
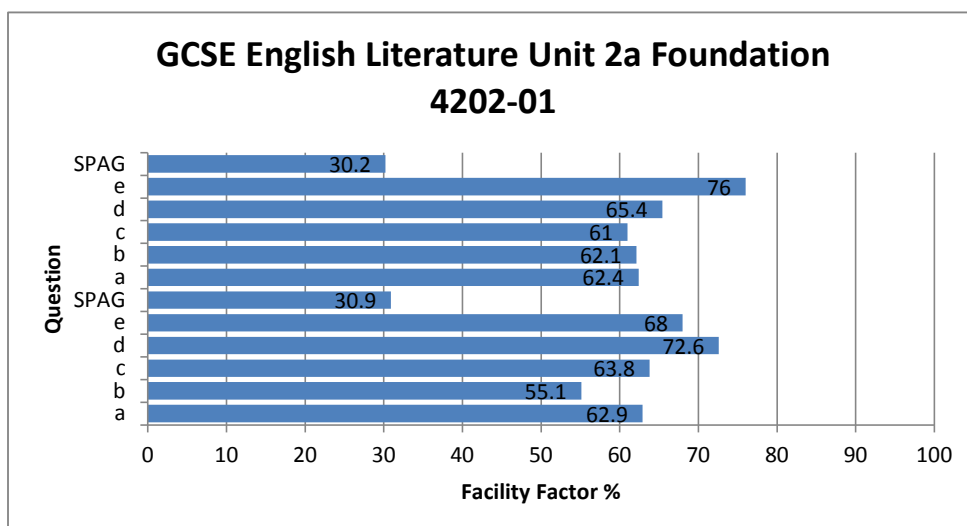


GCSE English Literature Unit 2a Foundation 4202-01

All Candidates' performance across questions

 <i>Question Title</i>	<i>N</i>	<i>Mean</i>	<i>S D</i>	<i>Max Mark</i>	<i>F F</i>	<i>Attempt %</i>
a	1363	18.9	5.7	30	62.9	6.5
b	67	16.5	6.5	30	55.1	0.3
c	18076	19.1	5.4	30	63.8	86.1
d	622	21.8	4.6	30	72.6	3
e	714	20.4	5.4	30	68	3.4
SPAG	20577	1.2	0.9	4	30.9	98.1
a	1362	18.7	5.7	30	62.4	6.5
b	16595	18.6	6	30	62.1	79.1
c	270	18.3	6.4	30	61	1.3
d	2283	19.6	5.3	30	65.4	10.9
e	47	22.8	5.3	30	76	0.2
SPAG	20220	1.2	0.9	4	30.2	96.3



(c) *An Inspector Calls*

Answer part (i) and **either** part (ii) **or** part (iii).

You are advised to spend about 20 minutes on part (i), and about 40 minutes on part (ii) or part (iii).

- (i) Read the extract on the opposite page. Then answer the following question:

How do you think an audience would respond to this part of the play? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

Either,

- (ii) Eric and Gerald both had an affair with Eva Smith/Daisy Renton. Write about which of these two men you have more sympathy for and why.

Think about:

- how he met Eva Smith/Daisy Renton;
- how he treated Eva Smith/Daisy Renton;
- his attitude to the Inspector;
- why you have more sympathy for him.

[20 + 4]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

Or,

- (iii) *An Inspector Calls* is a play about discovering truths. Write about **one** or **two** characters who discover truths about themselves or others. Give reasons for what you say.

[20 + 4]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

- INSPECTOR: But just remember this. One Eva Smith has gone – but there are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering and chance of happiness, all intertwined with our lives, and what we think and say and do. We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they will be taught it in fire and blood and anguish. Good night.
He walks straight out, leaving them staring, subdued and wondering. SHEILA is still quietly crying. MRS BIRLING has collapsed into a chair. ERIC is brooding desperately. BIRLING, the only active one, hears the front door slam, moves hesitatingly towards the door, stops, looks gloomily at the other three, then pours himself out a drink, which he hastily swallows.
- BIRLING: (*angrily to ERIC*) You're the one I blame for this.
- ERIC: I'll bet I am.
- BIRLING: (*angrily*) Yes, and you don't realize yet all you've done. Most of this is bound to come out. There'll be a public scandal.
- ERIC: Well, I don't care now.
- BIRLING: You! You don't seem to care about anything. But I care. I was almost certain for a knighthood in the next Honours List—
ERIC laughs rather hysterically, pointing at him.
- ERIC: (*laughing*) Oh – for God's sake! What does it matter now whether they give you a knighthood or not?
- BIRLING: (*sternly*) It doesn't matter to you. Apparently nothing matters to you. But it may interest you to know that until every penny of that money you stole is repaid, you'll work for nothing. And there's going to be no more of this drinking round the town – and picking up women in the Palace bar—
- MRS BIRLING: (*coming to life*) I should think not. Eric, I'm absolutely ashamed of you.
- ERIC: Well, I don't blame you. But don't forget I'm ashamed of you as well – yes both of you.
- BIRLING: (*angrily*) Drop that. There's every excuse for what both your mother and I did – it turned out unfortunately, that's all—
- SHEILA: (*scornfully*) That's all.
- BIRLING: Well, what have you to say?
- SHEILA: I don't know where to begin.
- BIRLING: Then don't begin. Nobody wants you to.

