AO2 means that this would achieve a mark just into Band 3.

AO4: 3/5

Blood Brothers - example 2

The first time we see Mickey and Edward is when they are 7. They bond instantly because Edward likes Mickey because he uses bad language and acts hard. Edward says yes when Mickey asks for a sweet this makes Mickey in awe of Edward. Because of their relationship they say they are "blood brothers." Later on in the play Edward, Mickey and Linda are throwing stones and the policeman catches them. So Edward says "We are waiting for the 92 bus" which is what Mickey told him to do. This suggests that Edward would do anything Mickey says which makes their relationship good.

Some focus

Reference to the text

When Mickey and Edward are 14 they have both moved to the countryside, without each other knowing. When they do meet they go to Essoldo to watch Nymphomaniac Nights and Swedish au Pairs. This shows even after a number of years they are still good friends. When Edward is about to go to University Mickey says when he gets back we will go on lots of parties. Also, Edward convinces Mickey to tell Linda that he loves her despite Edward is also in love with Linda. This shows that their relationship is strong.

Direct reference

In the extract, which happens when Edward is back from University, it shows their relationship has drastically changed. This is because Mickey has lost his job and he has no money for parties. Mickey says Eddie is being childish and says they aren't blood brothers any more. At the end of the play, Mickey finds out that Edward has been seeing Linda, he goes to see him and shoots Edward by accident, then the police shoot him, so the twins die together like they were born together and their relationship ends.

Reference to the question and to the extract

AO1: There is some focus on the question and the candidate addresses some of the key aspects of the extract and the wider text. Overall there is a degree of engagement although it is limited. This would receive a mark at the top of Band 2.

AO2: There are only basic references to the writer's use of language, structure and form and these are mainly concerned with the structure. The response is at the bottom of Band 2. There are limited references to meaning. Overall: The response would achieve a mid Band 2 mark.

AO4: 3/5

Eduqas
English Literature
GCSE Exemplar for:
Component 2
Section A
The Curious Incident
of the Dog in the
Night Time

6. *The Curious Incident of the Dog in the Night Time*

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole play to answer this question.

Write about the relationship between Christopher and his father and how it is presented at different points in the play.

In your response you should:

- refer to the extract and the play as a whole;
- show your understanding of characters and events in the play.

[40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

Christopher *turns to* Ed.

CHRISTOPHER: I'm sorry.

ED: It's OK.

CHRISTOPHER: I didn't kill Wellington.

ED: I know.

Christopher you have to stay out of trouble, OK?

CHRISTOPHER: I didn't know I was going to get into trouble. I like Wellington and I went to say hello to him, but I didn't know that someone had killed him.

ED: Just try and keep your nose out of other people's business.

CHRISTOPHER: I am going to find out who killed Wellington.

ED: Were you listening to what I was saying, Christopher?

CHRISTOPHER: Yes I was listening to what you were saying but when someone gets murdered you have to find out who did it so that they can be punished.

ED: It's a bloody dog Christopher, a bloody dog.

CHRISTOPHER: I think dogs are important too. I think some dogs are cleverer than some people. Steve, for example, who comes to school on Thursdays needs help eating his food and he probably couldn't even fetch a stick.

ED: Leave it.

CHRISTOPHER: I wonder if the police will find out who killed him and punish the person.

ED: I said leave it for God's sake.

CHRISTOPHER: Are you sad about Wellington?

ED: Yes Christopher you could say that. You could very well say that.

The Curious Incident of the Dog in the Night Time
<p>In the extract it shows me that Christopher and his father (Ed) don't have the relationship that a son and father should. They seem to argue about the littlest things and hit eachother for no reason.</p> <p>Ed seems to be the main cause of their fallouts, a quotation to show me this is "It's a bloody dog Christopher, a bloody dog" this shows me that he's guilty of what he's done but he doesn't want him to know about it so he tries to make reasons up to try & stop him from finding out.</p> <p>Chris seems to want to investigate all the time, thinking that his dad would be proud of him. quotation to show me this is "I'm going to find out who killed Wellington" this shows me that he's willing to do anything to "help" his dad.</p> <p>Ed doesn't seem to care about Chris's feelings, he only cares for his own, he's only happy if he has what he wants, when he wants a quotation to show me this is "just try and keep your nose out of other peoples buisness". this shows me that he is guilty so he tries to stop him from finding out about it.</p> <p>Most of the extract is of them arguing Ed turns it into an argument meanwhile Chris tries to keep it calm and steady. Ed's lies could have a massive effect on Chris's actions he could begin to lie, or swear. this shows me that Ed isn't capable of being a father.</p>
<p>Examiner's Comment:</p> <p>A01: The candidate only refers to the extract and not the wider text so there is a limited focus on the task. The candidate shows a quite basic understanding of the text and characters and makes some simple judgements.</p> <p>A02: Only implicit references to language.</p> <p>A04: 2/5</p> <p>Overall: The candidate is in the lower half of Band 2 for this response.</p>

Comment [W1]: The candidate needs to give an example here to support the point.

Comment [W2]: A possible interpretation.

The Curious Incident of the Dog in the Night Time	
At the start of the extract I can tell that Ed is trying to reassure and comfort Christopher, a quote for this would be "I'm sorry" "it's okay" "I didn't kill Wellington" "I know" So this shows Ed does care about on how Christopher is feeling and trys to make him feel safe any way possible. Also after reading the book and finding out what happens, Ed says "I know" so this shows me that Ed knows the real culprit of who killed Wellington .	Comment [W1]: Valid inference.
However after that comfort Ed does start to show that he does still care about him but he wants christopher to understand it alot better by putting it more sharp "Christopher you have to stay out of trouble ok?" "I didn't know I was going to get into trouble. I like Wellington and I went to say hello to him, but I didn't know that someone had killed him. " Just try to keep your nose out of other people's business" This shows me that Ed is trying to make Christopher not to ask random people questions, also it might be a way to make Christopher get off his tracks .	Comment [W2]: This point could be further developed here.
At one point in this extract Ed gets really offensive about making christopher stop trying to carry on I know this because of these quotes "Yes I know what you were saying but when someone gets murdered you have to find out who did it so that they can be punished" "It's a bloody dog Christopher, a bloody dog". So this chance to get offensive with what he is saying to him it might throw Christopher off his tracks .	Comment [W3]: Some awareness of character and motive here although it would have been useful for the candidate to show how the quotations make Ed's response sharp.
Near to the end of the extract you can tell that now Ed really wants him to drop the act, I know this by these quotes "Leave it" "I wonder if the police will find out who killed him did punish the person" "I said leave it for god's sake". This shows me that Ed can be rough on christopher and also by this point in time Ed is being serious .	Comment [W4]: Again, this needs developing.
When ever Christopher asks Ed if he is sad about Wellingtons death he replise with this "Yes Christopher you could say that. You could very well say that" emplying that he is sad but it isn't only about the dog .	Comment [W5]: Yes, this is a relevant point but the candidate needs to show how it shows this.
Examiner's Comment: A01: Quite engaged and aware of some of what Ed says but as the candidate only deals with the extract the mark is limited. A02: Only general and implicit. A04: 2/5 (brevity affects achievement- much of this piece is quotation) Overall: A response that just nudges into Band 2.	

Comment [W6]: Development needed.

The Curious Incident of the Dog in the Night Time	
<p>In the play, their relationship is shown in different ways, even contradicting each other, going from a bad and violent one to a relationship based on love and understanding.</p> <p>Starting with the extract, the type of relationship shown at this point is quite bad knowing that Ed killed the dog Wellington we can deduce from the quotes "It's OK", "I know", that he do not even think that Christopher killed the dog because it was him who killed it. The word "OK" was used to transmit Christopher security and show that Ed do believe what Christopher says. The statement "I know" is very revealing at the end-ish part of the play and in some way he admits that he killed the dog. The quotation "Just try and keep your nose out of other people's business" shows that Ed is feeling uncomfortable with the conversation about who killed Wellington. He tries to make Christopher stay away from the case to not discovered the murder his father. Even more, he sais "Were you listening to what I was saying, Christopher?" To make sure that he said clearly his propositions, he was still insecure with himself because Christopher got involved in that, and he knew that Christopher wont give up. The quote it's a bloody dog, a bloody dog" make the same funtion as the last one mentioned, but "Leave it" shows annoyement from Ed, being fed up with his son's intentions, the same as "Leave it, for God's sake". But another relevant quote is "Yes, Christopher you could say that. You could very well that."</p> <p>That quotation is said in a sarcastic mode, that Christopher could not understand, that is shown by the repetition of the phrase, even "very" shows the sarcasm of the sentence.</p> <p>When I specified at the begining that their relationship that was quite in contrast I ment: -There is a fight scene between them: "Ed grabs Christopher arm", "Christopher screams", "Ed shakes Christopher hard" etc. Which for me demonstrates a fairly aggressive relationship. The fact that Ed grabs his arm and only shakes him demonstrates that he could barely control his actions instead of just punching him, but this truly shows that Ed was out of control.</p> <p>-In contrast with that, Ed, at the very end of the play in London tries to remake their relationship. "Ed bought Christopher a dog". This is very important for the readers because in the play is shown as a bad person, and how he tries to remake their relationship in a smart and emotional way. He killed a dog because of that he deserved pardon from his son.</p> <p>-At the begining of the play Ed is show as a quite uninterested father. When Christopher was caught by a policeman, punched him and then went to in comisary, Ed went to take him home. The fact that Ed is uncomprehensive is shown when his son starts talking about stars and galaxies and "Ed says nothing". That quiet shows quite a lot of their relationship. But he also seems to try to apparent interested with "Is that right?". It does not transmit fully interest, he could say that it is interesting but he said that.</p> <p>Conclusion</p> <p>Ed appears to me like a father that it is indeed caring of his son, loves him, etc. But the fact that his wife left him alone to take care of his son affected Ed until the point of being fed up of his son, which is not a normal thing from a parent. The lies that he told to Christopher were quite important, the supposed death of his mother, the fact that he killed Wellington just for jealousy. He tried to make out in relationship with Mrs Shears but wasn't succesful and Ed killed the dog. So in my opinion their relationship isn't good along the play, only supposing that Ed changed after the end we could say that is good.</p>	<p>Comment [W1]: Nicely focused</p> <p>Comment [W2]: Good point, engagement with the text is evident here.</p> <p>Comment [W3]: Inference.</p> <p>Comment [W4]: Some discussion is emerging here.</p> <p>Comment [W5]: Well noted</p> <p>Comment [W6]: Discussion of language and its effects</p> <p>Comment [W7]: A valid point.</p> <p>Comment [W8]: Once again the candidate makes a valid point.</p> <p>Comment [W9]: Reference to key episodes.</p> <p>Comment [W10]: Fair inference.</p> <p>Comment [W11]: Not quite as clear as it could be here!</p> <p>Comment [W12]: This point needs more explanation and development.</p> <p>Comment [W13]: Engagement with the text is evident.</p>
<p>Examiner's Comment:</p> <p>AO1: Engaged and focussed in the main with some apt references to the extract and wider text although this could be developed.</p> <p>AO2: Some comments on language and effects.</p> <p>AO4: 2/5</p> <p>Overall: A response in the lower half of Band 3.</p>	

The Curious Incident of the Dog in the Night Time	
<p>In the extract Christopher and Ed try to keep each other calm when they are explaining things. A quote to show this is "Christopher turns to Ed "I'm sorry" Ed replies "It's ok", Christopher then says "I didn't kill Wellington" Ed replies "I know. Christopher you have to stay out of trouble, OK?" This quote shows that Ed tries to keep Christopher calm and not panic too much. The phrase "Christopher you have to stay out of trouble, OK?" shows that Ed want's Christopher to stay safe and not do anything stupid.</p> <p>The extract describes Ed as someone that doesn't like people going into other people's business. A quote to show this is Christopher says "I didn't know I was going to get into trouble. I like Wellington and I went to say hello to him, but I didn't know that someone had killed him." Ed replies "Just try and keep your nose out of other people business." This quote shows that Ed doesn't want Christopher to know what happened. The phrase "Just try and keep your nose out of other people's business" shows that Ed want's Christopher to stop thinking about what happened.</p> <p>The extract describes Christopher as someone that does thing when they think it is wright. A quote to show this is Ed says "Were you listening to what I was saying, Christopher?" Christopher replies "Yes I was listening to what you were saying but when someone gets murdered you have to find out who did it so that they can be punished." This quote shows that Christopher thought it was best to try and find the murderer, so he tried to find the murderer. The phrase "Were you listening to what I was saying, Christopher" shows that Ed just want's Christopher to do what he says.</p> <p>The extract shows Ed as someone that doesn't like dogs much but Christopher does. A quote to show this is Ed says "It's a bloody dog, Christopher, a bloody dog." Christopher replies "I think dogs are important too."</p>	<p>Comment [W1]: Maybe so.</p> <p>Comment [W2]: Yes.</p> <p>Comment [W3]: Rather a simplistic view</p> <p>Comment [W4]: Why doesn't he want him to know? The candidate needs to develop these points.</p> <p>Comment [W5]: Literal, the candidate is paraphrasing here.</p> <p>Comment [W6]: Simple point.</p>
<p>Examiner's Comment:</p> <p>AO1: Limited focus – the candidate only deals with the extract and this is at a very literal level much of the time.</p> <p>AO2: Only implicit.</p> <p>AO4: 2/5 (very dependent on quotation so that affects the mark as there is not much here to assess)</p> <p>Overall: This response would sit at the top of Band 1.</p>	

The Curious Incident of the Dog in the Night Time	
<p>In the extract Ed and Christopher's relationship is described as a bad relationship. A quotation to show this "Ed stares at Christopher and says nothing". The phrase from the extract shows that Ed doesn't want to tell Christopher what really happened with the dog wellington, It also show's that Ed is being in patient about whats going on, because he don't understand.</p> <p>Also in the extract it shows that Ed and Christopher's relationship is still bad. A quotation to show this is "Just try and keep your nose out of other peoples business". The phrase from the extract shows that Ed is trying to make Christopher forget about the dog wellington, so he doesn't have to tell christopher the truth about what really happened because Ed doesn't want to, dissappoint christopher.</p> <p>In the extract it shows that Ed's and Christopher's relationship doesn't get any better. A quotation to show this is "It's a bloody dog Christopher, a bloody dog". The phrase shows me that Ed doesn't really care that he killed the dog wellington. aslong as Christopher don't find out.</p> <p>In the play Ed and Christopher have there ups and downs through out the whole play but they always find away sort them out. Ed tryed his hardest to understand Christopher and his autism.</p>	<p>Comment [W1]: 'Shown' would be a better word here.</p>
	<p>Comment [W2]: There is some discussion and focus here.</p>
	<p>Comment [W3]: This is a good point but it needs to be further extended.</p>
	<p>Comment [W4]: Reference to the text.</p>
	<p>Comment [W5]: A possible interpretation.</p>
<p>Examiner's Comment:</p> <p>AO1: There is a limited focus on AO1 here, because of brevity and a lack of reference to the whole text.</p> <p>AO2: Mainly implicit.</p> <p>AO4: 2/5</p> <p>Overall: This response would be in the bottom half of Band 2.</p>	

The Curious Incident of the Dog in the Night Time	
<p>In the earlier parts of the play their relationship is shown to be quite violent as they are willing to fight with one another but as you get further on we find that Ed is proud of christopher and that they are alot more caring towards eachother. I know this because Ed at the end buys christopher her a dog for getting his A Level.</p> <p>In the extract I know that Ed is trying to trust christopher the best he can, a quote to show this would be 'Christopher: I'm sorry, Ed: it's ok, and Christopher: I didn't kill Wellington, ED: I know.' The words 'I know' tell me that they have some trust in each other and also the fact that christopher says sorry for something we later find out that Ed did shows their relationship to be bad because Ed doesnt want to tell christopher the truth and wants to keep his selfishness hidden. this also tells me they have some comunication problems because through out all of this extract Ed's replies are just one or two words long meaning he doesn't know what to say and that he doesn't really care about what christopher is trying to say to him.</p> <p>Their communication skills are shown to be bad in this extract a quote to show this would be 'I can't leave it for god's sake' This tells me that they are impatient with one another and can't really hold a good conversation without christopher being told told to shut up or I will usually end up in a fight as we find out later on. Also he doesn't want christopher to explain what went on Ed is only interested in his own well being not his own son's.</p> <p>As a whole the extract is half and half because while their speech show's it to be bad, the fact that Ed goes as far as to get christopher out of Jail shows he does actually care about him, another piece in the extract it is shown that Ed is still caring for him because he tracks christopher down all the way to london Just to say sorry and the policeman who christopher meet's even says to him that Ed is very worried about him.</p>	
<p>Examiner's Comment:</p> <p>AO1: This is focussed and engaged. References could be more developed and linked to events. The candidate moves into Band 3 for this response.</p> <p>AO2: Some references to effects but under-developed. The candidate moves into Band 3.</p> <p>AO4: 3/5</p> <p>Overall: A low Band 3 response.</p>	

Comment [W1]: Apt references from across the texts.

