

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!

<b>Romeo and Juliet extract question.</b>	
<b>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?</b>	
<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 Capulet's 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><b>Comment [W1]:</b> In one way</p> <p><b>Comment [W2]:</b> Begins to comment on language</p> <p><b>Comment [W3]:</b> Yes</p> <p><b>Comment [W4]:</b> Valid inference</p> <p><b>Comment [W5]:</b> Not needed here; AO3 is not assessed.</p> <p><b>Comment [W6]:</b> Maybe</p> <p><b>Comment [W7]:</b> OK</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 he's being unsupportive.</p>	<p><b>Comment [W8]:</b> Sort of</p> <p><b>Comment [W9]:</b> Maybe</p> <p><b>Comment [W10]:</b> Simple comment</p> <p><b>Comment [W11]:</b> Not quite understanding this bit</p> <p><b>Comment [W12]:</b> Context not needed</p>
<p><b>Examiner's Comment:</b></p> <p><b>AO1:</b> Focused (though context not assessed here) and engaged, with some support for points made.</p> <p><b>AO2:</b> Comments on some details of language, though some rather simple.</p> <p><b>Overall:</b> The candidate would receive a mark just into Band 3.</p>	

<b>Romeo and Juliet extract question.</b>	
<b>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?</b>	
<p>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.</p>	<p><b>Comment [W1]:</b> Selects details to support points</p> <p><b>Comment [W2]:</b> Bit tenuous</p> <p><b>Comment [W3]:</b> Not needed, AO3 is not assessed in this question.</p> <p><b>Comment [W4]:</b> Valid</p> <p><b>Comment [W5]:</b> Extract....</p>
<p>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.</p>	<p><b>Comment [W6]:</b> Not needed.</p> <p><b>Comment [W7]:</b> Engaged with the text</p>
<p>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.</p>	<p><b>Comment [W8]:</b> Maybe</p> <p><b>Comment [W9]:</b> Thoughtful</p> <p><b>Comment [W10]:</b> Engaged</p>
<p>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.</p>	<p><b>Comment [W11]:</b> ?</p> <p><b>Comment [W12]:</b> Good point</p>
<p><b>Examiner's Comment:</b></p> <p><b>AO1:</b> Mainly focused, and thoughtful at times. Engaged and detailed. Ideas are mostly coherent. Occasional drift into context, which isn't required here.</p> <p><b>AO2:</b> Some analysis of words and effects. There is an increasingly assured discussion of language, form and structure here.</p> <p><b>Overall:</b> This response would take the candidate into the lower end of Band 4.</p>	

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.

<b>Romeo and Juliet essay question.</b>	
<b>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.</b>	
<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><b>Comment [W1]:</b> 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><b>Comment [W2]:</b> 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><b>Comment [W3]:</b> General reference-lacks detail</p>
<p><b>Examiner's Comment:</b>  <b>AO1:</b> Some general reference to the play and Mercutio's role. No real reference to his 'importance'.  <b>AO2:</b> No reference to or comments on language.  <b>AO4:</b> 2/5</p>	<p><b>Comment [W4]:</b> General reference to incident</p>
<p><b>Overall:</b> 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><b>Comment [W5]:</b> Still general</p>



<b>Romeo and Juliet essay question.</b>	
<b>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.</b>	
<p>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.</p>	Comment [W1]: Clear focus
<p>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.</p>	Comment [W2]: Reference Comment [W3]: Apt reference Comment [W4]: Thoughtful
<p>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.</p>	Comment [W5]: Engaged Comment [W6]: Discussing Comment [W7]: e.g.? Comment [W8]: Maybe
<p>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.</p>	Comment [W9]: Context not assessed here Comment [W10]: Engaged response Comment [W11]: Getting a bit general here
<p>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.</p>	Comment [W12]: Focus Comment [W13]: Loss of focus
<p>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.</p>	Comment [W14]: Repeats
<p>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.</p>	Comment [W15]: Proof? Comment [W16]: Maybe Comment [W17]: Proof?
<p>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</p>	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  
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.

<b>Never Let Me Go</b>
<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 <b>she</b> 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 <b>referring</b> 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, <b>which</b> is a key quality to their relationship. Also the 'secret talks' is <b>referring</b> to their frequent talks in the lunch queue which Kathy told <b>us were</b> the quietest and most private place to <b>talk</b>.</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 <b>and</b> 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 <b>will fine</b> when she is gone. <b>This</b> 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 <b>discovered</b> 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><b>Examiner's Comment:</b></p> <p><b>AO1:</b> 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><b>AO2:</b> There are some simple and implicit references but nothing that would move the candidate out of Band 2.</p> <p><b>AO4:</b> SPAG: 3/5</p> <p><b>Overall:</b> 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.