An Inspector Calls

I think that the audience would react displeased with Birling and rallying behind Sheila and Eric. Most people aren't obsessed with money or a certain aspirational goal to ignore lives that are lost, these people would be in the audience. Most members of the audience would think of Mr Birling's actions and thought processes as wrong, maybe thinking that Mr Birling values himself more than others and especially women. If this was the case that is only for a certain portion of the audience, as everyone reacts differently. Some members of the audience may think like Mr Birling and wouldn't see anything wrong, disregarding the message that the inspector carries throughout this play. But the majority of the audience would see the message and would agree that it is right. People may see Mr Birling take value over himself over Sheila or even women when he says "Then don't begin. Nobody wants you to." Mrs Birling reacts to Sheila trying to say something against him and him dismissing her, ignoring anything she has to say.

An Inspector Calls

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Comment [1]:

Clear focus on the question right from the start.

Comment [2]:

Although there's some discussion, this is a bit general, and has more about the audience than about details from the extract. Can you think how it could be improved?

Comment [3]:

This is a valid point about some of the characters although it could be developed further. Look at how much is said about the different characters involved - it's unbalanced.

Task:

Link the points made in this response to parts of the extract printed in the examination paper. You should see clearly that only small parts of the extract have been dealt with. Select key points from **across** the extract (beginning, middle and end) and make notes on what you could say about the parts you have chosen.

Examiner comment:

This is an engaged response, with clear awareness of some of the characters and their behaviour, but the coverage of the extract is uneven, so it would not get more than a mark of 7.

An Inspector Calls

At first I have more sympathy for Gerald because Gerald saved Daisy Renton from Oldam Megarty in the Palace Bar. Gerald did use the girl as his "mistress" this quote shows us that Gerald used her when he liked but he did grow very fond of Daisy Renton unlike Eric who felt "she was a good sport." Eric believed she was a good sport because she would have sex with him when he liked, but whereas Gerald gave her a home. Gerald treated Daisy Renton with respect and courtesy. But Eric did give her money but she knew it was stolen so she did not except the offer. Even though Gerald was with Sheila I have sympathy for him because he felt no affection towards her. Gerald's attitude towards the Inspector is given away when the Inspector says "She changed her name to Daisy Renton" Gerald immediately responds with "What" this shows that Gerald didn't know her as Eva Smith but as Daisy Renton, he says it quite spontaneously this gives Gerald away. But Gerald is honest with the Inspector with any question he is asked. But Eric does leave the house and comes back near the end of the play and is obviously stressed about the girl. Eric does behave in a very "sloppy" manner which shows that he has had too much to drink but his attitudes towards the Inspector is rather upset and angry. I have more sympathy for Eric because he he did get the girl pregnant and she committed suicide with his baby he is also an alcoholic which shows his stress. Eric is also bullied by his father Mr Birling and at the end of the play Eric has all the blame put on him at the death of the girl. I have sympathy because when Eric got the girl pregnant he was stealing money and Mr Birling says "why didn't you come to me for help" Eric replies with "you're not the kind of chap who can come to" this quote shows us that Mr Birling isn't right to come to when it's a serious matter. Mr Birling as a father isn't able to support Eric from what the quote says so Eric had to help himself.

An Inspector Calls

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Comment [10]:

Focus, and support with specific detail from the play.

Comment [11]:

Two valid points here, but neither is developed or supported by direct reference to the text. Can you choose apt details to support these points?

Comment [12]:

This is a strong response to Eric and his situation, with some support. However, the essay does not end with a clear conclusion. Try writing a concluding sentence or two to this essay, pulling the ideas together.