Comment [W2]: And Ed knows who did it!!

Comment [W3]: A thoughtful response

Comment [W4]: Some evidence of style and effect here.

Comment [W5]: Maybe so...

Comment [W6]: Maybe..

Comment [W7]: Textual reference.

Eduqas
English Literature
GCSE Exemplar
for: Component 2
Section A
An Inspector Calls

8. *An Inspector Calls*

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole play to answer this question.

Write about the character of Gerald and the way he is presented in *An Inspector Calls*.

In your response you should:

- refer to the extract and the play as a whole;
- show your understanding of characters and events in the play.

[40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

BIRLING: *(excitedly)* You know something. What is it?
 GERALD: *(slowly)* The man wasn't a police officer.
 BIRLING: *(astounded)* What?
 MRS BIRLING: Are you certain?
 GERALD: I'm almost certain. That's what I came back to tell you.
 BIRLING: *(excitedly)* Good lad! You asked about him, eh?
 GERALD: Yes. I met a police sergeant I know down the road. I asked him about this Inspector Goole and described the chap carefully to him. He swore there wasn't any Inspector Goole or anybody like him on the force here.
 BIRLING: You didn't tell him—
 GERALD: *(cutting in)* No, no. I passed it off by saying I'd been having an argument with somebody. But the point is – this sergeant was dead certain they hadn't any inspector at all like the chap who came here.
 BIRLING: *(excitedly)* By Jingo! A fake!
 MRS BIRLING: *(triumphantly)* Didn't I tell you? Didn't I say I couldn't imagine a real police inspector talking like that to us?
 GERALD: Well, you were right. There isn't any such inspector. We've been had.
 BIRLING: *(beginning to move)* I'm going to make certain of this.
 MRS BIRLING: What are you going to do?
 BIRLING: Ring up the Chief Constable – Colonel Roberts.
 MRS BIRLING: Careful what you say, dear.
 BIRLING: *(now at telephone)* Of course. *(At telephone.)* Brumley eight seven five two. *(To others as he waits.)* I was going to do this anyhow. I've had my suspicions all along. *(At telephone.)* Colonel Roberts, please. Mr Arthur Birling here . . . Oh, Roberts – Birling here. Sorry to ring you up so late, but can you tell me if an Inspector Goole has joined your staff lately . . . Goole. G-O-O-L-E . . . a new man . . . tall, clean-shaven. *(Here he describes the appearance of the actor playing the INSPECTOR.)*
 I see . . . yes . . . well, that settles it. . . . No, just a little argument we were having here. . . Good night. *(He puts down the telephone and looks at the others.)*
 There's no Inspector Goole on the police. That man definitely wasn't a police inspector at all. As Gerald says – we've been had.

An Inspector Calls
<p>Priestly presents Gerald as an eligible bachelor due to his father's name, which means he is quite a catch for the women around the town. However, his engagement to Sheila shows a more self-assured side as his parents don't approve of his marriage to Sheila, although he is an 'attractive chap' who has his pick of women.</p> <p>His approving nature of Arthur Birling's comment on the worker's and how he refers to them shows he also has contempt for them, showing that he also believes in Capitalism. The audience's opinion of him becomes even more tarnished as his affair with Eva Smith is revealed.</p> <p>It is clear that Eva Smith had more feeling for Gerald than he did for her and was quite "gallant" about the affair coming to an end. This depicts Gerald as unfaithful as he frequented where the "women of the town" ply their trade. Initially greatly upset by the news of one woman he had slept with, but later tries to justify his actions since he had practically paid her off to keep quiet, which would diminish the favour the audience had held him in for before, as the help he gave was short term. Rescuing her from sexual advances from a senior individual may have painted Gerald as somewhat hero but only to make her his mistress. Albeit he did face what he did honestly.</p> <p>However, after his exit and return to announce to the Birling family that they had been "had" it is now evident that he'll become insensitive to the whole topic at hand, and instead searches for the Inspector's legitimacy. Coming back to say "the man wasn't a police officer" shows he wants to be back in the favour of Sheila and her family. However, Sheila has become empowered through the Inspector's visit and whether or not he was real does not matter any more. He is triumphant in the revelation and she is not.</p> <p>This is clearly an escape route for Arthur Birling and immediately calls to verify and make "certain" that the Inspector was indeed a fraud. Since they now believe due to Gerald's announcement they no longer have to feel responsible for Eva Smith's death. To the audience it is clear that Gerald is part of the comp that remains unchanged after the event and still holds an un-malleable upper class mentality. Even believing Sheila would continue with the engagement after everything that had occurred.</p> <p>Overall Gerald is presented as an individual who cites only for his own needs which may lead to charitable efforts with ulterior motives and also someone who does not recognize the enormity of Eva Smith's death as something he had to share the responsibility for. Pretending that the events would just disappear is the mistake that he makes as at the end of the novel the police call back to say there is a dead girl fitting the description in the "infirmary". Also Inspector Goole tells them they will learn their lesson in "blood, fire and anguish", foreshadowing the world war where many people lost property, wealth and titles.</p>
<p>Examiner's Comment:</p> <p>AO1: Focused, with some apt reference to wider text although there are fewer relevant references to the extract.</p> <p>AO2: There are some implicit references to language etc.</p> <p>AO4: 3/5 (Sentence structure insecure and some spelling mistakes)</p> <p>Overall: This would achieve a mark into Band 3.</p>

Comment [W1]: Judging

Comment [W2]: To an extent

Comment [W3]: Reference

Comment [W4]: Supported judgement

Comment [W5]: Discussing

Comment [W6]: True

An Inspector Calls
<p>At the start of 'An Inspector Calls' J B Priestly represents character Gerald as a handsome trust worthy bachelor. But cracks showed in Sheilas and gerald's engagement when it was clear gerald did not go near Sheila during the summer. After an heated questioning by the inspector goole Gerald still tried to be in denial about Daisy Renton, but will sheila cover up as expected by Gerald?</p> <p>During the play gerald visited the 'Palace bar', A place of prostitution and anti-social behaviour. But why would such an Eligible bachelor go to such a place? Only to pick up 'women of the town', inwhich was Daisy renton. Gerald explains himself about hes affair as him being the hero by rescuing a sweet innocent girl from prostitution, he describes Daisy as 'not the usual type and keeps her as his mistress. As the affair continued Daisy felt herself falling in love with Gerald only to be heart broken, but he decribed Daisy as being 'gallant' to the break up as she knew it had to end but in reality she was devastated. When it all came to an end as a gentlemen Gerald is he gave Daisy some money to help herself up but in reality it was Gerald's way of easing his conscience.</p>
<p>Examiner's Comment:</p> <p>AO1: Some focus, but limited reference to events across the play, and the extract is not addressed at all.</p> <p>AO2: Limited, implicit.</p> <p>AO4: 2/5</p> <p>Overall: The limited nature of the response, both its brevity and its lack of exploration of language, would give this a mark into Band 2.</p>

Comment [W1]: Reference to text

Comment [W2]: General focus

Comment [W3]: Not quite

Comment [W4]: Reference to text

Comment [W5]: Proof?

Comment [W6]: Reference to text

Comment [W7]: Probably, some inference is shown here

An Inspector Calls
<p>The character Gerald Croft, in the play 'An Inspector Calls' is presented as a well respected bachelor at the beginning. His parents don't approve of his marriage to Sheila because of the social class standing. But later the audience can see the true Gerald, who is presented as an anti-hero that does both good and bad.</p> <p>George Croft, son of Sir George and Lady Croft, is described as a young and handsome man who is an eligible bachelor. He is planning to get married to Sheila Birling, who is of lower class to him, hence his parent's disapproval. Although he plans to marry Sheila, there are hints throughout the play that show his disloyalness and unfaithfulness towards Sheila. When he "hardly came near" Sheila, he was having an affair with Daisy Renton, this shows that Gerald doesn't have deep feelings for Sheila. To reduce her anger towards the "busy period at work" he presented her with the ring, to protect himself from confessing the affair with Daisy Renton.</p> <p>His true personality is not exposed until Inspector Goole interrogates him, this is where we first hear about how Gerald and Daisy met in the Palace Bar. Gerald is a respectable man, with a high social standing, when the audience finds out about his affair, it's a large shock as it is not expected for someone with a high social standard, to abuse his authority. If Gerald was really in love with Sheila, he wouldn't be hanging around the palace Bar, picking up women of the town. His lack of commitment towards Sheila is exposed, by his unsuccessful disguise to his connection with Daisy Renton. Here Gerald's true self "disgusts" the Birlings, as his opening speeches were short and brief with the Inspector, he made sure he didn't confess too much to interfere with the marriage. Due to Gerald's minimalistic personality he agrees to everything the Birlings says and tries to fit in with Arthur Birling's capitalist views. He tells Arthur he "couldn't have done anything else" when he fired Eva Smith. When Gerald returns, his whole purpose is to get back into Arthur Birling's good books and impress them by saving their social standing.</p> <p>His triumphant return to the Birling household, after leaving for "air" in a disgrace, was to gain their trust again, by saving their title. In the extract Gerald spoke "slowly", he seems proud to have found out the Inspector was a fake, and knew he would be off the hook from the Daisy Renton incident. His whole purpose for this was to protect himself, just like the elder Birlings do. He "cuts in", reassuring Mr Birling he know what's happening.</p> <p>Overall Gerald is just like Mr and Mrs Birling, he will not change and has not gained a new sense of social responsibility like Sheila, but will learn it one day in "blood fire and anguish" as Inspector Goole says.</p>
<p>Examiner's Comment:</p> <p>AO1: Focused, if a bit underdeveloped at times, with some apt references to the extract and wider play.</p> <p>AO2: Mainly implicit references to style and effect.</p> <p>AO4: 4/5</p> <p>Overall: This would receive a mark into Band 3. It is stronger on AO1 than AO2 and the candidate needs to spend more time analysing language, structure and form.</p>

Comment [W1]: i.e.?

Comment [W2]: Focus

Comment [W3]: Proof?

Comment [W4]: Maybe

Comment [W5]: Bit overassertive

Comment [W6]: Maybe

Comment [W7]: Reference

Comment [W8]: i.e.?

Comment [W9]: Reference

Comment [W10]: Asserts

An Inspector Calls	
<p>Gerald Croft is the son of Sir George Croft and Lady Croft. He has a titled family and is therefore from upper class. Like many rich people he does not fail in spreading his capitalist views.</p> <p>Gerald is a young, handsome and rich man who does not fail in attracting quite an audience of women around him. However, although he is well-bred he still believes in love and still engages in his marriage with Sheila despite his parents disapproval. However, Irony is that Gerald although, he claims to be in love with Sheila he still has an affair with Daisy Renton. Therefore, although Gerald seems to be the hero-rescuing Daisy from "old man Meggarty" he is a flawed hero. He still leaves her devastated in the end.</p> <p>Through Inspector Goole we the audience learn that Gerald commenced in an affair with Daisy Renton also known as Eva Smith after meeting her at the palace Bar. The suggestion here is that he regularly picks up girls from the palace Bar, which leads to him being a flawed hero. After pestering from Sheila Gerald admits she "wasn't the usual sort", she was actually "pretty" – this further emphasised the cracks in his hero-like personality. Furthermore, after meeting with her he installs her as his mistress and become the "wonderful fairy prince" who Daisy fell in love with. At this point he "hardly came near Sheila" which does in fact dull down a small amount that he is a womanizer. Another crack in his hero appearance is that he left her – broke her heart even though as Gerald states Daisy was "gallant" and knew the affair would have to end. In this way, he dismisses her feelings altogether. He fails to realise that in reality she is devastated, which led to her escape for "two months" – to her aunt's home. To ease his guilty conscience he gives her money but with the statement the money was to set herself up. Similar to Arthur Birling, Gerald sees Daisy Renton as a commodity to own and exploit (due to his capitalist view). At this point JB Priestley presents Gerald as a shallow man and a cheater, who exploits vulnerable women at their weakest moments. When he is exposed, he leaves to go out for "a walk" but in reality he feels humiliated and disgraced. He leaves to compose himself.</p> <p>On return to the home of the Birlings, he re-enters feeling smug and triumphant. He realises that the information how the inspector "wasn't a police officer" is a way to return his status as the Birling's well-respected Son-in-Law. He desires to win back the affection again. He is correct and therefore, pleased as he receives the response of the Birlings. He becomes more comfortable in his place which is proven when he "cuts in" to what Mr Birling was saying and in this way, he reassures Mr Birling there is no fear of a "public scandal". He agrees with Mr Birling as he successfully gains back his respect – this is proven when Mr Birling "by jingo! A fake". Like the "perfect son-in-law" Arthur Birling had "always wanted" he agrees with Mr Birling that they "been had". Near the end of the extract Mr Birling states "As Gerald says - we've been had" – this is further evidence that Gerald has gained his status and belonging back into the family.</p> <p>Gerald like Mr and Mrs Birling presents that the events that happened are unimportant, this is proven when he arrogantly thinks Sheila will continue with the engagement stating "everything's all right, Sheila ... what about this ring". He has not learned his lesson.</p> <p>Similar to Mrs and Mr Birling, Gerald has not been taught a lesson and refuses to change his views. He thinks that nothing has happened and there's nothing to worry about. Like the inspector states the only way for Gerald and Mr and Mrs Birling to learn a lesson is through "blood, fire and anguish".</p>	<p>Comment [W1]: Focus</p> <p>Comment [W2]: Proof?</p> <p>Comment [W3]: Detail</p> <p>Comment [W4]: Engaged response to character</p> <p>Comment [W5]: Detail</p> <p>Comment [W6]: Reference to text</p> <p>Comment [W7]: Reference</p> <p>Comment [W8]: Engaged discussion</p> <p>Comment [W9]: Relevant references</p> <p>Comment [W10]: Valid</p> <p>Comment [W11]: Detail to support point</p> <p>Comment [W12]: Apt use of extract</p> <p>Comment [W13]: Indeed</p>
<p>Examiner's Comment:</p> <p>AO1: Well focused and engaged discussion, with support from wider text and extract.</p> <p>AO2: Some close focus on detail, but could be more developed.</p> <p>AO4: 4/5</p> <p>Overall: The candidate is stronger on AO1 than AO2 however this is a sound response and would receive a mark in mid Band-4.</p>	

