

GCSE (9–1) English Literature

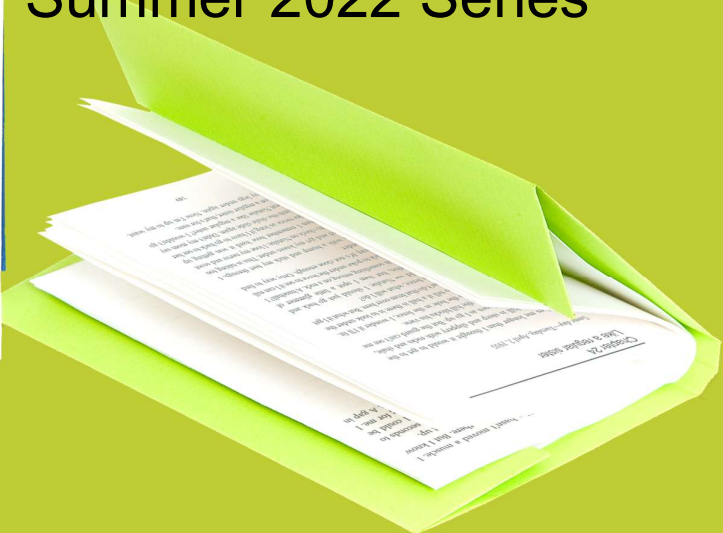
Paper 1: Shakespeare and Post-1914
Literature (1ET0/01)

**Section B: Post-1914 Literature (British
Novel)**



Exemplar Scripts and
Commentaries

Summer 2022 Series





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Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to GCSE English Literature Paper 1: Shakespeare and Post-1914 Literature (1ET0/01).
- The pack contains scripts from Section B: Post -1914 Literature (British Novel). Scripts for Section A: Shakespeare and Section B: Post-1914 Literature (British Play) are in separate packs on the website.
- The responses in this pack were taken from the Summer 2022 examination series. The question papers and mark schemes can be found on the Pearson website [here](#).
- In this pack you will find a sample of responses, examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our English subject advisor on 0333 016 4120 or teachingenglish@pearson.com



Paper 1: Section B – Post-1914 Literature (British Novel)

Script 1 – Question 19: *Animal Farm*

Snowball was Napoleon friend and leader until
Napoleon thought he was the bad guy but the only
bad one is Napoleon cause he always changed the
Animal rule and living like a real person
can. ~~then there was~~ a snow ball got kicked out of
Animal farm cause Napoleon blamed him for the
windmill but there was a big storm ^{and} so it wasn't finished
so it just broke and the Napoleon then changed
the rules cause snowball wasn't there anymore cause Napoleon
got ^{the dogs} ~~snowballs~~ to chase snowball down out of
the farm and then everything went worse and
Napoleon is controlling everyone like they are his slave
but then when boxer claps on the floor
cause of ~~excitement~~ ~~excitation~~ then Napoleon wanted
boxer to get on his deathbed so sent him off to
die

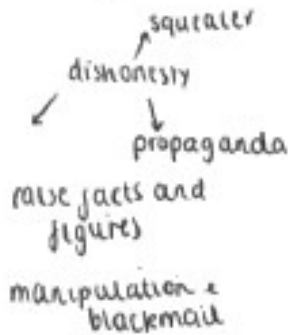


(Section B continued) but then boxer wake up and he was getting told that ~~getting~~ going to die and they didn't save him in time.
~~So~~ Then Snowball got some undercover animals in the farm see if everything going well then he found out that Napoleon killed all of his undercover ~~men~~^{animals} and then put them on a pit of dead animals. ~~that was~~



Script 2 – Question 19: *Animal Farm*

Chosen question number:



Question 7

Question 8

Question 9

Question 10

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Question 13

Question 14

Question 15

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In the ^{dystopian} 1945 novel, *Animal Farm* was written as an allegory for the Russian Revolution of 1917, in which the Communists took power. George Orwell wrote this novel to emphasise the idea that all revolutions fail, they just fail differently. *Animal Farm* in particular, is a satire of dictatorship altogether, and eventually shows the revolution that ended in tyranny and a ^{violent} communist dictatorship. Dishonesty, throughout *Animal Farm* is shown through a variety of different ways, essentially through ~~throughout *Animal Farm*~~ ~~the pigs~~, but also through propaganda and manipulation.