<p><b>Never Let Me Go</b></p>
<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 <b>Gardians</b> look after the children and act as their parents by teaching them about the dangers of <b>smoking</b>. 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 <b>eventually</b> 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 <b>not</b>.</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 <b>incident</b> 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 <b>somethink</b> you might be disgusted by this whole <b>incident</b> 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 <b>friendship</b>. Tommy supports this by saying 'she was always different to us'. He and Kathy were more <b>interestind</b> in their future and 'always trying to find things out'. This shows that they are less willing to accept what will happen to <b>them</b>.</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 <b>theory</b>. When he tells this theory to Kathy it shows how close they are as she is the first person he tells. <b>He</b> 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><b>Examiner's Comment:</b></p> <p><b>AO1:</b> This has a straightforward approach but still shows an understanding of key aspects of the extract and wider text.</p> <p><b>AO2:</b> There is an emerging understanding of language, structure and form and some simple references to meanings and effects.</p> <p><b>AO4:</b> SPAG: 3/5</p> <p><b>Overall:</b> 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 <b>special</b>. 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 <b>rely</b> on one another. Although they had their ups and downs, they were always <b>family</b>. '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 <b>much</b>.</p>	<p><b>Comment [W1]:</b> Good focus</p> <p><b>Comment [W2]:</b> A bit general, needs to be more specific</p> <p><b>Comment [W3]:</b> Effective reference to the extract</p> <p><b>Comment [W4]:</b> Good awareness here</p>
<p>Ruth and Kathy are very good friends from the start of the <b>novel</b>. They have arguments and fallings out, but it was always resolved. Whilst at Hailsham, Ruth <b>acquired</b> a very nice, very posh pencil case, <b>and</b> implied that Miss Geraldine gave it too her. This was later <b>referred to</b> as the 'Pencil case Incident'. Kathy <b>didn't</b> believe that Miss Geraldine got the pencil case for Ruth, so, after checking the sales records, called Ruth out on <b>it</b>. Instead of getting angry, Ruth just stayed <b>quite</b>, and shocked, which made Kathy realise that all it was, was harmless fun. <b>In the next chapter</b>, 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 <b>can't</b> tell you where it is'. This quote fixed Kathy's friendship with Ruth.</p>	<p><b>Comment [W5]:</b> Good use of detail here</p> <p><b>Comment [W6]:</b> A clearly developed point</p> <p><b>Comment [W7]:</b> Maybe</p>
<p>Tommy mentioned that Ruth was different to himself and <b>Kathy</b>. '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 <b>in</b> 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 <b>for</b> 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><b>Comment [W8]:</b> Good reference</p> <p><b>Comment [W9]:</b> Reference to key incident here</p> <p><b>Comment [W10]:</b> 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 <b>lucy</b> 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 <b>beginning</b>.</p>	<p><b>Comment [W11]:</b> 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 <b>future</b>. With no family for any of the kids, they <b>rely</b> on each other for support, care and for fun. They are all one big dysfunctional family, <b>that</b> works. Most students get on well, and</p>	<p><b>Comment [W12]:</b> Not quite clear</p> <p><b>Comment [W13]:</b> 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:**

**A01:** The response is focussed and engaged and into Band 4.

**A02:** The candidate relies too heavily on implicit references but this response would also be placed into Band 3.

**A04:** 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.



<b>Never Let Me Go</b>	
<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><b>Comment [W1]:</b> A clear focus from the start</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><b>Comment [W2]:</b> Pertinent reference to the text</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><b>Comment [W3]:</b> Sensitive discussion</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><b>Comment [W4]:</b> Apt discussion</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><b>Comment [W5]:</b> Some reference to language and its effects</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><b>Comment [W6]:</b> This could be further developed here</p>
<p><b>Examiner's Comment:</b>  <b>AO1:</b> 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.  <b>AO2:</b> There is some discussion of language, form and structure.  <b>AO4:</b> SPAG : 3/5  <b>Overall:</b> 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>	