An Inspector Calls	
<p>At the start of the play, Gerald is seen as a respectable "handsome chap" in an influential family thus making him an eligible bachelor. He is the son of Sir George and Lady Croft. Despite being quite a catch there are hints of him being a fop. Suspicions arise of Gerald when the audience discovers that he hardly came near Sheila in the summer.</p> <p>Gerald has a strong relationship with the Birling family as he is the "son-in-law they've always wanted". Gerald's parents disapprove of his engagement to Sheila showing that Gerald truly loves Sheila and is rebelling against his parents to be with her. This makes him more respectable as he does not care what status he is marrying into and so the Birling family become even more fond of him. However, this perception of him begins to crack when the audience learns that he was avoiding Sheila. Gerald is unable to take any blame and refuses to admit his affair with Daisy Renton. Gerald claims he "didn't know her as Eva Smith" to Sheila and expects her to stay by him but her loyalty prevails as she refuses to support him.</p> <p>Through Inspector Goole we learn about the affair Gerald had with Daisy Renton. He met her at the Palace Bar, a place where men visited to find "women of the town". Gerald claims to have been helping her get away from 'old man' Meggarty however his intentions were questionable as he says that she "wasn't the usual sort". It was because she was "pretty" why he came to her 'rescue'. As expected he becomes her "wonderful fairy prince" as he charms his way into her life. He uses her for his own sexual gratification as he installs her as his mistress. On knowing about Daisy Renton's feelings towards him and that he was "the most important thing in her life" and he breaks her heart. Gerald had no affection or concern about Daisy's feelings towards him and terminated his relationship with her. This affair with Daisy Renton is surprising because he claims to be in love with Sheila and is rebellious against his parents yet he still puts their relationship in jeopardy by going to the Palace Bar. This also suggests that he had been there before to find other women. Gerald gives Daisy Renton a "parting gift" with what he says was the intention to set herself up. The reality is actually he was buying her silence as he felt his relationship with Sheila would be in jeopardy. Him buying her off is ironic because he was allegedly helping get away from being sexually exploited yet he does the same thing. Gerald says Daisy was "very gallant about" the ending of their relationship however in reality she was completely devastated. Gerald perhaps did not want to acknowledge her emotions and hurt about their break up. Gerald defends his relationship with Daisy Renton to Sybil Birling saying that it was not "disgusting" perhaps showing he did feel something for her. To ease his guilty conscience like Arthur Birling, he sees Daisy Renton as a commodity to his own needs and to exploit her thus enforcing him as a capitalist. Gerald is now seen as a shallow cheat who exploits vulnerable women in their time of need. It is clear that Gerald is left humiliated and defeated as he leaves the house for "air". He no longer is the respectable man he was.</p> <p>Gerald Croft returns triumphantly to the Birling house as he has information on Inspector Goole. He returns with the hope of belief of winning back the affection of the Birling's with a smug look on his face. Gerald is accepted by Mr and Mrs Birling as Mr Birling shows his delight by saying "By Jingo!" and Sybil says "didn't I tell you". Both pretend to know Inspector Goole was fake. Gerald is so confident and chuffed with himself that he interrupts Mr Birling to reassure himself of no scandal being released. Mr Birling agrees with Gerald and says "We've been had". However, Gerald is naive in thinking everything will go back to how they use to be as the tension between him and Sheila is still there. He will learn his lesson through "blood fire and anguish".</p> <p>Gerald is seen as a respectable man at the start of the play however the playwright makes it clear he is not respectable and that he is a cheap, sexual exploiter. He refuses to take blame and with the lack of remorse he has it is clear he has not learnt his lesson. He will learn through "blood fire and anguish".</p>	Comment [W1]: Focused introduction
	Comment [W2]: Reference
	Comment [W3]: Proof?
	Comment [W4]: Valid
	Comment [W5]: 'How'
	Comment [W6]: Detail
	Comment [W7]: Detail
	Comment [W8]: Maybe
	Comment [W9]: Thoughtful discussion
	Comment [W10]: Probably
	Comment [W11]: Astute
	Comment [W12]: Evaluates
	Comment [W13]: Reference to 'how'
	Comment [W14]: Overview
Examiner's Comment:	
AO1: Well focused evaluation of character with apt support from the extract and whole play.	
AO2: Increasingly analyses 'how' – but could be developed still further.	
AO4: 4/5	
Overall: This is stronger on AO1 Than AO2, however it is an astute answer which would receive a mark into B5.	

An Inspector Calls
<p>Gerald Croft is presented as an eligible bachelor who is confident and 'easy well-bred'. But he turns out so be an anti-hero who has, both good and bad qualities which get revealed throughout the play. Gerald Croft is an eligible bachelor who is the son of Sir George Croft and Lady Croft. He is an 'attractive chap' who is young, handsome and overall quite a catch. However, there are cracks in Gerald's story where it gets revealed that one summer Gerald 'hardly came near Sheila'. This leads to the revelation that Gerald had been disloyal and had an affair with Daisy Renton, who is also Eva Smith. Gerald refuses to admit to Inspector Goole that he had had an affair with Daisy Renton and also expects Sheila to help cover this affair up.</p> <p>Through Inspector Goole we learn that Gerald met Daisy Renton in the palace bar, which is a place for 'women of the town'. Although Gerald went to this place, he rescued Daisy Renton from 'old man Meggarty' because she was not 'the usual type' which leads the audience to believe perhaps Gerald had gone to the Palace Bar more than once. Gerald installs Daisy Renton as his 'mistress' and becomes a sort of 'prince' for her. Daisy Renton, of course, falls in love with this 'knight in shining armour' but he later breaks her heart. Gerald admits Daisy was 'gallant' about it and knew 'the affair had to end' but the reality is Daisy Renton was devastated. Gerald gives Daisy 'money' to ease his guilty conscience but he just sees Daisy as a commodity to own and to exploit. Gerald is presented as shallow, a cheat and a man who exploits vulnerable women. Gerald then leaves the house for some 'air' in disgrace after he had just been humiliated in front of the whole Birling family.</p> <p>Gerald returns to the Birlings triumphantly and 'excitedly' because he has information which can help win back the Birling's affection. He exposes Inspector Goole as a fraud and is pleased by the Birling's response when Arthur Birling says 'A fake!' and Sybil Birling says 'Didn't I tell you', although they are both pretending that they knew Goole was a fake. Gerald becomes so confident of his place that he 'cut in' and interrupts Arthur Birling to reassure him that he 'passed it off' and that there was no reason to fear over a scandal breaking out. Gerald agrees with Arthur and says 'we've been had'.</p> <p>Gerald is arrogant enough to think Sheila will continue with the engagement and that 'everything's all right now'. In the end Gerald, just like Arthur Birling and Sybil Birling, do not learn their lesson and will only learn their lesson in 'blood, fire and anguish', unlike Sheila and Eric Birling who have learnt their lesson and are truly sorry for what happened.</p>
<p>Examiner's Comment:</p> <p>AO1: Focused, engaged, with secure understanding of the extract and wider play.</p> <p>AO2: Evident grasp of use of language through selected detail but could be more specific.</p> <p>AO4: 4/5</p> <p>Overall: This is a strong Band 4 response. The candidate needs to spend more time developing AO2.</p>

Comment [W1]: Focus

Comment [W2]: Nicely engaged

Comment [W3]: Reference to text

Comment [W4]: Reference to text

Comment [W5]: Detail

Comment [W6]: Reference to text

Comment [W7]: Good use of references from across the text

Comment [W8]: Valid

Comment [W9]: Clear judgment

Comment [W10]: References to extract

Comment [W11]: Detail

An Inspector Calls
<p>As Gerald Croft comes from a wealthy upper class family, he is loved by Arthur Birling immediately and despite everything that is revealed about Gerald, Arthur still willingly accepts him into the family.</p> <p>In Act 1, Gerald is presented as an eligible bachelor, who is the son of Sir George Croft and Lady Croft. They are a wealthy family, respected by all. However, as the Birlings are upper middle class, Gerald's parents don't approve of his engagement to Sheila. He is favoured by Arthur, who tells him that he is "just the kind of son-in-law I've always wanted". It is obvious here that Eric, Arthur's son is a disappointment to him. Sheila is considered as lucky to be engaged to Gerald as he is young, handsome and wealthy. It is clear that Gerald does genuinely love Sheila as he is upper class and she is middle class, so he has nothing to gain from this marriage. However, it is later revealed by Inspector Goole, that Gerald may not be as perfect as he appears to be. There had been a year when he hardly came near Sheila because he was at the Palace Bar, where the women of the town usually are.</p> <p>Even though the evidence is against him, Gerald refuses to admit his affair with Daisy Renton in fear of losing Sheila and public humiliation. Gerald shares the same capitalist view of women as Arthur does. He objectifies them and expects Sheila to cover up his bad actions as she is his fiancée. Through Inspector Goole, we learn about Gerald's affair with Daisy Renton. He now knows that he can't escape the truth so there is no option but to reveal his secret. Gerald meets Daisy at the Palace Bar, which makes us question his respectability as this is the place for the women of the town. We ask why Gerald was with other women when he was with Sheila at the time. He tells us that he met Daisy when he rescued her from getting molested by Meggarty. He admits that he rescued her because she "wasn't the usual sort", which suggests that he sleeps with prostitutes often. He describes her as a "young and fresh and charming", with "soft brown hair" and "big dark eyes". Gerald claims to have had no intention of sleeping with Daisy when he rescued her, but it is clear he is sexually attracted to her. He briefly houses her as his mistress. Gerald soon becomes her "wonderful fairy prince", and Daisy falls in love with him. When his affair with her becomes inconvenient, he breaks her heart and sends her away with some money to ease his guilty conscience. Like Arthur Birling, Gerald sees Daisy as a commodity of his own, he can use to exploit for his own purposes. Here, Gerald is presented as a shallow cheat who exploits vulnerable women. It is clear that Gerald did genuinely care about Daisy as he defends their relationship when Sybil Birling calls it "disgusting". He is so humiliated that he has to leave the house for "air" in disgrace. Gerald returns to the Birling's house triumphant and smug. He comes back looking to win back affection from Sheila and the other Birlings. He slowly says "The man wasn't a police officer", knowing that this news will save Arthur and Sybil the fear of having a public scandal. In fact, he is so confident that he's won back the Birlings' trust that he "cuts" Arthur off to tell him he is "dead certain" the Inspector was a fake. "They'd been had" and Gerald is positive that he has become their son-in-law again. He believes that now that they know the Inspector was a fake, he can resume his relationship with Sheila again.</p> <p>By the end of the play, we learn that socialism has no impact on him.</p>
Examiner's Comment: AO1: Clearly rushed at the end, but nevertheless, reaches evaluation. Aptly supported from extract and play. AO2: Some useful analysis of 'how' effects are achieved. AO4: 4/5 Overall: This would achieve a mark just into Band 5.

Comment [W1]: Yes

Comment [W2]: Focus

Comment [W3]: Proof?

Comment [W4]: Fair point

Comment [W5]: Valid

Comment [W6]: Proof?

Comment [W7]: Support?

Comment [W8]: Some 'how'

Comment [W9]: Reference

Comment [W10]: Detail

Comment [W11]: Maybe

Comment [W12]: References

Comment [W13]: Valid reference

Comment [W14]: Thoughtful, some evaluation evident here

Comment [W15]: Succinct overview

Comment [W16]: Some style and effect

Eduqas
English Literature
GCSE Exemplar
for: Component 2
Section A
A Taste of Honey

7. *A Taste of Honey*

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole play to answer this question.

Write about the character of Helen and the way she is presented at different points in the play.

In your response you should:

- refer to the extract and the play as a whole;
- show your understanding of characters and events in the play.

[40]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

JO:	Where did this magazine come from?
HELEN:	Woman downstairs give it me.
JO:	I didn't think you'd buy it.
HELEN:	Why buy when it's cheaper to borrow?
JO:	What day was I born on?
HELEN:	I don't know.
JO:	You should remember such an important event.
HELEN:	I've always done my best to forget that.
JO:	How old was I when your husband threw you out?
HELEN:	Change the subject. When I think of her father and my husband it makes me wonder why I ever bothered, it does really.
JO:	He was rich, wasn't he ...
HELEN:	He was a rat!
JO:	He was your husband. Why did you marry him?
HELEN:	At the time I had nothing better to do. Then he divorced me; that was your fault.
JO:	I agree with him. If I was a man and my wife had a baby that wasn't mine I'd sling her out.
HELEN:	Would you? It's a funny thing but I don't think I would. Still, why worry?
JO	<i>(reading from magazine):</i> It says here that Sheik Ahmed – an Arabian mystic – will, free of all charge, draw up for you a complete analysis of your character and destiny.
HELEN:	Let's have a look.
JO:	There's his photograph.
HELEN:	Oh! He looks like a dirty little spiv. Listen Jo, don't bother your head about Arabian mystics. There's two w's in your future. Work, or want, and no Arabian Knight can tell you different. We're all at the steering wheel of our own destiny. Careering along like drunken drivers. I'm going to get married. [The news is received in silence.] I said, I'm going to get married.

A Taste of Honey
<p>At the start of the play 'A Taste of Honey', Helen (the mother) is portrayed as being a drunken middle aged lady who only cares about herself, we know this because she says "I've always done my best to forget that." This is said in context to Jo (The daughter) asking what day she was born.</p>
<p>This shows that Helen wants to forgot the start of Jo's life, this shows that Helen only cares about herself.</p>
<p>Helen is also described as being a semi-whore and that Jo and Helen live off her immoral earnings, this shows she doesnt have a proper job and has not got alot of money.</p>
<p>Helen is also portrayed to be a person who lives life to the full, Helen is a person in the play that is shown as doing something when she wants to do it. This is shown when Helen and peter leave for the weekend and leave Jo to stay home alone on her own this shows she only cares about herself and will do something in the moment.</p>
<p>Towards the middle/end of the play Helen finds out that Jo is pregnant. This is one of the few times in the play Helen cares about others, She says to Jo "Dont make the same mistake I did" this is showing that Helen is caring about Jo at some stages in her life.</p>
<p>Helen is also caring towards Jo when she finds out that Jo is moving in with Geoffrey.</p>
<p>Examiner's Comment:</p> <p>AO1: There is some focus on the task here and ideas are conveyed with general coherence. There is some reference to the wider text although this is limited.</p> <p>AO2: This is under developed and there are only simple comments on the writers' use of language.</p> <p>AO4: 3/5</p> <p>Overall: This is a focussed response although it is under developed and there is some misunderstanding evident. There is limited AO2 evident. It would achieve a mark into Band 2.</p>

Comment [W1]: Supports assertion from extract.

Comment [W2]: A straightforward judgement.

Comment [W3]: ?

A Taste of Honey
<p>In 'A Taste of Honey', a play by Shelagh Delaney, the character of Helen plays a huge role. At different points in the play, she shows different sides to her. Helen is portrayed as witty yet rude, selective and rude yet not hypocritical. Her character differentiated, relating a lot to who she speaks to.</p>
<p>Firstly, Helen is the mother of Jo, a young 16 year old of the 1950's and Helen isn't shown as the greatest of mothers. Helen is stated as an alcoholic semi-whore – immediately not the perfect role model – concerned alot about men, money and sexual relations. Similarly, she is shown as working class – specifically in the scene where daughter Jo finds a magazine which her mother has borrowed from downstairs. Jo quickly patronizes her stating she 'didn't think...she'd...buy it', this shows that even her daughter notices her mother's mischevious ways. This including Jo describing Helen's earnings as 'immoral'.</p>
<p>On the other hand, Helen is understanding and veers away from being hypocritical. Helen isn't oblivious to her mistakes and knows she has made them. Helen expects her daughter to learn from her mistakes rather than teaching Jo herself. This shows that Helen is depicted as a lazy mother. Though Helen understands that she has made mistakes, could easily fall back into traps she already has.</p>
<p>Thirdly, Helen is presented as scatter-brained and oblivious to the effect her words and actions have on others. To Jo's black boyfriend, Jimmy, Helen is extremely rude and racist about his culture. This may be due to her culture herself this being written in 1958. This is also highlighted when she talks to Geoff, Jo's homosexual friend as she is presented to have homophobic views.</p>
<p>However, with her husband Peter, Helen reveals a lot of lust and trust towards him. She also relies on him a lot. There are two different views given off by her relationship with Peter: It's for love or It's for money. Helen; at some times, is profoundly in love and wants to get married to Peter but however at times, such as when Peter is talking about the new house that they will love in Helen's attention seems to dwell into a want for luxury.</p>
<p>Relating back to a previous point, Helen can easily neglect or disrespect her daughter – not considering her feelings. Helen comfortably describes Jo's father as 'a rat', not seeing why this would upset Jo.</p>
<p>But Helen does show spurts of real affection towards her daughter, specifically for a short moment when talking about her daughters artistic talent but quickly tangents onto how sad she looks in a painting.</p>
<p>Helen's appearance is always important to her and this is shown throughout the play.. Repeatedly, Helen is found making herself look better for men – especially Peter. Even though throughout, she looks semi-drunk, she is still viewed as a pretty woman looking for her fancy men. In conclusion, Helen is viewed as a oblivious yet intelligent, neglecting character with hidden bursts of affection for her daughter but more for her men as they always come before Jo. She is realistic 1958's Mancunian women with stereotypical views.</p>
<p>Examiner's Comment:</p> <p>AO1: There is some sustained focus on the task. There is real understanding of key aspects of the extract and the wider text.</p> <p>AO2: This aspect is weaker. The candidate begins to comment on language although this is limited.</p>

Comment [W1]: The candidate sets out their stall here with a clear focus from the start

Comment [W2]: ? Unclear

Comment [W3]: The candidate supports their assertions with reference to the text although the inference is a bit shaky here.

Comment [W4]: This needs proof.

Comment [W5]: Maybe.

Comment [W6]: Needs detail and examples here.

Comment [W7]: This could be developed further.

Comment [W8]: Maybe.

Comment [W9]: This is an apt reference.

Comment [W10]: Good

Comment [W11]: Need references to support this point.

AO4: 4/5

Overall: This is an engaged discussion of character with some apt support. AO1 is into Band 4 but AO2 is more limited. The response sits at the top of Band 3.