Throughout *Animal Farm*, dishonesty is ~~seen~~ conveyed through false facts and figures produced by Squealer, the character in which represents Molotov, Stalin's right hand man, the handler of all communist propaganda. Early on in the rebellion, the pigs begin to take control,



(Section B continued)

and also decide to give themselves privileges. The pigs being 'the brainworkers' of the farm exemplifies why they decided they needed the milk and apples from the farm and that it was "proved by science" that they are essential to a pig's diet. This justly shows the imbalance of power at the beginning of the revolution. (Very early on there was inequality) but it also shows that through dishonesty, the pigs are able to maintain power at an unequal level and still get what they want. The pigs "being the more cleverer of the animals" also gives them an unfair advantage as the animals don't have the capacity to disagree or acknowledge it's wrong as they aren't educated enough to do anything about it, this leads on to the point that education in a revolution is key and that without equal education there will always be inequality. The pigs stealing milk and apples for themselves links to how Stalin and his other high up communist leaders would live lives of luxury with fancy cars and big mansions, when the rest of Russia was living a life nowhere near as luxurious. Later on in the novel, the rebellion is clearly failing, the animals are hungry and starving but the animals are told that conditions are better, such as the fact "there are more hay, more oats, more turnips" and that "drinking water is of better quality", however this is clearly untrue, but again, the animals are so uneducated they can't tell, and Clover even says that then they were "slaves" and now they are "free" which is what they are told and that's what they believe, because at least ~~Mr Jones~~ Mr Jones was not there anymore. This again links to how Stalin and Molotov would lie and create false propaganda but in reality thousands were dying because of the 'Great Famine'.



commandments.
(Section B continued)

which ultimately, again, was Stalin's fault due to his weak ideas and plans of collectivisation and his 5 year plan.

Dishonesty is also shown through manipulation and emotional blackmail, an example of this is when Squealer repeats rhetorical questions such as "Surely, you don't wish to see Jones back?" and "But then you might make the wrong decisions comrades, and then where would we be?". This form of blackmail portrays dishonesty, as Mr Jones clearly won't come back as he wouldn't dare come back after both defeats and the pigs know that, it shows how the pigs are able to completely manipulate their animals in a way to make them completely ~~dismissive~~ submissive. These scenes mirror the way in which Russia would be threatened with the return of the Tsar. Not only does this create dishonesty, it also continues to prove George Orwell's point about dictators and it makes us think about how the revolution created for ~~the~~ equality is turning into a horrible dictatorship and it foreshadows, eventually the whole rebellion will crumble and all meaning will be lost. Another ^{example} form of blackmail and dishonesty in the novella, is Boxer's death. ~~Boxer~~ Boxer is sent off to the "knackers" where he meets his death, in which most of the animals know as Benjamin reads the van out loud. However, Squealer approached the animals with the false story, that he died after a fight in the hospital and that his last words were "long live Napoleon" and "Napoleon is always right". The animals are in a very vulnerable state at this point and



(Section B continued)

...eventually end up believing everything he says. This illustrates, that in a revolution dishonesty brings power, and it fuels rebellions as if you can get people to believe anything, you can have complete control and power.

Lastly, dishonesty can be seen thoroughly, through the 7 commandments. At the beginning of the novel the 7 commandments are made after Old Major's speech, which ultimately is summed up into "all animals are equal". However, throughout, it becomes clear the commandments don't apply to the pigs, and so, to do what they want, they change them. The pigs, in particular, Squealer, rewrite history and the commandments to suit themselves an example of this, is the commandment "you shall not sleep in a bed" is changed to "no animal shall use sheets" because the pigs decide they want to sleep in the farmhouse. Another huge example, is "no animal shall kill another animal" is changed to "no animal shall kill another animal without cause". This commandment is changed after Napoleon lets his dogs tear apart the animals after their unprompted confessions, these killings mirror the 'Great Purges', held by Stalin in which thousands were killed if they didn't support him etc. Ultimately, the most empowering change was "all animals are equal but some animals are more equal than others", this quote showed the complete failure of the revolution and proved the point rebellions never work. George Orwell once said, "political language is designed to



(Section B continued)

to make lies sound truthful and murder respectable", which sums up the end of the rebellion. And shows how dishonesty was integrated along the way until the foundation of the rebellion was lies.

In conclusion, dishonesty is shown throughout Animal Farm to emphasise the idea politics is full of lies and that political leaders will build a foundation of lies to keep themselves at the top. Another famous quote often used when talking about Animal Farm, is "power corrupts and absolute power corrupts absolutely", explaining that power alone will always end in tyranny, but unlimited amounts of power will lead to mass destruction and failure.



Script 3 – Question 20: *Animal Farm*

- Chosen question number:
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| Question 7 | Question 8 | Question 9 |
| Question 10 | Question 11 | Question 12 |
| Question 13 | Question 14 | Question 15 |
| Question 16 | Question 17 | Question 18 |
| Question 19 | Question 20 | Question 21 |
| Question 22 | Question 23 | Question 24 |
| Question 25 | Question 26 | Question 27 |
| Question 28 | Question 29 | Question 30 |

Dishonesty in *Animal Farm* is an allusion to the dishonesty in Soviet Russia. Stalin abandoned the true laws of communism and led through manipulation and force. He used Alexi Stakhanov as a ~~the~~ martyr for the working class. The media present Stakhanov as a hero, digging up 102 tonnes of coal in a short space of time. Realistically he had the help of others and machines. In the novel *Power* is used to as a working class hero. He constantly says 'Napoleon is always right', 'I will work harder'. However, this effectively shows Napoleon's manipulation of Boxer, as Boxer reaps none of the rewards. Napoleon's dishonesty towards the animals results in him being able to keep them busy



(Section B continued) while he ~~is~~ breaks the original commandment of animal farm. Orwell is making the point that leaders in power will not account for the needs of others and will manipulate the uneducated as they can't tell what's happening.