Tasks:

Although this candidate has a sound knowledge of the play, this response could be a bit better organised. As part of the preparation for your exam it's a good idea to make a timeline for each main character, and that's a useful basis for essays on characters. Try making timelines for Gerald and Eric: first view or first mention; important parts of the story for them; last time seen or heard of, and how and why they've changed.

There are 4 marks available for spelling, punctuation and the accurate use of grammar in the essays in Unit 2. See if you can underline all the errors you can spot in this response.

Examiner comment:

This response has a good foundation in the text (including relatively minor details) and supports judgements with detail from the play. It would get a mark of 16, with a further 2 marks for SPaG.

(b) Heroes

Answer part (i) and **either** part (ii) **or** part (iii).

You are advised to spend about 20 minutes on part (i), and about 40 minutes on part (ii) or part (iii).

- (i) Read the extract on the opposite page. Then answer the following question:

What thoughts and feelings do you have as you read this extract? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10]

Either,

- (ii) What do you think of the ending of the novel, from when Francis visits Larry?

Write about:

- why Francis goes to see Larry;
- the way Francis and Larry speak and behave;
- when Francis goes to see Nicole;
- the way Francis and Nicole speak and behave;
- anything else you think important.

[20 + 4]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

Or,

- (iii) What do you think about Larry LaSalle?

Write about:

- Larry's role in Frenchtown;
- what we learn of Larry in the war;
- Larry's relationships with other characters;
- Larry at the end of the novel.

[20 + 4]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

The game began.

My serve:

Paddle met ball. I didn't try for speed or spin, merely wanted to place the ball in proper position, without risk, and then play my defensive game. My heartbeat was steady, my body poised for action. The ball came back to me. I returned. Came again and again I returned. Larry LaSalle's return was placed perfectly, at the edge of the table, almost impossible for me to reach but somehow I reached it, returned it, throwing him off balance. My point. Next point his, then mine again. Then his.

We were half-way through the game, the score standing at 13–12, my serve, when I realized that he was letting me win, was guiding the game with such skill that no one but me realized what he was doing. He cleverly missed my returns by what seemed like a thousandth of an inch, feigning frustration, and placed his returns in seemingly impossible spots, but within my reach.

The noise of the crowd receded, diminished to a hush, broken only by the plopping of the ball on the table, the soft clunk of the ball on the rubber dimples of our paddles. A giant sigh rose from the crowd when an impressive point was made. I dared not take my eyes away from the game to look at Nicole.

Two games were being played at the same time, the sharp, take-no-prisoners game the hushed audience was observing and the subtle tender game in which Larry LaSalle was letting me win.

Finally, the score stood at 20 – 19. My favour. One point away from victory. I resisted meeting Larry LaSalle's eyes. It was still his serve. Crouching, waiting, I finally looked at him, saw his narrowed eyes. They were suddenly inscrutable, mysterious. A shudder made me tremble, as I realized that he could easily win the next two points and take the championship away from me. He could win it so easily and so humiliatingly that the crowd – Nicole – would know instantly that he had been toying with me all along.

The perfect serve came my way but my return was perfect. We entered a see-saw cycle, hit and return, repeating endlessly, near-misses and lunging stabs, until finally the ball came to my side, a breath-taking shot that veered to the table's edge, causing the crowd to gasp, although he and I knew that it was within my reach. His final gift to me. Lunging, I returned the ball to the only place it could go, impossible for him to return.

Heroes

My thoughts and feelings with the extract is that it's a tense game of table tennis between Larry LaSalle and Francis Cassavant. This game was more massive for Francis as his crush Nicole was watching. My thoughts of this extract is that it boosts Francis's confidence "I realised he was letting me win" this shows that Larry is helping Francis but Francis did not make it seem that way "My return was perfect" this quote shows that even though Larry was letting him win he was trying his hardest. The extract starts getting more tense where the extract starts coming to an end. "Finally, the score stood at 20-19" this quote shows us that if Francis wins the next point he wins. The tension of the game is much bigger. My thoughts and feelings of the ending of the extract is that did Francis win the game because it leaves us on a cliffhanger. "Impossible for him to return" this quote shows that did Francis make the shot for him to win the game? But my feelings towards Larry are that him letting Francis win helps boost Francis's confidence because Nicole is watching him so it's really hard for Francis since he likes her.

Heroes

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Comment [4]:

Clear focus on the question. Places where the extract is from and says something about the atmosphere. A good start!

Comment [5]:

Picks up on a change in atmosphere.

Comment [6]:

Personal response, with empathy for Francis.