A Taste of Honey
<p>In 'A Taste of Honey' Helen is presented as a self centered character; This is evident in the way she acts around people and in the fact that she is spontaneous and says what she thinks. When she blurts out 'He was a rat.' It shows that she says what she thinks no matter if someone will be affected by it.</p>
<p>Helen is rude to Jo almost all of the time, even when she tries to give mothering advice there is a spin involving a twisted humour or sarcasm, however, she doesn't really involve sarcasm or humour when she is talking to people apart from Jo, she's blunt and tells it how she sees it, implying that she cares for Jo more than anyone else.</p>
<p>Helen seems as if she never plans ahead, she just does things without thinking of any future implications. She might run into, this is clear when, in the extract, she says she married someone because she 'had nothing better to do.'</p>
<p>For most of the extract, Helen is ludic in the way she speaks to Jo but in the last few lines she gives advice without any mockery or humour attached to it, implying that Helen's sarcasm and twisted sense of humour is just a front and she shows Jo she really cares for her by doing this.</p>
<p>Helen is portrayed as prejudiced, especially racially because when she finds out that Jimmy was black she suggests 'drowning' the baby; Helen was a single mother who cheated on her husband so she faced prejudice, maybe this is the reason she is rude to almost everybody she meets.</p>
<p>Helen may seem self-centered and stuck up but I believe that she is humble, this become clear when she admitted that she wasn't a very good mother and highlighted a lot of her flaws.</p>
<p>Because Helen was marginalised because of her choices she takes out her anger on other people who were marginalised even though they had no control over it, this is seen when she calls Geof a 'silly little pansy' making him feel bad for something he can't control because she had few control over the events that led to her becoming shunned by society.</p>
<p>Examiner's Comment</p> <p>AO4: 3/4</p> <p>Overall: This is a focussed response with some comments on language, although these are mainly comments about tone. The language references and the response to AO2 is under developed. There are some references to the extract and the wider text but these are also under-developed. It would receive a Band 3 mark overall.</p>

Comment [W1]: Needs some evidence here

Comment [W2]: Rather generalised

Comment [W3]: Effective use of textual reference to support the point

Comment [W4]: There is some discussion of tone here but it is general.

Comment [W5]: Or that the baby will be...

Comment [W6]: Some discussion of character but general

Comment [W7]: Maybe?

Comment [W8]: This is an interesting point which needs development.

A Taste of Honey
<p>At the beginning of the play, where Helen is first introduced, she is presented to be an alcoholic. This was indicated through her desire to drink her 'medicine' (whiskey) before even going into her new home. The use of the word medicine explores how Helen may feel as if she relies on the drink to make her feel better. This mind set is equal to an alcoholics.</p>
<p>She is soon later presented to be an desireable attractive woman. This is done through Shelagh Delaney describing how she was a 'semi-whore'. This exhibits that she has the ability to get any man she desired. This is later confirmed when Jo explains that she uses men for money; thus describing her a semi-whore.</p>
<p>From the out-set it is clear that Helen is carefree. She is described to be living in the moment, not caring about how it affects her of her families future. However from her tendancy to live in the moment, she often makes poor decisions. An example of this is her moving from property to property without thinking about how it would affect Jo's education; as his forced her to change schools multiple times.</p>
<p>This progresses through the middle of the play where it becomes clear that she is not a good mother to Jo. Their relationship is constantly strained and Helen often has little help to offer. This is shown through Jo constantly looking after Helen. However the key sign of Helen's poor parenting skills is when she leaves Jo to marry Peter. She had left her pregnant daughter in a flat, alone, so that she could be with a man.</p>
<p>Helen is forever shown as a rude, constant aggrevation to whomever she is around. This is shown when she says to Jo that the reason she left her father was "your fault". Little snide comments like this one are frequent throughout the play to Jo, Geoff and about Jimmy. However as much as it shouldn't it almost makes her likeable. The reader is often left waiting eagerly to hear what comment comes next: acting as a cruel form of comedy.</p>
<p>However against all of this, Helen is revealed to be a caring, loving mum who tries her best to balance her lifestyle with raising a child. This is shown mildly throughout the play, for instance she always offers little pieces of advise to help Jo. An example of this is when she says "learn from my mistakes, it takes half your life to learn from your own." Little helpful phrases like that help show that Helen is just trying to make the most out of what she has got.</p>
<p>To conclude, Helen is portrayed to be a pragmatic, alcholic that does her best to go against her stereotype and raise her teenage daughter. However her defiancy to match these stereotypical housewives leads her to making increasingly wrong decisions until she hurts everyone around her. Yet this doesn't bother her as she is almost selfish in the way she only thinks about herself.</p>
<p>Examiner's Comment:</p> <p>AO1: There is a sustained focus on the task and an understanding of key aspects of the extract and the wider text.</p> <p>AO2: There is some comment and some analysis of the writer's use of language, structure and form although this is under developed.</p> <p>AO4: SPAG 4/5</p> <p>Overall: AO1 is better than AO2 here. The response is engaged and focused. There could have been</p>

Comment [W1]: A focussed opening to the question.

Comment [W2]: Effective use of relevant detail here.

Comment [W3]: Some inference evident.

Comment [W4]: Direct reference to the text.

Comment [W5]: Some comment on language.

Comment [W6]: Support is given for the candidate's judgements

Comment [W7]: Understanding of the text

Comment [W8]: Some detail given about language here

Comment [W9]: The candidate is beginning to make an engaged discussion of language and its effects.

Comment [W10]: An apt reference

more specific detail and reference to events in the play. The response is just into Band 4.

A Taste of Honey

The play 'A taste of honey', written by Shelagh Delaney, is about a woman called Helen and her daughter Jo. Helen, the mother, is a happy go lucky sort of person. She is not scared of anything and doesn't really care about life.

Helen is presented in the play as a semi whore, but it's important to know she is not a prostitute, who sleeps with men for a while and uses their money in the mean time. She has a daughter who doesn't look up to her as she treats Jo so badly. An example of this is where Helen fails to tell Jo when her birthday and she shows no interest or affection for her daughter apart from during her pregnancy.

Helen is carefree as she is show not to care about death and she lives life in the moment without planning ahead. She does not 'lay claim' to being a good mum, she tries not to be or doesn't try at all. She explains to Jo how she has tried her hardest to forget Jo's birthday and I am yet to know why.

Helen always tries to find easier alternative like when she borrows the magazine instead of buying. This shows that she isn't well off but Helen it comes to the men paying she is greedy.

Examiner's Comment:

AO1: There is some focus on the task here although it is limited. There is some understanding of key aspects of the extract and wider text.

AO2: Some implicit comments on language although these are still simple.

AO4: 2/5

Overall: There is some focus here but it is under developed in terms of detail. There are some direct references to the text. AO1 and AO2 are both Band 2 responses. This is a Band 2 response overall.

Comment [W1]: General introduction and focus

Comment [W2]: But someone?

Comment [W3]: Sort of.

Comment [W4]: Personal response.

Comment [W5]: Judges from reference to the extraxct.

A Taste of Honey
<p>Throughout the play 'A Taste of Honey', we see a number of sides of the character, Helen's personality. In some ways her personality is continous for the duration of the play. She is consistently a witty and humorous character, however we are exposed to Helen's emotional caring side on a number of occasions.</p>
<p>At the begin of the play, we are introduced to the characters of Helen and Jo. Helen is presented as a scatter brain and having little patience for her daughter. Her and Jo also engage in playful conversation which begins to imply Helen's wit and humour.</p>
<p>As the play continues, it is indicated that Helen is somewhat of an alcoholic. Jo remarks "Drink, drink, drink, that's all your fit for." This statement from Jo suggests that she has been neglected by her mother in the past, as she repeatedly drinks rather than looking after her daughter.</p>
<p>This behaviour would often influence the reader to feel a dislike for the character, yet for many Helen is still a likeable persona. It is difficult as a reader to dislike her when she is portrayed as such a fun loving character. Described as a 'semi-whore', we have many insights to Helen and how she is trying to get the most out of her life, despite her pessimistic outlook upon it. She is also portrayed as outgoing as she is not afraid to talk to men.</p>
<p>Despite this, we are also exposed to Helen's less caring side, which Jo is often the victim of. She says to her daughter "You can't sing, can you?" implying that she is unsympathetic, as well as the lack of attention she shows her daughter. Helen fails to pick up on a number of traits her daughter posseses, such as her fear of the dark, to which Jo claims Helen "knows" she does. Helen also has no idea of the date of her daughter's birthday which does not phase her. Gestures such as this depict Helen as unobservant, uncaring and neglectful.</p>
<p>Finally, Helen is characterised as spontaneous, when she decides "I'm going to get married." By making such a major decision so quickly, it presents Helen as putting a lack of thought into things, in addition to acting in the spur of the moment.</p>
<p>In conclusion, despite Helen being portrayed as neglectful and uncaring for the majority of the novel, she is still seen as likeable, witty and humorous.</p>
<p>Examiner's Comment:</p> <p>AO1: There is some focus on the task here.</p> <p>AO2: There is some comment on language here although it is limited.</p> <p>AO4: 4/5</p> <p>Overall: This is an engaged response but the coverage of both the extract and the whole play is rather limited. Low band 3.</p>

Comment [W1]: This is a nicely focused introduction

Comment [W2]: This needs some exemplification from the text.

Comment [W3]: Audience?

Comment [W4]: Engaged reference to the text here, but stays a bit general

Comment [W5]: Needs proof from the text

Comment [W6]: The candidate supplies valid references to support judgements.

A Taste of Honey

In the play 'A Taste of Honey' Shelagh Delaney chooses to portray Helen, the mother of young Jo, as a care-free, happy-go-lucky woman.

However, throughout the play, Jo is often on the **receiving** end of Helen's scattered lifestyle, as she is often at the bottom of her priorities list. Unimportant issues or obsessions usually come first, such as alcohol, as she uses it as **medicine** when she is ill, instead of battling her cold off caring for Jo.

Other matters such as Peter, her manipulative 'partner' get in the way of any real affection being shown to Jo, as Helen is very much a product of her tough upbringing during the war and feels the need to flaunt any remaining youth she feels she has left **in front** of Peter, making her want to neglect Jo and her **responsibilities**. This is shown when Jo asks Helen about what day she was born in **which** she replies with, 'I don't know' and she's 'always done her best to forget it.' Jo's lack of an upset response suggests that she has become immune to her snide comments, which is far from any maternal instincts that Helen should have. On the other hand, the typical roles are switched throughout the play, as Helen often refers back to Jo in times of trouble, is a **nuisance** or leaves her on her own while going off with her 'new man'. As a result of Helen's lack of general organisation and sympathy for her daughter, Jo was forced to grow up very quickly, and evoked other actions in the play.

However, her caring side does emerge **ever** so slightly when Geoff offers to look after her, as she doesn't allow him to care for her when she arrives. This attitude would come across as being cruel to be kind in her eyes but is conveyed as simply cruel to the audience, as it is apparent that she took no notice of the harm she was doing to Jo and Geoff in the process of sending Geoff away. This selfishness and lack of sympathy for other people is shown throughout, which had resulted in such a distant relationship between Helen and Jo by the end of the play, even though she chooses to keep Jo blissfully unaware of her banishing Geoff.

Comment [W1]: A clear focus at the outset of the response.

Comment [W2]: Some reference to the text here.

Comment [W3]: Exemplification from the text is required here.

Comment [W4]: Some detail.

Examiner's Comment:

AO1: There is an emerging focus on the task and ideas are frequently conveyed with coherence. There is some engagement in this discussion of Helen and her relationships.

AO2: There is some emerging sense of AO2 here such as an awareness of tone, for example.

AO4: SPAG 4/5

Overall: This is an engaged response with some apt references but it is underdeveloped, it would achieve a top Band 3.

A Taste of Honey
<p>In the play 'A Taste of Honey' by Shelagh Delaney, the character Helen is presented as quite a complex character.</p>
<p>At the start of the novel she is presented as a selfish and vain character who cares little for her daughter. This is shown when she is surprised at her daughter Jo's talent at art. Clearly she has expressed no interest into Jo's life if it doesn't affect her. However she is also presented as quite a sarcastic, witty and intelligent human being but her obsession with living in the moment and doing things on a whim holds her back. If she could put her intelligence to any use she might of been able to hold down a steady job and give a healthy childhood to Jo – yet she insists on being a 'semi-whore' as the authour describes her.</p>
<p>In a way she is quite masocistic because she goes out with men (like Peter) what she knows will hurt her emotionally or physically yet she remains in the cycle of meeting men, getting abandoned then rushing off to another place. This constant nomadic life could be one of the reasons for negativity between Helen and jo. However even when Helen isn't there she is constantly giving Jo pain in lots of points in the play. Sometimes Jo lets herself hope that her mother will be supportive – like when she is talking to Jimmie about how her mother won't care that he is black. Sadly when she tells Helen she is quite derogative and racist.</p>
<p>Being derogative is one of Helens main traits. Even in the extract it shows her calling a man a 'dirty little spiv.' This could be a desperate need to separate herself from who she thinks is beneath her because socially she is quite low in the social ladder as well. She had a baby unmarried, she's a single mother and not to mention she gets her money from being a 'semi-whore' – three very large social taboos in the 1950's.</p>
<p>When she is presented with the character of Peter she is at her worst and meanest towards Jo. She does whatever Peter says and is very flirtatious towards him –when she isn't asking for money. She even abandons Jo to live with Peter and only comes back when she hears Jo is pregnant. The moment contradicts some of Helens nastier moments because even though she gets rid of Geof its almost as if she cares for Jo. Helen has a few moments like this in the play where she lets down the wall of spite and wit and actually gives Jo advice or a skewed version of affection. For example she does try to five Jo advice about 'work or want' in the extract but she manages to bring it back to the topic of herself.</p>
<p>When the character of Helen is presented getting rid of Geof – even though it is clear that Jo made a life without her and Geof was an important part of her new 'happiness' (or contentness) its almost as if she is jealous. She has been with Jo for a long time and even if it can at times be mean, they have a connection through their sarcasm and wit and maybe Helen realised this and wanted the familiar. Or maybe Peters mental (and possibly physical) abuse just got too much for her and she wanted out so instead of leaving her daughter who is secure and making a new life of her own she went back to Jo for food and board.</p>
<p>Overall Helen is presented as quite a contradictory character. But maybe thats the point. To show that the play is realistic with real people and real emotions. Maybe its showing how complex emotions and relationships can be especially under the strain of being a taboo.</p>
<p>Examiner's Comment: AO1: Very engaged. This is a focussed piece which has thoughtful discussion throughout. AO2: There is some reference to language and its effects although this can tend to be under-developed. AO4: SPAG 3/5 Overall: This is a mid-Band 4 response. AO1 is stronger than AO2.</p>

Comment [W1]: Clear focus from the outset.

Comment [W2]: Reference to text required.

Comment [W3]: Needs to back up assertions with proof from the text.

Comment [W4]: The candidate is engaged with the text.

Comment [W5]: For example?

Comment [W6]: Yes

Comment [W7]: Candidate needs to develop this point.

Comment [W8]: Interesting.

Comment [W9]: And other men....

Comment [W10]: Good engagement here.

Comment [W11]: Indeed.

Comment [W12]: This is valid inference.

Eduqas
English Literature
GCSE Exemplar
for: Component 2
Section B
A Christmas Carol
Essay Question

SECTION B (19th Century Prose)

Answer on **one** text only.

A Christmas Carol

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novel to answer this question.

Write about Scrooge and the way he changes throughout the novel.

In your response you should:

- refer to the extract and the novel as a whole;
- show your understanding of characters and events in the novel;
- refer to the contexts of the novel.

[40]

Oh! but he was a tight-fisted hand at the grindstone, Scrooge! A squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog-days; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, nor wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often 'came down' handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, 'My dear Scrooge, how are you? When will you come to see me?' No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blindmen's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, 'no eye at all is better than an evil eye, dark master!'

But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call 'nuts' to Scrooge.

A Christmas Carol - example 1

At the start of the novel Scrooge is shown as covetous old sinner, solitary as an oyster. These show him to be a old horrible man which only cares about himself and isn't a fun and lively person. No warmth could warm, nor wintry weather chill him tells us at the start he is a cold-hearted person with no emotion. But when Marley his old bussiness partner comes to visit him as a ghost we see that he is still stubborn and mean. But he shows he is nervous and shocked by Marley. But we don't see him really change until the ghost of Christmas past comes.