<b>Never Let Me Go</b>	
<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 <b>optimism</b> and hope within their <b>bondings</b>. 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 <b>all</b>.</p>	<p><b>Comment [W1]:</b> Focus and overview</p>
<p>'Never Let Me Go' is a dystopian <b>novel</b> – a novel set within the future, <b>illustrating to us the sheer horrors humanity are well capable of creating</b>. 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 <b>friendships</b>, and get through the traumatic journeys of life together.</p>	<p><b>Comment [W2]:</b> Thoughtful reference to detail</p> <p><b>Comment [W3]:</b> Consistent reference to relevant terminology</p> <p><b>Comment [W4]:</b> An engaged response</p>
<p>The world in 'Never Let Me Go' is seemingly <b>absolutely</b> wrong, and Tommy, Kathy and Ruth are treated beyond unfairly. However, even when completion is perhaps immanent, these friendships <b>are</b> still what they talk about. They are about to go into a traumatic death, and yet they are still worried about <b>weather</b> they should have told Ruth about the donations, and <b>weather</b> 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 <b>on</b>.</p>	<p><b>Comment [W5]:</b> Eventually, yes</p> <p><b>Comment [W6]:</b> Thoughtful and engaged discussion</p>
<p>There is a clear sense of authority within the friendships at Hailsham and after <b>especilly</b> within the friendship of Kathy and Ruth. Ruth always seems to want some kind of authority over <b>Kathy</b>. 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 <b>herself</b> – she is confident to become friends with Tommy, for example, even though many wouldn't be self-assured enough to do so, <b>as</b> she is seen as a bit of an <b>isolated</b> soul. Ruth seems to notice this quiet confidence with Kathy and gets jealous. This could <b>perhaps</b> 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 <b>ultimatly</b> parted on good terms, and all feelings of jealousy and envy were <b>demolished</b>.</p>	<p><b>Comment [W7]:</b> Detail re pencil case – specific to general</p> <p><b>Comment [W8]:</b> True..</p> <p><b>Comment [W9]:</b> Interesting discussion</p> <p><b>Comment [W10]:</b> Valid speculation</p>
<p>Also, I believe there is a sense of <b>forcefullness</b> within the friendships throughout the <b>book</b> '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 <b>intrests</b> as you (a sports club for example, or a scout unit.) This results in the <b>children at Hailsham to make friends with</b> people they may perhaps not have normally have made friends <b>with</b>. 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 <b>seem</b> 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><b>Comment [W11]:</b> Perhaps</p> <p><b>Comment [W12]:</b> Points are further developed here</p> <p><b>Comment [W13]:</b> Quite an original point</p> <p><b>Comment [W14]:</b> 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

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 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><b>Comment [W1]:</b> Maybe so.</p> <p><b>Comment [W2]:</b> Yes.</p> <p><b>Comment [W3]:</b> Rather a simplistic view</p> <p><b>Comment [W4]:</b> Why doesn't he want him to know? The candidate needs to develop these points.</p> <p><b>Comment [W5]:</b> Literal, the candidate is paraphrasing here.</p> <p><b>Comment [W6]:</b> Simple point.</p>
<p><b>Examiner's Comment:</b></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><b>Overall:</b> 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>	
<b>Examiner's Comment:</b> <b>AO1:</b> There is a limited focus on AO1 here, because of brevity and a lack of reference to the whole text. <b>AO2:</b> Mainly implicit. <b>AO4:</b> 2/5 <b>Overall:</b> This response would be in the bottom half of Band 2.	

**Comment [W1]:** 'Shown' would be a better word here.

**Comment [W2]:** There is some discussion and focus here.

**Comment [W3]:** This is a good point but it needs to be further extended.

**Comment [W4]:** Reference to the text.

**Comment [W5]:** A possible interpretation.

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 <b>alot</b> more caring towards <b>eachother</b>. I know this because Ed at the end buys christopher her a dog for getting his A <b>Level</b>.</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 <b>doesnt</b> want to tell christopher the truth and wants to keep his selfishness hidden. this also tells me they have some <b>comunication</b> problems because <b>through out</b> all of this extract Ed's replies are just one or two words long <b>meaning</b> 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 <b>god's sake</b>' This tells me that they are impatient with one another and can't really hold a good conversation without christopher being told <b>told</b> to shut up or <b>I</b> 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 <b>well being</b> not his own <b>son's</b>.</p> <p>As a whole the extract is half and half because while their speech <b>show's</b> it to be bad, the fact that Ed goes as far as to get christopher out of <b>Jail</b> 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 <b>london</b> <b>Just</b> to say sorry and the policeman who christopher <b>meet's</b> even says to him that Ed is very worried about him.</p>	
<p><b>Examiner's Comment:</b></p> <p><b>AO1:</b> 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><b>AO2:</b> Some references to effects but under-developed. The candidate moves into Band 3.</p> <p><b>AO4:</b> 3/5</p> <p><b>Overall: A low Band 3 response.</b></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.