Task:

The candidate has, correctly, identified the tense atmosphere here, and shown empathy for Francis. Can you identify any other elements that contribute to the effect of the extract? What about the use of sounds, or the descriptions of the crowd? The more thorough the response, the higher the mark you're likely to get.

Examiner comment:

This is a well-focused response, with points supported by some apt quotations, so a mark of 9 would be appropriate here.

Heroes

When Larry LaSalle was visited by Francis Cassavant is because he want to carry out his mission which was to kill Larry LaSalle for when he sexual assaulted Nicole. Francis Cassavant and Larry LaSalle speak and behaves like they were enemies because of what Larry done to Nicole. When Francis goes to see Nicole Francis expected to get back with Nicole but Nicole said No because when she got assaulted by Larry Francis was listening and he couldn't do anything, but Francis told Nicole Larry was dead but that didn't fix it to get back with Nicole. Francis and Nicole speak but Nicole was telling Francis why couldn't you do anything but then Nicole was speaking like they wasn't even in a relationship. Francis was stickability at trying to get Nicole but Francis tourchered his face because of Larry but Nicole didn't even no he was trying to kill his self.

Heroes

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Comment [13]:

Although this is focused, it's not very detailed about events, or on what happens in this part of the novel. Can you improve on this, so you show off your knowledge of "Heroes"?

Tasks:

There are a lot of promising points here, which have been prompted by the bullet points provided in the question, but there is only about one sentence written in response to each bullet point. A useful rough guide is to use each bullet point as the basis for a paragraph, and to write as much as you can on each. Choose one of the bullet points provided in the question paper, and make it the basis for a paragraph to show off your knowledge and understanding.

Comment [14]:

This point about what happened earlier in the novel could have been explained more. Also the way the characters speak and behave is not dealt with in any detail. Could you do better...?

Examiner comment:

Although there is knowledge of the text here, it stays at a general, underdeveloped level, so a mark of 8 is the best fit, together with 0 for SPaG.

(d) About A Boy

Answer part (i) and **either** part (ii) **or** part (iii).

You are advised to spend about 20 minutes on part (i), and about 40 minutes on part (ii) or part (iii).

- (i) Read the extract on the opposite page. Then answer the following question:

What are your thoughts and feelings about Marcus and Ellie here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.
[10]

Either,

- (ii) What impressions of families and family life do you get from *About A Boy*? Write about different parts of the novel to support your answer. [20 + 4]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

Or,

- (iii) All of the main characters in *About A Boy* change as a result of the events of the novel. Write about the character you think changes the most, giving reasons for what you say. [20 + 4]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

They didn't talk on the train at first; every now and again Ellie would give a small sob, or threaten to press the emergency stop button, or threaten to do things to the people who looked at her when she swore or swigged from her bottle of vodka. Marcus felt exhausted. It was now perfectly clear to him that, even though he thought Ellie was great, and even though he was always pleased to see her at school, and even though she was funny and pretty and clever, he didn't want her to be his girlfriend. She just wasn't the right sort of person for him. He really needed to be with someone quieter, someone who liked reading and computer games, and Ellie needed to be with someone who liked drinking vodka and swearing in front of people and threatening to stop trains.

His mum had explained to him once (perhaps when she was going out with Roger, who wasn't like her at all) that sometimes people needed opposites, and Marcus could see how that might work: if you thought about it, right at this moment Ellie needed someone who was going to stop her from pressing the button more than she needed someone who loved pressing buttons, because if she was with someone who loved pressing buttons, they would have pressed it by now and they'd be on their way to prison. The trouble with this theory, though, was that actually it wasn't an awful lot of fun being the opposite of Ellie. It *had* been fun sometimes – at school, where Ellie's ... *Ellieness* could be contained. But out in the world it was no fun at all. It was frightening and embarrassing.

'Why does it matter so much?' he asked her quietly. 'I mean, I know you like his records and everything, and I know it's sad because of Frances Bean, but—'

'I loved him.'

'You didn't know him.'

'Of course I knew him. I listened to him sing every single day. I wear him every single day. The things he sings about, that's him. I know him better than I know you. He understood me.'

'He *understood* you?' How did that work? How did someone you had never met understand you?

'He knew what I felt, and he sang about it.'

Marcus tried to remember some of the words to the songs on the Nirvana record that Will had given him for Christmas. He had only ever been able to hear little bits: 'I feel stupid and contagious.' 'A mosquito.' 'I don't have a gun.' None of it meant anything to him.

'So what were you feeling?'

'Angry.'

'What about?'