Reference to the text

Simple comments on the text

The ghost makes Scrooge have feelings towards his younger self feeling of pity. We are then shown Fazy wigs party and shown Scrooge having fun and enjoying himself. Instead of emotionless like usual. We then also see Scrooge feeling regret love and lost when he pick money over bell and then the ghost show him that bell has a new family and kids. Then Scrooge try to attack the ghost as he doesn't want to be reminded by his mistake. That is when he starts to change and feels regret. This changes him by making him start to feel.

Focus on the question

Reference to the text

When the ghost of Christmas present comes along he shows that money isn't everything and that even if your poor you can still enjoy Christmas. He also start to feel bad for bob cratchit because of how he is living e.g. when the ghost takes him to bob's house he is like oh bob lives here. He also feels sympathy toward tiny tim and how even though he is disabled he is still so caring and generous. I think this changes scrooge by making him feel as if he should do better and feel sorry and help those who are poor.

Keeping focus on the question

Engaged!

When the ghost of christmas future comes he starts to feel more sympathy and regret towards his lifestyle, like how he feels bad how his bussiness partners don't care about a death of a person which could be like him. He also feel bad for bob cratchit because tiny tim has died and everyone isn't happy. When looking at the things the spirit points and shows he said how he will change his life and

Straightforward discussion

become a better person. But he doesn't truly mean it until the spirit point to his grave and Scrooge sees his name on it. Then he starts to beg for a second chance to be better. This shows he want to become a better person and not be his old self.

When he wake up near the end. He has changed into a completely different person. He is happy and over joyed. He becomes generous from selfish, e.g. at the start he wouldn't give charity and said how one pay taxes and that is enough charity but at the end he is generous and give a large donation to charity. He raises bob's salary and eats dinner with his family. This shows he has changed since at the start he said not an excuse to pick a man's pocket every 25th of december. But at the end he just becomes more generous and happy to give money to the poor. He now knows that money isn't everything. He has also shown feeling such as happiness and joy but at the start of the book he was cold and emotionless. This has shown how he has changed. He basically had an epiphany.

Reference to the text

A focused and sustained response

This response is strongest on AO1. There are simple comments on the language and some understanding of the contexts. Overall it would receive a mark just into Band 4.

A Christmas Carol - example 2

The extract is taken from the start of the novel, overall Scrooge is shown as being 'tight-fisted', greedy, selfish and self-centred. The phrase 'the cold within him' emphasises how cold-hearted and cruel he is to others and the complete 'cold' tone he gives out. The word 'nobody' is repeated throughout this extract showing that through his 'tight-fisted' actions and ways of living, he has become isolated and a reject of society. Chapter 1 reinforces the overall message of the extract.

Some close reference to the language of the extract

Fred is turned away when visiting Scrooge at his counting house, even though Fred is Scrooge's only family member left, he is reluctant to have anything to do with him.

Nice widening out from the extract

Scrooge turns his nephew, who is full of Christmas spirit, away because he doesn't see how he can be happy when he is poor linking with the themes of poverty and family. In Chapter 1, we see Scrooge as an overall selfish, greedy and isolated man who doesn't seem to want to be disturbed. Marley the ghost shocks Scrooge by showing him what will happen if he doesn't change his ways.

The key aspects are addressed here

In Chapter 2, Scrooge is filled with regret after the ghost of Christmas past shows Belle and how happy she was with her family, making him feel guilty and regretting his attitude towards her because he parted with her because of his money obsession. During Chapter 3 we see him taken into a room with the ghost of Christmas present. Under his gown, the children of "Ignorance" and "Want" are seen. These are used to shock Scrooge into changing by seeing something so innocent and pure (children) be used in such a cruel way and to represent something so sinister, society's bad qualities. He also sees the Cratchit household enjoying Christmas even though they're living under poverty. In Chapters 2 and 3, Scrooge is taken through an emotional journey and we start to see him weaker and break towards the ghosts, pleading and asking which is a contrast compared to his demanding "who and what are you?" at the start.

Thoughtful

Keeps focus

The symbolism is linked to context

Reference to structure

In Chapter 4, the ghost of Christmas yet-to-come shocks Scrooge into a recurring theme of redemption. He sees businessman and people in the streets disrespecting this “dead man.” Scrooge is in shock when realising that this man is infact him in the future. To add to the shock and motivation to change, Scrooge sees that Tiny Tim has died and is notified that this is what will happen if no change is made. This makes Scrooge feel emotional towards the matter and also guilty because he feels that he is responsible due to his greed and selfishness towards his wealth and not sharing money, linking to context because the whole point of Christmas is about ‘giving.’ in this chapter, we begin to see Scrooge open up emotionally and feel the need to redeem himself. By saying “this is a fearful place, in leaving it, I shall not leave its lesson” shows us that Scrooge has changed mentally and wants to physically make a change so that this future is prevented.

Overview

Valid point

Overview

In Chapter 5, we get a description of Scrooge waking up with enthusiasm and full of Christmas spirit and giving immediately showing his change and new attitude towards Christmas and life. He goes to Fred’s house and asks to join in, showing his redemption towards his actions in Chapter 1 (turning away Fred) This also shows that his attitude towards family has changed. He sees Bob on boxing day and raises his salary after realising how much the Cratchit family was suffering, linking with the fact that seeing Tiny Tim die in the future, has changed the way he thinks. He has realised that money and his wealth can be used for better things in order to save Tiny Tim and their family.

Sense of structure

The focus is well sustained here

Overall, we see that Scrooge has changed throughout in several ways. His actions and attitude towards family, wealth and poverty have changed as in Chapter 1, he rejects a charity man as he says the homeless should just die and “decrease the surplus population” and also he turns Fred away because he doesn’t see how he can be happy, when he is poor. However, towards the end his understanding has been increased and he feels more

Reference to context

sympathy towards the poor and people living under poverty. His feelings towards family have changed because of him realising that Fred is his only family and that he shouldn't dismiss him just because of his lack of wealth. Scrooge is seen at the start as "tight-fisted" and very much isolated however towards the end he says "I'm as happy as an angel" and he hears people talking about him but isn't interested because he is happier now and his attitude towards life has changed.

The focus is sustained
until the end

This is a sound response. It achieves Band 4 for all of the the AOs although it is strongest on AO1. Overall it would receive a mark in the middle of Band 4.

A Christmas Carol - example 3

Scrooge changes through out the book starts off mean but then he gets nicer.

Focus on the question

Before the spirits he is mean miserable and grumpy I know this because he doesn't have any friends and cruel to his workers because he has lots of money but makes his workers work in the cold instead of paying for some coal.

Straightforward

When the ghost of Marley shows up he is suprised then asks him questions and begs it for mercy because he is sacred of the ghost. The ghost is covered in chains.

Reference to the text

When the spirit of Christmas Past arrives and shows him Scrooge starts to feel sorry for himself and has feelings towards his younger self and he shows him when he picked money rather than the girl and she says that 'this money has changed you.'

An apt reference

At Fezzywigs party he is sharing a good time just looking at his past until when they start making fun of him.

Christmas Present is a little like Father Christmas because he is happy but then he shows Bob Cratchets house and Tiny Tim isn't very well and Scrooge asks about him but the ghost replies "I see an empty chair at the table" reffering to Tiny Tim because he is dying if nothing is done about it Tiny Tim will die. But the ghost goes back to what Scrooge said at the beggining of the book "Decrease the cirplus population" but Scrooge regrets saying those words because he wants Tiny Tim to live on.

Reference tot he text

The ghost of Christmas future doesn't speak he just points to let Scrooge figure it out. He is scared of the ghost because he said "I fear of you the most spirit" he shows Scrooge is afraid of the future because he knows Tiny Tim is going to die as himself.

Aware - this is supported by reference to some key aspects

After the spirits go Scrooge is very generous by donating to the charity men and he gave the Cratchets a big turkey.

There are only implicit references to AO3 (context) and AO2 (style) here, however these are rooted in some understanding of the novel. Overall this response would get a mark in mid Band 2.

A Christmas Carol - example 4

In the novel "A Christmas Carol", Dickens tries to show that Scrooge changes his attitude towards Christmas and life itself. This happens after the events in the book shock him into becoming a better man.

Focus and overview

The extract provided demonstrates that Scrooge has "a cold within him," which makes the people around him believe he is cruel and coldhearted. Also the extract refers to him as being a "tight-fisted" man, this gives the reader the impression that Scrooge values money over people's opinions of him. It may also lead the reader to think Scrooge chooses to live in isolation, where money is his only companion. Throughout this extract the word "nobody" is repeated frequently, Dickens may have done this to emphasise that nobody could relate to Scrooge and nobody chose to associate with him because of his actions. It suggests that because of the way he is society has now outcast him.

Some style and effect

In Stave 1 Dickens shows the reader Scrooge's attitude towards Christmas, charity and family; how he detests all of them. When Fred turns up at Scrooge's counting house to invite his uncle to Christmas dinner, Scrooge coldly turns him away. Scrooge plans to keep Christmas in his own way, this demonstrates he does not believe it is worthy of celebration. Fred is Scrooge's only member of family and he disregards him very easily, showing how Scrooge values his work above family. Towards the end of the first stave Marley's ghost visits Scrooge to warn him of his ways however, in response to this Scrooge only chooses to focus on how Marley was always a good man of business. Giving the reader the impression that in Scrooge's opinion the aim of life is to be successful no matter what the sacrifice is. Marley shows regret for his actions, this starts the ongoing theme of redemption.

Purposeful use of the extract

Succinctly appreciative

Perceptive and evaluative

The ghost of Christmas past appears in Stave 2. She shows Scrooge why Belle could not marry him. Showing all throughout his life his obsession for money has always stopped him from being happy. Here Scrooge believes he

Reference to the text

was stupid for letting money shadow his relationship showing he can see the error that he has made. This section highlights greed and Scrooges passion for wealth. The ghost then shows him Belle with her new family enjoying Christmas, this highlights to him that if greed had not got in the way Scrooge could have been happy. In the present time Scrooge is shown Fred's Christmas party and the many guests enjoying themselves. This highlights the theme of how an everyday man can celebrate Christmas, also that Christmas is a time for coming together with people. During the games, to Scrooges horror, the local people make fun of him and the way he acts. This is the first time in the novel Scrooge is made fully aware what people think of him. He learns that people do not admire his mind of business and instead people despise him. I believe this is the first thing that triggers Scrooge to change his ways. Also in Stave 3 the Cratchit family manage to enjoy Christmas with what little they have. Demonstrating that happiness can be achieved even for the poor, a concept Scrooge doesn't understand. This shows Scrooge that even though he has lots of money he has still not achieved happiness, despite Bob having almost no wealth he has still enjoyed life more than Scrooge.

Some context is referred to here

Sense of structure

Exactly!

In Stave 4 Tiny Tim dies because nothing has been done about his condition because of the poor wages Bob receives. This is a key turning point for Scrooge as he, with all of his money, would have prolonged Tiny Tim's life. The ghost of Christmas yet to come makes Scrooge feel responsible and guilty for innocent Tiny Tim's death. This links to greed, his actions of greed have caused this to happen. Also it links to redemption as this event happening causes Scrooge to change his attitude and beliefs about money and charity.

Context

Clear focus

In the final stave Scrooge tries to amend all of his wrongdoings over the years. Firstly he is overcome by a new enthusiasm for Christmas and even life. He becomes consumed by this new happiness and filled with energy to fully enjoy his first Christmas. When dressing himself

Scrooge is so giddy he tears the clothes, this demonstrates his change in attitude to money. Previously he has been protective and tight with his money, now however, he does not care that he has ripped garments that will cost money to replace. Scrooge visits Fred on Christmas, demonstrating he now values family and Christmas spirit. Dickens insinuates Scrooge asking for forgiveness off Fred for the neglect and dismissal he has faced all these years, when Scrooge asks permission to come in. This highlights the regret Scrooge is now feeling. Dickens, throughout the novel, shows that family and Christmas Spirit are key to enjoying life, however money is irrelevant to happiness. The novel shows the story of how Scrooge has to be shown the error of his ways before he can fully appreciate life by changing his ways.

Good use of detail

A valid point

This is a purposeful and assured answer with a clear sense of overview and evaluation throughout. It would receive a mark just into the bottom of Band 5. Closer reference to AO2 would make this a more secure Band 5 response.

Eduqas
English Literature
GCSE Exemplar for:
Component 2
Section B
The Strange Case of Dr
Jekyll and Mr Hyde

16. *The Strange Case of Dr Jekyll and Mr Hyde*

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novel to answer this question.

Write about how tension is created at different points in the novel.

In your response you should:

- refer to the extract and the novel as a whole;
- show your understanding of characters and events in the novel;
- refer to the contexts of the novel.

[40]

Mr. Utterson was sitting by his fireside one evening after dinner, when he was surprised to receive a visit from Poole.

'Bless me, Poole, what brings you here?' he cried; and then taking a second look at him, 'What ails you?' he added, 'is the doctor ill?'

'Mr. Utterson,' said the man, 'there is something wrong.'

'Take a seat, and here is a glass of wine for you,' said the lawyer.

'Now, take your time, and tell me plainly what you want.'

'You know the doctor's ways, sir,' replied Poole, 'and how he shuts himself up.

Well, he's shut up again in the cabinet; and I don't like it, sir – I wish I may die if I like it. Mr. Utterson, sir, I'm afraid.'

'Now, my good man', said the lawyer, 'be explicit. What are you afraid of?'

'I've been afraid for about a week,' returned Poole, doggedly disregarding the question, 'and I can bear it no more.'

The man's appearance amply bore out his words; his manner was altered for the worse; and except for the moment when he had first announced his terror, he had not once looked the lawyer in the face. Even now, he sat with the glass of wine untasted on his knee, and his eyes directed to a corner of the floor. 'I can bear it no more,' he repeated.

'Come,' said the lawyer, 'I see you have some good reason, Poole; I see there is something seriously amiss. Try to tell me what it is.'

'I think there's been foul play,' said Poole, hoarsely.

'Foul play!' cried the lawyer, a good deal frightened and rather inclined to be irritated in consequence. 'What foul play? What does the man mean?'

'I daren't say, sir,' was the answer; 'but will you come along with me and see for yourself?'

The Strange Case of Dr Jekyll and Mr Hyde	
In the book "The strange case of Dr. Jekyll and Mr. Hyde" a certain theme runs through the whole novel, particularly in Chapter 8.	Comment [W1]: General
Mr. Utterson is sitting at home when he was "suprised to receive a visit from Poole". This odd act startles Utterson because it is highly irregular for upper class Victorian gentlemen to recieve visits from lower class butlers late in the evening. The use of the word "suprised" shows that Utterson was not expecting this visit, suggesting something must be wrong.	Comment [W2]: Fair point Comment [W3]: Simple comment
A rise in tension follows. "Poole, what brings you here? What ails you? Is the doctor ill?" Utterson is a lawyer. He usually deals with un-nerving situations seriously and in a calm maner. However, we can see here that Utterson is far from calm. He bombards Poole with lot's of questions in a short space of time. This act shows that Utterson is panicing and that he is seriously disturbed by the current events.	Comment [W4]: Better inference
Tension falls after these questions. "Take a seat, and here is a glass of wine for you". This is unusual as victorian gentlemen don't invite butlers in for wine. However, this act shows that Utterson is taking the situation seriously and shows he is trying to calm down the situation.	Comment [W5]: True
Despite tension falling, it is still un-nerving. During this, Utterson is reffered to as "The lawyer" This shows that Utterson is taking on the sittuation like a Professional , meaning something terribly wrong must have happened.	Comment [W6]: Maybe
Tension slowly starts to rise up again. "You know the doctor and his ways sir, how he shuts himself up". The fact that Utterson has tried to calm Poole but failed, shows that Poole is fased by what he has witnessed. Also, the fact that he has ran from his master shows us that a strange evil has fallen onto him. During this, Poole is being very in direct with Utterson. This shows that Poole has seen a great horror to horrifying to describe. The in-directness gives us little information. This lack of information causes us to think the worst of what mas have happened.	Comment [W7]: Some reference to effects
Towards the end of the extract, Utterson grows starteled. "What foul play? What does the man mean?" This short burst of questions shows that Utterson is starting to panic, meaning that even as a lawyer, the situation is too alarming for Utterson to comprehend.	Comment [W8]: Valid
More tension is scattered throughout the novel aswell. In Chapter three, Jeckyll becomes discomforted by Uttersons comment. "I thought we had agreed to leave this matter behind". This reply comes after Uttersons comment on Hyde and the will. It doesn't say why he wants this situation ignored. Because of this, and our little understanding of Hyde, we imagine the worst of what Hyde has done and so we worry for Jeckyll and question the reason for his discomfort.	Comment [W9]: Rather too long spent on extract, at expense of wider text
Before chapter eight, tension builds in regards to Jeckylls help. Utterson is on a walk with is friend and encounters Jeckylls residents. Utterson knocks to invite Jeckyll out as it has been so long since they last met. We see Jeckylls ill being and Utterson shows concern. Despite being offered help from an old friend, Jeckyll refuses in a rush without giving a reason why. The fact that we don't know why makes us think the worst of him. Also, by doing it in a rush, it shows that Jeckyll urgently refused help from a friend he's known for a long time. Jeckyll is usually a social character so for him to be un-social is very out of the ordinary. We question why this is and we again worry for Jeckylls well being.	Comment [W10]: Fair point
Overall, tension is created through the un-known. This works early on in the novel as we know little about each character and in certain situations we think the worst. But it also works later on as for them to not act themselves makes us worry and we start to question why they're like this and as a result we are not told, therefore making it all the more un-settling.	Comment [W11]: General comments
Examiner's Comment: AO1: Some focus, but limited coverage of text. AO2: Some references to detail, at fairly simple level. AO3: Some understanding of context, but limited development. Overall: This response would achieve a mark at the top of Band 2.	