<b>An Inspector Calls</b>
<p>At the start of 'An Inspector Calls' J B Priestly represents character Gerald as a handsome trustworthy bachelor. But cracks showed in Sheila and Gerald's engagement when it was clear Gerald did not go near Sheila during the summer. After an heated questioning by the inspector 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', in which was Daisy Renton. Gerald explains himself about his 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 described 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 gentleman 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><b>Examiner's Comment:</b></p> <p><b>AO1:</b> Some focus, but limited reference to events across the play, and the extract is not addressed at all.</p> <p><b>AO2:</b> Limited, implicit.</p> <p><b>AO4:</b> 2/5</p> <p><b>Overall:</b> 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

<b>An Inspector Calls</b>
<p>The character Gerald Croft, in the play 'An Inspector Calls' is presented as a well respected bachelor at the begining. 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 comitment 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 breif 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 disgrase, 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", reasuring 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><b>Examiner's Comment:</b></p> <p><b>AO1:</b> Focused, if a bit underdeveloped at times, with some apt references to the extract and wider play.</p> <p><b>AO2:</b> Mainly implicit references to style and effect.</p> <p><b>AO4:</b> 4/5</p> <p><b>Overall:</b> 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

<b>An Inspector Calls</b>	
<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 <b>spreading</b> 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 <b>him</b>. 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-<b>rescuing</b> Daisy from "old man Meggarty" he is a <b>flawed</b> 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 <b>palace</b> 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 <b>prince</b>" 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 "<b>gallant</b>" 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 <b>cheater</b>, 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 <b>himself</b>.</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 <b>Birling's</b> 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 "<b>cuts in</b>" 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 <b>family</b>.</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 <b>lesson</b>.</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><b>Comment [W1]:</b> Focus</p> <p><b>Comment [W2]:</b> Proof?</p> <p><b>Comment [W3]:</b> Detail</p> <p><b>Comment [W4]:</b> Engaged response to character</p> <p><b>Comment [W5]:</b> Detail</p> <p><b>Comment [W6]:</b> Reference to text</p> <p><b>Comment [W7]:</b> Reference</p> <p><b>Comment [W8]:</b> Engaged discussion</p> <p><b>Comment [W9]:</b> Relevant references</p> <p><b>Comment [W10]:</b> Valid</p> <p><b>Comment [W11]:</b> Detail to support point</p> <p><b>Comment [W12]:</b> Apt use of extract</p> <p><b>Comment [W13]:</b> Indeed</p>
<p><b>Examiner's Comment:</b></p> <p><b>AO1:</b> Well focused and engaged discussion, with support from wider text and extract.</p> <p><b>AO2:</b> Some close focus on detail, but could be more developed.</p> <p><b>AO4:</b> 4/5</p> <p><b>Overall:</b> The candidate is stronger on AO1 than AO2 however this is a sound response and would receive a mark in mid Band-4.</p>	

<b>An Inspector Calls</b>	
<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 <b>fop</b>. Suspicions arise of Gerald when the audience discovers that he hardly came near Sheila in the summer.</p>	<p><b>Comment [W1]:</b> Focused introduction</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 <b>disapprove</b> 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 <b>him</b>. 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><b>Comment [W2]:</b> Reference</p> <p><b>Comment [W3]:</b> Proof?</p> <p><b>Comment [W4]:</b> Valid</p>
<p>Through Inspector Goole we learn about the affair Gerald had with Daisy Renton. He met her at the <b>Palace Bar</b>, a place where men visited to find "women of the town". Gerald claims to have been helping her get away from <b>'old man'</b> Meggarty however his intentions were questionable as he says that she "wasn't the usual sort". It was because she was <b>"pretty"</b> 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 <b>rebellious</b> 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 <b>herself up</b>. 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 <b>thing</b>. 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 <b>respectable</b> man he was.</p>	<p><b>Comment [W5]:</b> 'How'</p> <p><b>Comment [W6]:</b> Detail</p> <p><b>Comment [W7]:</b> Detail</p> <p><b>Comment [W8]:</b> Maybe</p> <p><b>Comment [W9]:</b> Thoughtful discussion</p> <p><b>Comment [W10]:</b> Probably</p> <p><b>Comment [W11]:</b> Astute</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 <b>chuffed</b> 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><b>Comment [W12]:</b> Evaluates</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. <b>He</b> 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>	<p><b>Comment [W13]:</b> Reference to 'how'</p>
<p><b>Examiner's Comment:</b>  <b>AO1:</b> Well focused evaluation of character with apt support from the extract and whole play.  <b>AO2:</b> Increasingly analyses 'how' – but could be developed still further.  <b>AO4:</b> 4/5  <b>Overall:</b> This is stronger on AO1 Than AO2, however it is an astute answer which would receive a mark into B5.</p>	<p><b>Comment [W14]:</b> Overview</p>