'Nothing. Just ... life.'

About A Boy

From this extract, we get the impression that Marcus and Ellie are completely different. Their views and personalities were very different from each other. Ellie “would threaten to press the emergency stop button” which Marcus hadn’t seen before in Ellie, she was “funny and pretty and clever” in school, he realised she was too different for him, “he didn’t want her to be his girlfriend” which shows Marcus’s changed viewpoints of Ellie. He wanted to be with someone quieter than Ellie. Marcus began thinking about what his mum told him “people need opposites.” Marcus thought this could be true with Ellie because if she had someone similar to herself ‘they’d be on their way to prison.” Marcus didn’t understand why Ellie liked Frances Bean so much and when Ellie butts in with “I loved him” Marcus states that she didn’t actually know him so how could she love him. Ellie says she owned a lot of his CDs and t-shirts and “he understood me.” This confused Marcus because he wondered how “someone you had never met understood you?” Ellie says he sang songs about how she felt, “angry” about life.

About A Boy

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Comment [7]:
Sensible, clear focus.

Comment [8]:
Comment on quotation shows awareness of the characters.

Comment [9]:
Selecting and commenting on detail, but not really explaining or developing the point made. Could you do better here?

Task:

This candidate has selected quite a lot of detail, but has not always discussed what the chosen details may suggest. Try choosing key details from across the extract, or use the ones selected here, and make a clear point about each which shows your understanding of the characters as they appear here.

Examiner comment:

This response is focused and shows empathy, for Marcus, in particular. Although there is quite a lot of selection, there is a tendency to paraphrase, rather than develop and discuss, so the mark of 8 is the most appropriate here.

About A Boy

In the book about a boy, I think Fiona changes the most through out the novel. Fiona has a hard life espeacilly with men 'I don't really want to talk about it' this shows that when talking to Marcus at the begining of the book, she doesnt like to talk to him about Roger her previous boyfriend, that was the only boyfriend that Marcus actually got on with. Fiona cried a lot 'It's nothing im fine' this shows that she didn't like to share things with Marcus when she was upset, it was a mystery and Marcus didn't ever find out what was wrong with his mum. Before Fiona attempted to comitt suicide she write a lettre for Marcus, in this letter she said 'I am very sorry' this suggests she has a harsh life. After being in for a night her personality changes completely 'hi Marcus, how are you?' this suggests she is guilty for what she has done after realising she's all that Marcus has after her word of advice off Suzie. Fiona tells Marcus to do what she wants to do and act like she does, she does this because she thinks of it as a way of protecting him. Fiona gets angry when she finds out Will bought shoes for Marcus. 'WILL BROUGHT YOU THOSE SHOES' this suggests that she is'nt happy with Will looking after Marcus without permission, Fiona is determined 'he's my son and I don't need you're help' this implies that she is protective over Marcus although Will was only trying to help Marcus. Fiona wants to make Marcus happy by asking Will to see him again 'You can't just walk out of his life after everything you've done' this shows how her personality changes throughout the book from being sad to happy to angry. Will, Fiona and Marcus go to dinner together 'Stay out of this Marcus' this suggests that Fiona gets angry at Marcus. Fiona changes from the sad women she was to being happy with Will and Marcus being friends. Will helps Fiona look after Marcus and they both teach him how to grow up.

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Comment [15]:

Apt start, focusing on the question and making a specific point, with support.

Comment [16]:

This is an important part of Fiona's story, but is not really explained or developed. Embedding bits of the story into your essay helps make points clearer. Try writing a paragraph on this part of the novel, explaining what it shows about the characters.

Comment [17]:

This conclusion comes a bit suddenly, with the later parts of the novel skimmed over. What other key events could have been included?

Tasks:

This essay would be improved if it were a bit more organised. Make a timeline for the chosen character, (in this case, Fiona) focusing on key events **throughout** the novel. A common mistake is to focus on earlier events rather than having an even balance across the text - its beginning and end, and key events throughout. Comments can then be linked to these key events.

Paragraphs help organise these ideas, too. Try indicating where would be sensible breaks for paragraphs in the response above. You could also try underlining every error in spelling, punctuation you can see, as 4 marks are available for this in the marking guidelines for all the essays in Unit 2.

Examiner comment:

Although Fiona maybe is not the most obvious choice of character for this question, there are valid comments made based on discussion of some parts of the text, and that, linked with evident empathy in the personal response to the character, would earn it a mark of 15. This could have been higher had there been greater reference to events involving Fiona throughout the novel. The mark for SPaG is 1.