The Strange Case of Dr Jekyll and Mr Hyde

In the novel of Dr Jekyll and Mr Hyde tension is created at different points in the novel, focusing on one certain chapter extract. and tension created as a whole.

The novel was written in the victorian era by Lewis. R. Stevenson. During this era the setting was darky and dingy, and very secret lifes this is also reflected, through out the novel as the beginning of the industrial revaluation and the theory of the scientific evaloution.

In this extract it shows the lawyer mr Utterson relaxing after dinner, which begins as a calm atmosphere, when he suddenly recieved a visit from a butler of Dr Jekylls bulter poole. Utterson was very surprised by the unexpected visit of poole considering that he showed up to his house unannounced and the fact that he came to a lawyers home made Utterson very worried as tension rises poole wasn't speaking so Utterson fired many questions at him by the reply of poole, Utterson feels intrigued and decides to serve poole with a glass of wine this didn't usually happen because butlers usually serve guests. Soon enough Utterson questions poole curious of what brings him to his home. Poole solely replies that he is worried about Jekyll and that he's afraid of what he is doing this is when the tension is really high because of poole being very vague. Utterson then wants him to be more explicit. 'What are you so afraid of' this shows that Mr Utterson is very concerned for the butler and curious of why he is afraid of his own master. 'I can bear it no more'. this then repeated later on in the chapter. this is a technique the author Stevenson uses to make the reader feel very intrigued as to why the butler is worried and to why he is confinding in the lawyer.

Tension is created at a different point in the extract he hasn't drank any of the wine given to him this makes the reader wonder weather he wasn't trying to be rude and just that whatever he was going to say only was to be said sober so that Mr Utterson believed him.

Later on the lawyer is instructing him and being very patient to poole and tries to get him to say what he knows this then results in a loud outburst from poole which makes the lawyer surprised and repeats what he says, this shows the tension that's leading up to the reveal of what he knows, the lawyer soon enough questions poole for more information, leaving poole feeling bombardmented. And replies suttely and calmly that he doesn't want to say that just incase he won't believe him so he will show him this results in high tension. due to the reader being left on a cliff hanger with no answers. and makes everyone question whats going on.

Throughout the novel as a whole their is lots of tension building like in one chapter where the murder of Sir danvers carew this is were a maid witnesses the murder of a well-respected man and recalls him to have a cane and looks fairly like Edward Hyde then when the police arrive to Hyde's home they find the other half of the wooden cane. 'their stood a man with a heavy cane miffiling with plpatience and anger' this displays a lot of anger and tension in this chapter the word 'miffiling' means to hold in an angry emotion of which is let out with 'ilpatience' this indicates that tension is exstreamily high because you don't know what exactly might happen next.

Furthermore Hyde was first introduced to the book as a man who 'trampelled' over a small girl he could of easily killed her and this shows he was a very violent man linking that towards the carew murdercase later on in the novel the reader then realises that when Jekyll transforms into Hyde he becomes very viloent and out of character this then makes tension build and arouse suspicions. Of who Hyde really is and what Jekyll is doing.

Near to the last few chapters of the book Mr Enfeild (a dear friend of Jekyll and Utterson mr Utterson) and mr Utterson, where out again on another walk as they walk by Jekylls home they notice an open window so they look through it this builds tension because it shows that they are curious as well as concerned about Jekyll because of him being so out of character lately. 'looking through the window' this quotes shows curiosity of Enfield and Utterson as Utterson knows that something is going on because of poole coming to his home previously. as the tension rises leading up to the moment where they look through the window the reader feels very anxious as to what they might see to Utterson and Enfeilds surprise they witness Jekyll changing into Hyde, this then shows how times are changing because in the early Victorian era everyone kept themselves to themselves minding their own lifes many people lead a secret life like Jekyll does but how they are

Comment [W1]: Some context

Comment [W2]: Discussing extract

Comment [W3]: Apt context

Comment [W4]: Some 'how'

Comment [W5]: Keeping focused

Comment [W6]: Valid

Comment [W7]: Still discussing extract

Comment [W8]: Some effects

Comment [W9]: Reference to key incident

Comment [W10]: Reference to wider text further on in the novel

Comment [W11]: Some reference

Comment [W12]: Maybe

getting involved into Jekylls scientific experiments on the contrary this displays that the tension created builds up to suspense to see what Jekyll and Hyde are up to.

Examiner's Comment:

AO1: Keeps focused with some apt references to key aspects of extract and wider text (it's a bit unbalanced).

AO2: Simple comments on the use of language.

AO3: Some understanding of context

Overall: This would just make it into Band 3.

Comment [W13]: Touching on important points regarding context

The Strange Case of Dr Jekyll and Mr Hyde

In the novel 'Dr. Jekyll and Mr. Hyde', we begin to notice the use of language that builds tension. In this test I will show how tension is created and why Stevenson has used certain vocabulary to make sure the reader feels tension throughout all chapters.

In the extract given, tension is created when Utterson recieved a visit from Poole. "Bless me Poole, what brings you here? 'He cried'. The words 'He cried' tell us that Utterson wasn't expecting his friends but to call by unexpectedly. We wonder why Poole has come to Uttersons home. We as a reader grow confused and conserned as to why Poole should need to see Utterson at such a suprise. Tension is also created when Utterson starts to ask Poole lots of questions. "What ails you?" he added 'is the doctor ill?' The way Utterson asks the questions so hurriedly creates tension because we want to know what has happened also. When we notice Utterson is panicing, we also start to panic as a reader because we start to ask ourselves if Utterson knows something of Jekyll which may result in his sudden outburst of questions.

Throughout the extract, Poole becomes more panicked over what he knows. This created tension when Poole doesnt tell us what us whats wrong quick enough. "Well hes shut up again in the cabinet, and I don't like it, sir" When Poole partly tells us what wrong, us as a reader, become very impatient and start to become more and more concerned as to why Poole is slowly telling Utterson what the problem is. Tension is created because Poole says he is in the cabinet 'again' and that creates mystery.

Towards the end of the extract Utterson still doesn't know exactly what Poole is distressed about. 'Try to tell me what it is'. The word 'try' indicates to the reader that Poole is struggling to explain what the problem is which creates alot of tension because we continue to be concerned and worried about Jekyll. We start to worry as to why Poole might not be wanting to tell Utterson as quick as we'd expect him to.

At the very end of the extract, Poole gives up and asks Utterson to see the problem with his own eyes. "I darent say, sir' was the answer 'but will you come along with me and see for yourself." When Poole says this, tension is created because the whole visit was a long conversation of how Utterson needs to know whats going on but in the end Poole decides its best if Utterson sees it for himself. With this we grow more concerned and worry as we feel like the problem is unexplainable and impossible to say in words to Jekyll's dearest friend.

Tension is also created throughout the whole of the novel. In chapter 1, Utterson is told a horrifying story of Hyde. 'There was something wrong with his appearance, something displeasing'. When Utterson hears about Hyde, tension is created because this is Utterson's first impression of Hyde and we already know that Hyde is an important character considering Jekyll wants Hyde to have anything in his will if he is to disappear. Tension is created because we desire to know how Utterson will react to this side of Hyde.

In Chapter 2, Utterson wants to find Hyde. When they do meet, tension is built because we are worried as to how Utterson will act around Hyde after his first impression. 'Will you let me see your face?' asked the lawyer. Mr Hyde appeared to hesitate.' When Hyde 'appears to hesitate', we grow confused and intrigued as to why he is almost nervous to show Utterson what he looks like. We, as a reader, begin to wonder what he looks like. We, as a reader, begin to wonder maybe Hyde is nervous because Utterson will recognise him as Jekyll, which Jekyll fears mostly about.

Aswell, in chapter 3, we see the worried side to Jekyll. This creates tension because we don't understand fully as to why he pales at Hydes name. "I have been learning something of young Hyde' the large handsome face of Dr. Jekyll grew pale to the very lips'. We build tension by reading this because after reading the full novel, we know that Jekyll and Hyde are the same person and we know that Jekyll will obviously know about Hyde and Uttersons first encounter. This builds tension because of now Jekyll reacts with Uttersons statement about Hyde. Jekyll is worrying about how Utterson is viewing Hyde and pales at the thought of Utterson hating him.

In Chapter 4, Sir Danvers Carew is murdered by Hyde but when Utterson sees the weapon, tension ism created when we know why he recognises it. 'He recognised it for one he had himself presented

Comment [W1]: Rather a general introduction.

Comment [W2]: Simple comments.

Comment [W3]: Maybe

Comment [W4]: Some valid inference

Comment [W5]: Selects relevant textual detail and comments

Comment [W6]: Ok

Comment [W7]: Some discussion

Comment [W8]: Valid

Comment [W9]: i.e.?

Comment [W10]: Reference to text

Comment [W11]: Emerging awareness of character and theme

Comment [W12]: Selects relevant textual detail

Comment [W13]: Needs some more explanation/development

Comment [W14]: Reference to key episode

many years before to Henry Jekyll'. this basically tells us that Utterson recognises the stick as his friends and wonders if it was Jekyll behind the murder, this building tension. Even though we know the sinister character of Hyde, **tension** rises when Jekyll is nearly exposed as the second face and personality to Hyde.

In chapter 5, Utterson speaks with Jekyll about his will after the mystery is solved and we know that Hyde is the killer of Carew. Utterson later has the theory that Hyde wasn't supposed to kill Carew. "I knew it" said Utterson 'he meant to murder you'. This creates a lot of tension because if you haven't read the full novel then you don't know that Jekyll and Hyde are one **person**. It makes you worry for Jekyll because we believe in Utterson's theory. We think this is true because we think Hyde wants to kill Jekyll so he gets the will. A lot of tension is created in this chapter.

To conclude, I think this novel is based upon the creation of tension. Throughout the whole novel tension is increased and will continue to increase from chapter 6 onwards as well. More tension is created in all the other chapters more than just the extract but the small piece of writing does have a lot of tension in it which creates mystery, concern and confusion. I think it is very easy to say that the novel 'Jekyll and Hyde' has tension in mostly every sentence.

Comment [W15]: Important if underdeveloped, point

Comment [W16]: Reference

Comment [W17]: Again, touching on an important point

Examiner's Comment:

AO1: Focus on the task is increasingly secure and there is some understanding and engagement with the text.

AO2: Some comments on language and style but under developed.

AO3: No specific references, implicit only.

Overall: The candidate would be placed at the lower end of Band 3.

The Strange Case of Dr Jekyll and Mr Hyde

In the novel Dr Jekyll and Mr Hyde tension is created throughout the novel. In this essay I will explain and analyse the contexts of the novel in the extract and throughout the novel. Robert Stevenson wrote the novel in the Victorian era. Victorian London was very repressive and showed **duality**, secrecy and repressed religion. Stevenson represents this to the reader throughout the novel. Dr Jekyll and Mr Hyde is a book based on the **secrets of science** and how Dr Jekyll (a scientist) finds a potion turning him into Mr Hyde.

In the extract it starts off calm and with little tension. Mr Utterson is sitting by his fireside one evening. He receives a visit from Poole. Already the tension rises as Poole is a Butler and it is **unusual** to have a Butler call on a Victorian gentleman. The tension rises more when Mr Utterson fires questions at Poole, 'What ails you?... Is the doctor ill?' This shows the reader **panic** and that there is a reason **panic** something is not right. The reader feels the tension as it is not revealed what or why Poole has called. This creates tension as the reader has unanswered questions making it anxious or causing tension to **build**.

Stevenson's choices of words help tension build in the poem. Utterson is a calm, kind character however when the tension builds he is referred to as 'the lawyer'. Lawyers are seen as **stern**, serious characters immediately addressing tension in the novel. Stevenson uses the words 'he's shut up again'. Shut up suggests trapped and as there is no specific information on what has actually happened the reader begins to think the worst. Trapped is a very **powerful** dominant word making the reader feel tension. By the change of word choices the whole atmosphere of the scene **changes**. This creates tension in the chapter.

Poole says "Mr Utterson, Sir, I'm afraid" this causes a natural pause adding to the **tension build up** in the chapter. 'Afraid' is more powerful than **'scared'** as 'Afraid' suggests an emotion whereas 'scared' suggests a **feeling**. As Poole says he is afraid the reader and Utterson are curious when the lawyer asks for a 'explicit' answer to why? Poole is said to have 'doggedly disregarding the question'. This fills the reader with unanswered questions creating tension in the **novel**.

Poole creates the tension as nothing is **explicit**. Utterson says 'there is something seriously amiss'. 'Something' could be anything and this creates tension as we automatically think the **worst**. Poole says 'foul play!' in a "hoarsely" voice. Foul play suggests cheating or something illegal and it had to be bad as his voice was affected by the **emotional** distress Poole was feeling. We do not know what could possibly be so bad and again we begin to wonder terrible thing that could have happened which causes tension with secrecy. The last sentence suggests it is too bad to say and has to be seen otherwise the lawyer will not believe what he says. This creates tension as we really feel that it is the worst it can be.

Tension in the novel is everywhere (**throughout** the novel). In chapter two Mr Utterson gathers information about Hyde and he finds that in Dr. Jekyll's will everything is left to Hyde. Of what Utterson has found he starts to build a dark, dodgy and shady **character**. Mr Utterson describes Hyde as a 'fiend'. A case starts to build against Hyde, and a character starts to form. It is suggested that Hyde had forced himself into Jekyll's will. Tension builds as we as readers start to imagine the evil character of Mr Hyde. Utterson is scared by who Hyde is and this builds tension as Hyde is still unknown.

In chapter three Jekyll hosts a dinner with **Utterson** and friends. Utterson is still curious about Hyde so asks Jekyll of what he knows. Jekyll's 'face grew pale to the very lips'. This is suggesting that Jekyll is hiding something and **we** begin to think what link there is between Jekyll and Hyde. To go pale at the thought of Hyde is very big and there must be something to be unravelled. We do not know why which is why tension is **caused**. The link between Hyde and Jekyll wants to be known causing anxiousness and tension between the two characters. Back in chapter one we know that Hyde 'trampled calmly over the child's body'. If Hyde can do this we wonder why Jekyll has grown pale. This causes tension in the novel as Utterson can see **this**.

In chapter nine the tension gets very immense. Dr Lanyon sees something that is making the reader anxious. He sees Mr Hyde drinking a potion and turning into Jekyll. "He drank the potion... restored

Comment [W1]: Reference to context

Comment [W2]: Clear focus on context

Comment [W3]: Valid context

Comment [W4]: Aware of 'how'

Comment [W5]: Fair point

Comment [W6]: Maybe

Comment [W7]: Select detail

Comment [W8]: Maybe?

Comment [W9]: Well noted

Comment [W10]: Maybe

Comment [W11]: Bit tenuous here

Comment [W12]: Aware

Comment [W13]: Fair point

Comment [W14]: Engaged

Comment [W15]: Detail

Comment [W16]: Moving on

Comment [W17]: Fair point

Comment [W18]: Reference to key incident

Comment [W19]: Engaged

Comment [W20]: Focus maintained

Comment [W21]: Discussion

from the dead Henry Jekyll". This is the climax of the novel and all of the unanswered has been answered. Tension is built up and up and now it is revealed, however we still wonder what happens next. The next chapters name makes us think there is more. "the last night". This cause tension and we are anxious to know more.