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 *(reading from magazine)*: 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.



<b>A Taste of Honey</b>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p><b>Examiner's Comment:</b></p> <p><b>AO1:</b> 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.</p> <p><b>AO2:</b> Some implicit comments on language although these are still simple.</p> <p><b>AO4:</b> 2/5</p> <p><b>Overall:</b> 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.</p>

**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.

<b>A Taste of Honey</b>
<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 <b>continous</b> for the duration of the play. She is consistently a witty and <b>humorous</b> character, however we are exposed to Helen's emotional caring side on a number of <b>occasions</b>.</p>
<p>At <b>the begin</b> 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. <b>Her</b> and Jo also engage in playful conversation which begins to imply Helen's wit and <b>humour</b>.</p>
<p>As the play continues, it is indicated that Helen is somewhat of an alcoholic. Jo remarks "Drink, drink, drink, that's all <b>your</b> 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 <b>reader</b> 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-<b>whore</b>', 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. <b>She</b> 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 <b>posseses</b>, 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 <b>neglectful</b>.</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 <b>novel</b>, she is still seen as likeable, witty and humorous.</p>
<p><b>Examiner's Comment:</b></p> <p><b>AO1:</b> There is some focus on the task here.</p> <p><b>AO2:</b> There is some comment on language here although it is limited.</p> <p><b>AO4:</b> 4/5</p> <p><b>Overall:</b> 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.

<b>A Taste of Honey</b>
<p>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.</p> <p>However, throughout the play, Jo is often on the <b>receiving</b> 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 <b>medicine</b> when she is ill, instead of battling her cold off caring for Jo.</p> <p>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 <b>in front</b> of Peter, making her want to neglect Jo and her <b>responsibilities</b>. This is shown when Jo asks Helen about what day she was born in <b>which</b> 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 <b>nuisance</b> 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.</p> <p>However, her caring side does emerge <b>ever</b> 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.</p>
<p><b>Examiner's Comment:</b></p> <p><b>AO1:</b> 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.</p> <p><b>AO2:</b> There is some emerging sense of AO2 here such as an awareness of tone, for example.</p> <p><b>AO4:</b> SPAG 4/5</p> <p><b>Overall:</b> This is an engaged response with some apt references but it is underdeveloped, it would achieve a top Band 3.</p>

**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.

<b>A Taste of Honey</b>	
<p>In the play 'A Taste of Honey' by Shelagh Delaney, the character Helen is presented as quite a complex character.</p>	<p><b>Comment [W1]:</b> Clear focus from the outset.</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><b>Comment [W2]:</b> Reference to text required.</p> <p><b>Comment [W3]:</b> Needs to back up assertions with proof from the text.</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><b>Comment [W4]:</b> The candidate is engaged with the text.</p> <p><b>Comment [W5]:</b> For example?</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><b>Comment [W6]:</b> Yes</p> <p><b>Comment [W7]:</b> Candidate needs to develop this point.</p> <p><b>Comment [W8]:</b> Interesting.</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><b>Comment [W9]:</b> And other men....</p> <p><b>Comment [W10]:</b> Good engagement here.</p> <p><b>Comment [W11]:</b> Indeed.</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><b>Comment [W12]:</b> This is valid inference.</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><b>Examiner's Comment:</b>  <b>AO1:</b> Very engaged. This is a focussed piece which has thoughtful discussion throughout.  <b>AO2:</b> There is some reference to language and its effects although this can tend to be under-developed.  <b>AO4:</b> SPAG 3/5  <b>Overall:</b> This is a mid-Band 4 response. AO1 is stronger than AO2.</p>	