In the novel tension is displayed throughout. There is a climax and the tension is from unanswered questions to abnormality. In the novel Stevenson represents tension in many ways throughout.

Comment [W22]: Valid point

Examiner's Comment:

AO1: Well focused, sustained and engaged, with references to extract and wider text (ending rather erratic which detracts slightly from the overall response)

AO2: Some comment and beginnings of analysis of language – although the candidate has mixed success with this.

AO3: Focused references to context although this needs to be developed further.

Overall: This would achieve a mark at the bottom end of Band 4.

The Strange Case of Dr Jekyll and Mr Hyde

In Dr Jekyll and Mr Hyde tension is present within the novel as when Stevenson wrote it he was under the influence of Victorian London. At this time there was a very tense atmosphere as Jack the Ripper and other killers were on the loose. In this essay I shall explain and evaluate how tension is created within the extract and the novel as a whole.

At the start of the extract there is not much tension and there is quite a calm atmosphere. This is shown as 'Mr Utterson was sitting by his fireside one evening after dinner, when he was surprised to receive a visit from Poole'. The phrases "one evening" and "fireside" suggest that Utterson is very relaxed and is currently reflecting his dinner. Then the tension rises when Poole arrives as Poole is Utterson's servant and for him to approach him after dinner was quite abnormal. The word 'surprised' shows that the tension has risen as the plot has taken a dramatic change from being perfectly calm to very tense.

Once Poole had arrived Mr Utterson is very tense as he immediately enquires Poole to find out more information "Bless me, Poole, what brings you here? he cried", and then after taking a second look at him, what ails you? he added, is the doctor ill?" The way that Utterson asked lots of questions towards Poole suggests that Poole is in panic. Also the phrase 'after taking a second look at him' suggests that Utterson's mood has changed by Poole's facial expression. This quote also links with the Victorian theme within the novel as the quote sounds very Victorian.

As the chapter progresses the tension starts to dim again. However this as a reader suggests that there is going to be a big rise in tension soon. This is shown when Utterson says "Take a seat, and here is a glass of wine for you, said the lawyer. Now take your time, and tell me plainly what you want". As Utterson is referred to as the lawyer it suggests that Utterson has changed his attitude of panic to a more calm, lawyer-like attitude. Also when Utterson uses the phrase 'take a glass of wine' it shows that he wants Poole to relax so he can help him with his issue.

This then leads to Poole rising in tension as he doesn't want to answer Utterson's questions. I know this when Stevenson writes "Now, my good man, said the lawyer, be explicit, what are you afraid of? I've been afraid for about a week, returned Poole, doggedly disregarding the question, suggests that Poole either doesn't want to tell Utterson or that he thinks that the truth is too much to say. Also, the writer uses the word 'explicit' to suggest that the truth needs to be told even if it is truly terrible. At the end of the chapter the tension rises again as Utterson starts panicking as Poole says "I think there has been foul play, said Poole hoarsely, "Foul play", cried the lawyer, a good deal frightened and rather inclined to be irritated in consequence. What foul play? What does the man mean? The writer uses the word used to suggest that he doesn't agree with what Poole is saying but is also in fear that what he is saying is true. This adds to the fact that Utterson again keeps asking lots of questions or Poole suggesting that Utterson is really panicking.

In chapter 3 the title suggests that there is a calm atmosphere as the title is called 'Dr Jekyll is quite at ease' However as the chapter goes on Jekyll becomes more tense as Utterson is asking questions of Jekyll's will. They are discussing his will when Utterson says "I can't pretend that I shall ever like him. I don't ask that pleaded Jekyll". The part that Jekyll is pleading suggests that Jekyll has a fear that because Hyde is so repulsive that Utterson will not carry out Jekyll's wishes. This links that the constant of secrecy of Jekyll is hiding secrets about him and also Hyde.

In chapter 4 Hyde loses control. He murders Davies Carew violently and the tension rises due to his actions. "and all of a sudden with a great flame of anger, stamping with his foot, brandishing the cane and carrying on like a madman". The phrase all of a sudden shows how quick the tension can rise within a chapter. Also the writer uses specific words like "anger, flame, stamping and madman" to show that Hyde is an extremely violent and brutal. Because of the phrase 'carrying on' it suggests to me as a reader that after Carew had been killed Hyde carried on hitting and stamping him. This shows Hyde's true hatred for his enemy and other people.

In chapter 6 tension is created when Utterson tells about other people's view on Hyde and his (illegible). The writer says 'tales come out of the man's cruelty at once so callous and violent of his hatred that seemed to (illegible), but of his current whereabouts not a whisper'. The writer uses the

Comment [W1]: Not quite – novel written before .

Comment [W2]: Focus on the text

Comment [W3]: Selects relevant textual detail to support points made

Comment [W4]: Not quite

Comment [W5]: Some reference to style and effect

Comment [W6]: ?

Comment [W7]: Awareness of language effects

Comment [W8]: Some discussion

Comment [W9]: Discussing extract

Comment [W10]: Some awareness of character and theme but a bit general

Comment [W11]: Reference to a key event

Comment [W12]: Fair point

Comment [W13]: Selects language for comment

Comment [W14]: Reference to detail

words cruelty, callous, violent and burned to show us what Hyde is like. However the writer doesn't tell us much details or his appearance. He also says but of his current whereabouts not a wisper' This creates tension as it suggests that Hyde has disappeared and that he could be anywhere killing where **he pleases**. This links to the theme of secrecy as we don't know what Hyde is planning or where he has gone.

In chapter 9 tension is created as Lanyon starts quickening his speech and starts screaming as he has seen or heard something very disturbing and terrifying that has alerted his attention and has made him really scared, scared enough to scream loudly. The writer uses the phrase 'O god I screamed and o god again and again' The fact that he repeats what he is saying suggests that he has seen or heard something disturbing. Also the **words** screamed suggests that what he saw has put him into true terror. This links the victorian theme of the novel as the quote is a very common victorian sounding phrase.

In conclusion tension is created widely throughout and within the extract showing that victorian london was a **very tense** place to be.

Comment [W15]: Engaged

Comment [W16]: Rather general discussion

Comment [W17]: Maybe

Examiner's Comment:

AO1: Some focus, though coverage of text a bit uneven. Some support for points –though tends to be general.

AO2: Some developing comments on the writer's use of language although these still tend to be simple.

AO3: Some understanding of contexts.

Overall: The candidate would receive a mark at the lower end of Band 3.

The Strange Case of Dr Jekyll and Mr Hyde

The strange case of Dr Jekyll and Mr Hyde, is a short Victorian novel. There is tension at various points of the novel, throughout the story.

The extract is from chapter 8 of the novel, the last night, it is around the climax of the events in the novel. therefore there is lots of tension in the extract. At the beginning of the extract, there is a calm mood which causes us to expect something important or exciting to happen. At the beginning of the extract it says "Mr Utterson was sitting by his fireside one evening after dinner, when he was suprised to recieve a visit from Poole". After the calm introduction tension begins to rise in the novel. Utterson is surprised to recieve a visit from Poole as Utterson is upper class victorian gentleman and Poole is a servant. In the time the novel was written, it was extremely strange for a servant to go to a victorian gentlemans house uninvited, which leads us to believe that there is something wrong.

It then says, in the extract, "taking a second look at him, "What ails you? he added, "Is the doctor ill? After seeing Poole, Utterson realises something is wrong. We can tell, by the way Utterson is asking Poole lots of questions, he is starting to panic. This creates tension as it causes the reader to wonder what is wrong and ask a lot of questions. Utterson is usually a calm character, which means when he begins to panic, it causes the reader to panic resulting in lots of tension being created.

Tension and suspense in the chapter then rises when Poole says to Utterson "there is something wrong". This leaves a lot of unanswered questions that the reader wants to know the answers to. It is a vague statement and may cause the reader to panic and assume the worst has happened to Jekyll. By using a simple sentence like "there is something wrong" there is a lot if suspense created which causes tension to rise. Mr Utterson then tries to calm Poole by offering him a glass of wine and saying "take your time, and tell me plainly what you want". This then calms the reader and lowers tension in the chapter as there is a calm atmosphere created by Utterson trying to calm Poole.

However, tension immediately rises when Poole begins to talk to Utterson and says "Mr Utterson, sir, I'm afraid". This causes the tension to rise again and brings more unanswered questions. It causes the reader to wonder why Poole has become so afraid as the doctor has locked himself in his cabinet before. We wonder why this time, Poole has become so afraid by what Jekyll has done and we wonder what has happened. At the end of the extract, Poole mentions that he fears foul play is involved in Jekylls isolation, which causes tension to rise as we want to know what has happened to Jekyll.

There is also tension created in various other points in the novel. In the first chapter of the novel, Enfield is telling Utterson a story about a man who trampled a young girl, when describing the man, Enfield says, "There was something wrong with his appearance, something displeasing, something downright detestable. I never met a man I so disliked" This creates tension between the two characters, Hyde and Enfield and we feel disturbed by the description of Hyde, as Enfield was. He is portrayed in a horrible way, causing us to dislike the character before we meet him and wondering what he will do further into the novel.

After hearing this story, Utterson goes home and remembers the name of Mr Hyde from his friend Dr. Jekylls will. After reading Jekylls will, Utterson becomes suspicious of Hyde and the novel says "Out of the shifting, unsubstantial mist that had long baffled his eye, there leaped the sudden definite presentment of a friend'. This creates tension as we want to know what Hyde will do in the novel. Utterson realises there is something wrong with Hyde and that he is a 'fiend' he becomes suspicious and curious of Hyde which causes tension as we are lead to think that there will be conflict between the characters later in the novel.

In chapter 7 of the novel, Utterson and Enfield witness a mysterious event when speaking to Jekyll. After this, the novel says "They were both pale and there was an unanswering horror in their eyes "God forgive us! God forgive us! said Utterson" this leaves a lot of unanswered questions which the reader want to find out, causing tension in the novel. We can tell something horrible has happened by the reaction of Utterson and Enfield and we are curious to find out what.

Comment [W1]: Locates. Some 'how' re structure

Comment [W2]: Maybe

Comment [W3]: Clear point regarding context

Comment [W4]: Some reference to language and effects

Comment [W5]: Sort of

Comment [W6]: Engaged

Comment [W7]: Still discussing extract

Comment [W8]: Focus maintained

Comment [W9]: References to key incident

Comment [W10]: Discussing

Comment [W11]: Valid point

In chapter nine, Lanyon had witnessed Hyde transform into Jekyll and says, "Oh God" I screamed... pale and shaken and half fainting...stood Henry Jekyll" this creates tension between the two characters as Lanyon has now found out a big secret of Jekylls which causes him stress and trauma. It again leaves questions such as "Why did Jekyll do it?" and How? Which the reader finds out in the next chapter of the novel.

Tension is created at various different points in the novel in different ways, between characters and by leaving questions that the reader wants answered, which makes the novel interesting and exciting for the reader.

Comment [W12]: And? (Timing issues presumably)

Examiner's Comment:

AO1: Focused, engaged and maintained. Apt references to extract and wider context (although this could be extended).

AO2: Beginnings of analysis of language.

AO3: Some understanding, but underdeveloped.

Overall: This is a steady Band 3 response. It would achieve a mark in the middle of Band 3.

The Strange Case of Dr Jekyll and Mr Hyde

Dr Jekyll and Mr Hyde was wrote by Robert Louis Stevenson and first published in 1889. The novel explores themes of repression, duality; and reputation which all contribute towards the creation of tension, which is aided by the short length of the **novel**.

The extract comes from Chapter eight and occurs when a worried Poole comes to Mr Utterson, a lawyer's house. Mr. Utterson was sitting by his fireside one evening after dinner when he was suprised to recieve a visit from Poole. This creates tension as at the time, it was unusual for a man of a lower **class** (Poole, a servant) to disrupt a man of a senior class. Also, tension is created because of the evening setting, Poole would only visit in the evening if it was a matter of **importance**, as it is one thing to disrupt him in the first place, but another to disrupt him when he maybe settling for bed. When Poole arrives, Utterson starts to question his arrival. 'Bless me, Poole, what brings you here?' he cried; and then taking a second look at him, 'what ails you?' he added 'is the doctor ill'. This creates concern due to the quick questioning and interrogation Utterson puts Poole under. In addition, the questioning of 'what ails you?' When a doctor is in the home is also another source of tension for Utterson, as it he is unable to treat his servant, he may not be able to treat **others**.

Poole goes onto answer Utterson's questions in a strange manner. 'You know the doctors ways, Sir', replied Poole, and how he shuts himself up Well, hes shut up again in the cabinet and I don't like it Sir, - I wish I may die if I did. Mr Utterson, Sir, I'm afraid'. The **rush** of information creates worry, both for Utterson and the reader, as it is extremely unclear of what has happened to Jekyll in this time. Also, 'shut up' creates an idea of **imprisonment**, and that he is purposely doing this to himself to stop the world truly understanding what he is doing. This is encouraged by the events that follow.

After Poole **dodges** a question from Utterson, we get this description of him. 'The mans appearance amply bore out his words; his manner was altered for the worse; and except for the moment when he had first announced his terror, we had not once looked the lawyer in the face'. This creates tension by his repression of information. Poole at this point **epitimises** Victorian gentlemen, as they were reserved. However, by holding information at this point, he is making Utterson question all which Jekyll could be doing, and therefore preventing his help. Also, the way which Poole appears creates an idea of fear in the readers mind, as it makes them wonder what has made Poole so **worried**.

After that, we finally find out what Poole thinks is at fault 'foul play' cried the lawyer, a good deal frightened and rather inclined to be irritated in consequence. 'What foul play? What does the men mean?' A sense of tension is created because of the use of 'foul **play**'. This suggests something immoral has gone on, and as morality is a theme of the novel, this is important. Also, irritation of Utterson is an important factor, as I said before, Pooles reluctance could stop his help.

The novel as a whole uses tension. One example is Chapter **One** where we are first introduced to Utterson, and his friend tells him of Hyde, and the mysterious character he has. 'There was something I asked about his appearance. **Something** displeasing. Something right detestable I never saw a man I so disliked' this creates a sense of hate around Hyde to start off with, which is combined with tension. 'This is shown by the fact that Utterson's friend doesn't even know him, yet dislikes him from first look. Also, this is shown through the use of 'displeasing' and 'detestable'. These are strong **adjectives**, and therefore are meant to be used in that way.

In Chapter three, Jekyll asks Utterson to take care of this mysterious Hyde in case he is not there. 'I only ask you to take care of him for my sake, when I am no longer here'. Utterson heaved an irrepressible sigh'. 'Well said he' I promise'. Tension is created between the friends as it forces Utterson to take care of a character he doesn't **like**. But Jekyll's sincerity over this matter means that there is no choice for Utterson over the issue. Also, tension is created because of Jekyll's knowledge, over his future. This causes the reader to wonder if he knows his **fate**, and is it coming soon because of the questioning of Utterson.

In Chapter Seven, there is a conversation at Jekyll's **window** between Jekyll and Utterson and his friend, who are in the street below, when the conversation comes to an abrupt end'. And the words were hardly uttered before the smile was struck out of his face and replaced by an expression of such abject terror and despair, as froze the very blood of the two gentlemen below. This creates

Comment [W1]: Well focused start, with some overview of context

Comment [W2]: Clear regarding context

Comment [W3]: Interesting point - valid

Comment [W4]: Keeping focused , maintained discussion

Comment [W5]: Well noted ('how')

Comment [W6]: Closely read

Comment [W7]: Good point

Comment [W8]: Context

Comment [W9]: Valid

Comment [W10]: Selects relevant textual detail

Comment [W11]: Widening discussion

Comment [W12]: Selects relevant textual detail to support point

Comment [W13]: Valid

Comment [W14]: Quite assured discussion

Comment [W15]: Thoughtful

Comment [W16]: References to key incident

tension as it demonstrates that Jekyll is becoming weaker and is finding it harder to resist what is his problem. This creates anxiety for the men below. Also, the use of 'froze' means 'to come near death' and combined with the context in this useage, indicates that something is gravely wrong with Jekyll'. In Chapter Nine, after the events of the extract and once we find Hyde dead, we read 'Lanyon's' version of events. This tells of how we know Jekyll and about how he was instructed to go to his cabinet, get a drawer and wait for a visitor. The expected but unknown visitor arrives and takes a vile of medicine. The following events occurred 'O God' again, and again, for there before my eyes, pale and shocking and half fainting and groping out with his hands, there stood Henry Jekyll'. Tension is created by the 'build up to the end of that quote, by giving that description, it indicates that the man is weak, and the change has took energy out of him. The groping indicates that he is not used to that body, therefore tell us that he spends more time in the other one. This is the first time that we find out that Jekyll can change bodies.

This concept is further explored in Chapter Ten, where Jekyll's confession is read. He explores his reasons for doing it, and also how he is Hyde. He finished it with this. 'Will Hyde die upon the Seaffold? or will he find the courage to release himself at the last minute? God knows I am ...less, and this is my true hour of death, for where is to follow your concerns other than myself. So here as I lay down this pen, and proceed to seal up this confession, I bring the unhappy life of Henry Jekyll to an end'. This 'creates' tension by wondering 'what is to see in the future. By asking about Hyde's future where there is a reference to him stamping on the girl in chapter one and the murder of Carew in Chapter four, he wonders what it will end up being, but he is certain of his own, in his Jekyll state, which creates an element of certainty in both Uttersons and the readers mind. However, by referring to his life as Jekyll's 'unhappy' he make, it clear that he was never truly happy as he was in his good form, but also was never content as Hyde in his evil form also. This refers to the duality which has been running through the 'novel'.

The Strange Case of Dr Jekyll and Mr Hyde creates tension because of the different moods experienced, and the use of language, which creates ideas in the readers minds, which also act as a way of determining atmosphere in the text. Tension is also created through the use of themes which have been running throughout the novel.

Examiner's Comment:

AO1: Well focused discussion, sustained and thoughtful, with apt references to extract and wider text.

AO2: Some discussion of use of language, form and structure and its effects.

AO3: Some understanding evident of contexts, which could be developed further.

Overall: This is a secure Band 4 response.

Comment [W17]: Discussion of detail

Comment [W18]: References to form

Comment [W19]: Keeping focused

Comment [W20]: Closely read

Comment [W21]: Maybe

Comment [W22]: Sustained discussion

Eduqas
English Literature
GCSE Exemplar
for: Component 2
Section C
Unseen Poetry

SECTION C (UNSEEN POETRY)

INDICATIVE CONTENT

Read the two poems, *A Gull* by Edwin Morgan and *Considering the Snail* by Thom Gunn. In both of these poems the poets write about the effect animals have on people.

- (a) Write about the poem *A Gull* by Edwin Morgan, and its effect on you. [15]

You may wish to consider:

- *what the poem is about and how it is organised;*
- *the ideas the poet may have wanted us to think about;*
- *the poet's choice of words, phrases and images and the effects they create;*
- *how you respond to the poem.*

This question assesses AO1 and AO2.

Indicative content

Responses may include:

AO1

- An understanding of the key aspects of the gull, e.g. the intimidation or fear induced by him
- The use of setting
- The narrator's ambiguous stance towards the bird
- The gull's mysterious dignity
- The gull's exit

AO2

- Comments on Morgan's use of language to describe the gull
- The imagery used to describe the predatory, secret life of the gull, e.g. 'foundered voyages' and 'dread of open waters'
- The sinister tone of *A Gull*, e.g. 'Did he smell my flesh?'
- The way the gull's thoughts are represented in the poem through the use of direct speech 'I tell you, my chick,' to create an intimidating atmosphere
- The symbolic nature of the gull for example, the way he offers a glimpse of a wild landscape
- The use of words and phrases, such as a 'supergull' and 'a visitation' to imply the almost supernatural power of the gull
- The discomfit of the poet as evidenced through his final questioning

This is not a checklist. Please reward valid alternatives.

- (b) Now compare *Considering the Snail* by Thom Gunn and *A Gull* by Edwin Morgan.

[25]

You should compare:

- what the poems are about and how they are organised;
- the ideas the poets may have wanted us to think about;
- the poets' choice of words, phrases and images and the effects they create;
- how you respond to the poems.

This question assesses AO1 and AO2.

Indicative content

Responses may include:

AO1

- An understanding of the poet's view of the snail in *Considering the Snail* and how this compares with the view of the gull in *A Gull*
- The poet's engagement and fascination with the progress of the snail and how this compares to the awe and intimidation evoked by the gull in *A Gull*
- The presentation of the snail as an admirable and passionate creature and how this compares to the presentation of the gull
- How both poems deal with the theme of nature through a focus on every day creatures

AO2

- How Gunn uses language to achieve specific effects and how this is compared to Morgan's use of language in *A Gull*
- The use of personification to describe the snail in *Considering the Snail* and the gull in *A Gull*
- The elevated language used to describe the snail and the way the snail is imbued with powerful emotions such as 'desire', 'fury' and 'passion' and how this compares to the presentation of the gull
- The use of the first person to reveal the poet's thoughts and feelings about the animals in both poems

This is not a checklist. Please reward valid alternatives.

Unseen poetry - Example 1

(a)

The first poem, 'A Gull', is about a man who is visited by a seagull which "stood on my window ledge today." Just from this first line, we can see that the narrator in the poem is speaking in the first person, evident from the word "my." Along with "my", the word "today" creates a sense of immediacy and makes it easier for us, the readers, to visualise the situation.

Reference to
language and effect

As the poem continues, we could say that the narrator becomes paranoid about the seagull which is sitting on his window ledge. There is hints of this in the words, "that was a cold inspection, I can tell you" and "there was not a fish in the house - only me." By describing the seagull as judgemental it appears that the narrator is becoming increasingly worried by the seagull's actions. It is as though the narrator sees himself as prey to the seagull. From the way the narrator speaks about the seagull, it becomes increasingly clear that he is unnerved by the presence of the bird. This is clear when he says, "That was a cold inspection I can tell you." The narrator is obviously worried about the bird and in an attempt to protect himself, he aggrandises the seagull, by calling it "that white one." This name gives the seagull an image of power over the narrator. Just this reference alone shows how much the narrator is worried by the creature, and it is as if he is bigging up the bird to make it leave him alone, when in all reality, it is just a seagull.

Thoughtful

Selects evidence to support
viewpoint

A valid point

(b)

The second poem, "Considering the Snail" by Thom Gunn, is similar to "A Gull" in the fact that both poems are clearly describing an animal, and have no clear subtext. This is evident in the fact that both poems start with the name of the animal, "The Snail" and "A Seagull" respectively. By naming the subject in the very first line of each of the

Unclear what the candidate means

poems, the authors have made it very clear what the subject of the poems are, and there can be no confusion as to what the poems are about.

Simple point

Furthermore, in Gunn's poem we can see how the conditions in the poem are making life hard for the snail. This can be seen when the narrator says, "the grass is heavy" and "darkened the earth's dark." From these short phrases, the author could be trying to emphasise how hard the life of a snail is, or he could be describing the difficulties of this particular journey for the snail. This is a contrast to the life of the seagull in "A Gull", where the author makes it sound as though the bird has an easy life of power and intimidation over others.

Quite thoughtful inference

The two poems are also different in the way that they describe the animals' positions of power. For example, we are told that the snail has "pale antlers", whereas the seagull could be "a supergull" with "scattered claws." The fact that the snail has antlers suggests that it is prey to others, in contrast to the seagull's description, which tells us that the bird is fierce and powerful, the opposite to how the snail is portrayed.

Focus on the question

Hasn't quite grasped this

This is a focused response but it is a bit underdeveloped. Nevertheless, there are some comments on the use of language and there is some understanding of the key aspects of the poems. This response would be placed at the top end of Band 3.

Unseen poetry - Example 2

(a)

Firstly, "A Gull" is a poem by Edwin Morgan and it is written from a first person point of view. The voice of the poem suggests that we, as humans, underestimate a seagull and that we are not clear of its true intentions. Moreover, in the second line it becomes clear to us that the poem attempts to personify the bird. He does this by stating that the seagull is just standing there on his "window ledge" and he says "nothing" as if the poet expected the gull to talk. Perhaps some kind of explanation as to why the gull is invading his privacy by having a "good look inside" of his window.

Valid point

Furthermore, the poet uses certain words to emphasise a sense of feeling threatened by this gull. Morgan uses words such as "icebergs" and "cold inspection" to emphasise how uncomfortable he feels, knowing that the bird is still there. This is emphasised even further when the poet says that "there was not a fish in the house - only me" as if the narrator was describing himself as prey and almost like the gull was there to hunt him.

Selects textual evidence to support the point

Even more so, this poem becomes even more interesting when the narrator starts talking to the gull, "I tell you my chick" as if the narrator knows the bird and therefore tries to communicate with it. Also, the use of that speech suggests as though the narrator was inside the mind of the gull and could tell that it wanted to eat something. This is ironic as it refers the narrator to being like the bird in the same way that the narrator tries to personify the bird.

The candidate grasps this point well

Nonetheless, we begin to feel as though the narrator admires the gull as the poem progresses. By describing the bird as having a "tight firm forward body" it further emphasises the attempt to personify the bird.

Working hard to interpret meaning

Alternatively, towards the end of the poem it would appear as though the narrator becomes somewhat scared of the gull. This is clearly shown when he describes the bird as being a "thing" as though it was no longer a seagull but something else. Therefore, by using the words "scattered claws" which would create a sense of abnormality especially considering the bird is now being described as a "thing."

Maybe...

Close reference to the text and some appreciation of 'how'

Furthermore, it is evident that a sense of danger is brought to mind at the end of the poem considering the narrator asks “who would be next” as if he was not the only victim of this “thing.” He then goes on to asking whether or not the next victim would be “ready” for this encounter.

Moreover, it is as if the reader feels as though the bird is purposely trying to bring fear upon him by glaring into the window. Also, the way the poet describes the bird as a “supergull” it seems that Morgan was trying to promote the idea of there being more than meets the eye and although it would seem as though the gull is inferior to humans, the poem suggests that animals in general should not be underestimated.

The candidate has a secure overview and makes some considered and evaluative points.

There is a sustained focus on the task and some pertinent references to the text including quotations. The candidate analyses and appreciates the writers' use of language. Overall this would be just into Band 5.

(b)

The poem called "Considering the Snail" by Thom Gunn is also similar to "A Gull" in the way that both poems seem to suggest that animals should not be underestimated. This is evident when the snail is described as being a hunter, "as he hunts", which of course is ironic as they are not seen as being harmful and considering they are herbivores and they do not eat meat, then surely they are not hunters. However, this just further emphasises how snails are underestimated perhaps because of their size or their speed of movement.

Overview and links between the two poems

Furthermore, a sense of irony is once again created when the slime a snail leaves behind is described in the poem as being a "bright path" which relates to a point that was made about "a gull" known as the expression, there is more than meets the eye.

Reference to the poem and good point of comparison

Similarly, the narrator questions "what power is at work" which relates to the snail being more than just a snail in the same way the gull was described as a "supergull."

Textual reference

Also, both narrators of the poems speak of their animals in a way that would suggest that they are both fascinated by them.

A clear grasp of the task here

Even more so, both animals in both of the poems seem to be searching for food as the snail is travelling through a "green night" and the gull is told that there is "food everywhere." which would suggest this. Also, both poems speak of the animals in first person.

Spotting technique, link this to 'how'

To conclude, both poems create an essence that animals should be appreciated for what they are and that they should not be underestimated. "Considering the Snail" is about appreciating the snail instead of the usual idea of seeing it as being disgusting. "A Gull" is about how the gull should not be underestimated and that there is more to an animal than what would first seem to appear.

A valid point

This is a thorough and thoughtful discussion although the discussion of the second poem could have been more developed. The candidate would receive a mark at the top of Band 4.

Unseen poetry - example 3

(a)

The poem "A Gull" is about a seagull who sits on the narrator's window, and how the narrator feels that the seagull inspects his life; and so appears to be superior to the narrator. The poem starts off by talking about the "Inspection" which the seagull seems to be performing. The poem then moves on to describe the movements made by the Seagull, and the scared thoughts which pass through the narrator's mind. It then escalates even more by describing the gull as a "supergull" or a "visitation". Finally at the end of the poem, the gull flies away. But it is no longer called a seagull, but instead "thing" and "it." I think the poet may have wanted us to think that the narrator is a young child, and the poem wants us to imagine amazing things after receiving a stimulus. Some choice of words like "supergull" lead us to think that it is a child, because it isn't something an adult would say. Overall, I like the poem as it does create pictures in my head of this seagull, and I can picture each description the author makes.

Focus on the question and grasps the key idea

Selects appropriate detail but this could be developed further

Maybe...

A valid response

There is some discussion of and focus on the key ideas. There is some reference to the use of language although this needs to be developed further. The candidate would receive a mark just into Band 3.

(b)

The poem "Considering the Snail" is similar to "A Gull" because they are both about animals. They also describe the actions of the animals. They also describe the actions of the animals e.g. in "A Gull" - "He shifted leg to leg, swivelled his head" and "it suddenly flapped, scuttered claws along the sill." And in "Considering a Snail" - "The snail pushes through a green night" and "He moves in a wood of desire."

Focus

"A Gull" which contains a lot of description, gradually gets more and more inventive, which finishes off with the gull

Selects relevant detail

flying away. "Considering the Snail" on the other hand, speaks only about one event, and that is the snail moving over a short distance.

Valid, if very straightforward

The poem "A Gull" is read line by line with a short pause at the end of each line. In contrast, "Considering the Snail" is to be read more like a sentence as each line flows with each other without the need of a pause.

Both "A Gull" and "Considering the Snail" contain rhetorical questions. For example, in "A Gull" there is "Did he smell my flesh, that white one?" and in "Considering the Snail" "What is a snail's fury?"

Simple comments

Finally, I think "A Gull" was intended for young adults/ children as the language is easier to read than "Considering the Snail." For example, "I would never have imagined the slow passion to that deliberate progress" compared to "A Gull"'s "A seagull stood on my window ledge today."

There is limited development here but there is some understanding with some of the points supported by reference to the text. There are only very simple comments on the language used. Overall this candidate would receive a mark at the top of Band 2.

Unseen poetry - Example 4

(a)

"A Gull" is a poem about a seagull that stands on a window ledge and how the voice of the poem reacts to it. The structure of the poem is one stanza that includes a variety of complex and simple sentences, which reflects the frantic thoughts of the voice as they observe the seagull.

Valid discussion of structure

The voice of this poem suggests a brilliance that this seagull may possess. They admire the quick "calculation in those eyes" and the "White one"'s "tight firm forward body." The words "quick, tight and firm" suggest the bird has power whereas the phrase "white one" suggests a purity from the use of "white" and "one" suggests a sense of superiority as there is only "one."

Close reference to language and some assurance evident in the response

The voice of "A Gull" compares the bird to a supernatural being or a force of great power. We can see this when they say the bird was "a mutation" "a supergull." Likewise when the gull is described "to bring the waste and dread of open waters, foundered voyages, matchless predators." This description of the gull suggests that it is a bringer of devastation, which would explain why the voice may fear the seagull as they would not want the seagull to devastate their life.

This is succinctly appreciative. There is a sustained focus on the task and there is understanding of the key aspects. The candidate begins to comment on and evaluate the writer's use of language although this could be developed further. Overall the candidate would receive a mark just into Band 4.

(b)

On the other hand, "Considering the Snail" written by Thom Gunn, is a poem where the voice describes the effect on him from seeing a snail.

Overview and focus on the task

The snail, similarly to the seagull, is presented to possess a brilliance. For example the snail is described to make a "bright path" "where rain has darkened the earth's dark" suggesting that the trail this snail leaves is able to

enlighten "the earth's dark" which not even something as pure and as natural as rain could.

An interesting interpretation

However, in contrast to "A Gull", the voice of "Considering the Snail" does not feel intimidated or threatened by the snail, but rather simply fascinated by the "passion to that deliberate progress of a snail." This quote suggests that snails are passionate about their lives and that their movement is not boring and sloth-like but rather a constant struggle they endure.

Perceptive comments

Both poems suggest that animals are far more brilliant and spectacular than others would believe or see. They are compared to things far superior to themselves, such as the snail described to have "antlers" "as he hunts" comparing it to an animal with majesty, like a stag. The gull is compared to "north winds, icebergs" and a "flash of salt." It is compared to fierce forces of nature when in reality it's just a seagull.

Exactly!

"Considering a Snail" attempts to make the reader question the viewing of something as simple as a snail. It suggests that rather than simply being a snail it is fascinating and remarkable. Similarly the seagull, which represents nature, is feared by the man, even though in reality it is just a seagull.

Relevant and assured discussion of language and its effects

This is a focused and sustained response. It has an overview, analyses language, structure and form and there is an appreciation of the writers' use of language. Overall this would receive a mark into Band 5.