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 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.	<p><b>Comment [W1]:</b> Not quite – novel written before .</p> <p><b>Comment [W2]:</b> Focus on the text</p>
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 suprised to recieve 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 Uttersons servant and for him to approach him after dinner was quite abnormal. The word 'suprised' shows that the tension has risen as the plot has taken a dramatic change from being perfectly calm to very tense.	<p><b>Comment [W3]:</b> Selects relevant textual detail to support points made</p> <p><b>Comment [W4]:</b> Not quite</p>
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?" They 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 Uttersons mood has changed by Pooles facial expression. This quote also links with the victorian theme within the novel as the quote sounds very victorian.	<p><b>Comment [W5]:</b> Some reference to style and effect</p> <p><b>Comment [W6]:</b> ?</p>
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.	<p><b>Comment [W7]:</b> Awareness of language effects</p> <p><b>Comment [W8]:</b> Some discussion</p>
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 things 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 panicing 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 panicing.	<p><b>Comment [W9]:</b> Discussing extract</p>
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 Jekylls 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 Jekylls wishes. This links that the constant of secrecy of Jekyll is hiding secrets about him and also Hyde.	<p><b>Comment [W10]:</b> Some awareness of character and theme but a bit general</p>
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 Hydesh true hatred for his enemy and other people.	<p><b>Comment [W11]:</b> Reference to a key event</p> <p><b>Comment [W12]:</b> Fair point</p> <p><b>Comment [W13]:</b> Selects language for comment</p>
In chapter 6 tension is created when Utterson tells about other peoples view on Hyde and his (illegible). The writer says 'tales come out of the mans cruelty at once so callous and violent of his hatred that seemed to (illegible), but of his current whereabouts not a wisper". The writer uses the	<p><b>Comment [W14]:</b> Reference to detail</p>

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.

**Comment [W15]:** Engaged

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.

**Comment [W16]:** Rather general discussion

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

**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	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b>Comment [W1]:</b> Locates. Some 'how' re structure</p> <p><b>Comment [W2]:</b> Maybe</p> <p><b>Comment [W3]:</b> Clear point regarding context</p> <p><b>Comment [W4]:</b> Some reference to language and effects</p> <p><b>Comment [W5]:</b> Sort of</p> <p><b>Comment [W6]:</b> Engaged</p> <p><b>Comment [W7]:</b> Still discussing extract</p> <p><b>Comment [W8]:</b> Focus maintained</p> <p><b>Comment [W9]:</b> References to key incident</p> <p><b>Comment [W10]:</b> Discussing</p> <p><b>Comment [W11]:</b> Valid point</p>

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	
<p>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 <b>novel</b>.</p>	<p><b>Comment [W1]:</b> Well focused start, with some overview of context</p>
<p>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 <b>class</b> (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 <b>importance</b>, 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 <b>others</b>.</p>	<p><b>Comment [W2]:</b> Clear regarding context</p> <p><b>Comment [W3]:</b> Interesting point - valid</p>
<p>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 <b>rush</b> 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 <b>imprisonment</b>, 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.</p>	<p><b>Comment [W4]:</b> Keeping focused , maintained discussion</p> <p><b>Comment [W5]:</b> Well noted ('how')</p> <p><b>Comment [W6]:</b> Closely read</p>
<p>After Poole <b>dodges</b> 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 <b>epitimises</b> 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 <b>worried</b>.</p>	<p><b>Comment [W7]:</b> Good point</p> <p><b>Comment [W8]:</b> Context</p> <p><b>Comment [W9]:</b> Valid</p>
<p>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 <b>play</b>'. 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.</p>	<p><b>Comment [W10]:</b> Selects relevant textual detail</p>
<p>The novel as a whole uses tension. One example is Chapter <b>One</b> 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. <b>Something</b> 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 <b>adjectives</b>, and therefore are meant to be used in that way.</p>	<p><b>Comment [W11]:</b> Widening discussion</p> <p><b>Comment [W12]:</b> Selects relevant textual detail to support point</p> <p><b>Comment [W13]:</b> Valid</p>
<p>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 <b>like</b>. 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 <b>fate</b>, and is it coming soon because of the questioning of Utterson.</p>	<p><b>Comment [W14]:</b> Quite assured discussion</p> <p><b>Comment [W15]:</b> Thoughtful</p>
<p>In Chapter Seven, there is a conversation at Jekyll's <b>window</b> 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</p>	<p><b>Comment [W16]:</b> References to key incident</p>

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.

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

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.