In Russia, Stalin had full control over all the media. He made people believe what he wanted them to believe by controlling 'Pravda' the Russian newspaper, and editing undesirable people out of photos. This is mirrored in Animal Farm by Squealer's constant lies and dishonesty. For example he says "It is for your sake that we eat those apples and drink that milk. Do you know what would happen if we didn't fulfil our duties? Jones would come back!" This is a clear presentation of how the pigs use lies and deceit to get what they want from the other, uneducated animals. Orwell is trying to warn people about falling into the trap of a group of dictators.

Stalin's use of the secret police in Russia enforced fear and control into its citizens. This was dishonesty as people couldn't tell who was police and who wasn't. People would also go to the police if their neighbours were involved in Anti-Communist behaviour.



(Section B continued) This is reflected in *Animal Farm* by St. Napoleon's use of the dogs which he uses to control the animal. This is shown in the phrase 'they were huge dogs, as fierce looking as wolves.' This is an obvious show of dishonesty as Napoleon uses the dogs to break commandments such as 'No animal shall kill another animal': Here, the author is showing how powerful politicians disobey laws in order to benefit themselves and no-one will try to stop them for fears of being imprisoned or killed.

Stalin was a dishonest man from the early years of his life. He involved himself with petty crime and stealing. This carried on into his later life as a politician. He called himself 'Uncle Joe' to make himself seem more humble and friendly, but realistically he was putting people in labor camps and Gulags. This is echoed in *Animal Farm* by the sheep who believe and repeat the words of the pigs. For example "four legs good, two legs better" is a successful show of the lower class being manipulated and their leaders treating them with disregard and dishonesty. Orwell is showing the reader that dictators must not be allowed to control the working class in order for a society to be run fairly and effectively.



Script 4 – Question 21: *Lord of the Flies*

- Chosen question number:
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| Question 7 | Question 8 | Question 9 |
| Question 10 | Question 11 | Question 12 |
| Question 13 | Question 14 | Question 15 |
| Question 16 | Question 17 | Question 18 |
| Question 19 | Question 20 | Question 21 |
| Question 22 | Question 23 | Question 24 |
| Question 25 | Question 26 | Question 27 |
| Question 28 | Question 29 | Question 30 |

Evil in the *Lord of the Flies* is extremely significant due to how it progresses, getting worse and worse developing over time. The first sign of evil being the idea of bullying and how Jack began acting as someone with more importance to the others. This quickly turning a lot more brutal.

One of the most significant times evil is clearly shown to us is when the boys begin their hunting and "kill the pig" the idea of savagery is the main topic causing that evil. The boys all run after a pig feeding her piglets with spears and in what I think is the most gruesome scene start chanting "kill the pig, cut her throat ^{at},"



(Section B continued) 'spill her blood' over and over then proceeding to ram the spear and I quote 'right up her ass' all laughing and enjoying what's happening.

When this scene happens you begin to see that evil is taking over the boys which is what Golding wanted us to be shocked by. He did this as he believed that stories such as Coral Island weren't realistic he wanted to show what he thought would really take place if lots of young boys were left on an island.

It is in Jack that we witness the most change into evil going from saying 'we're not savages, we're English' to taking a role of what could be seen as the Hitler of the boys; leading them all towards destruction and heavily influencing all the boys. This ties in well with the time the book was written and set in being WWII.

When the boys all turn on each other the evil that is within them comes spiraling out ~~that~~ causing the deaths of both Piggy and Simon the two out of three boys that had managed to keep their sanity.

The evil in the novel is of course intentional and



(Section B continued) allows the readers to be shocked and see the harsh truth of what mankind is capable of.

Evil is something that is the novel can be done through allegory and actually physically happening. There is constantly connotations towards evil for the stark through fire and sacrifice as well as death and savagery evil is the main topic I would use to describe most if not all of the events going on in the novel and something that until controlled would constantly proceed to develop in the boys.



Script 5 – Question 22: *Lord of the Flies*

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| Question 28 <input type="checkbox"/> | Question 29 <input type="checkbox"/> | Question 30 <input type="checkbox"/> |

Golding presents the hunters as inhumane. For example when someone asks "what are we? Humans? Animals? Savages?" This ^{implies} ~~implies~~ that they're acting like animals which highlights the ^{losing} ~~losing~~ of their innocence. ~~The word~~ Contextually the island is a microcosm of the war around them therefore giving reasonable idea that the hunters signify soldiers. This in turn makes the hunters important because they start the loss of innocence.



(Section B continued)

Golding presents the importance of the hunters after their first kill. The evil chant of "Kill the pig, cut his throat, spill his blood" entices even Ralph to join in, which therefore, leads everyone yet another step ~~away~~ away from humanity. Contextually Golding was a teacher and chanting would have happened at a school. This could highlight the ways even the most innocent of things can turn evil.

Golding indicates the importance of the hunters nearer the end of the book when they become all savages and are hunting Ralph and Piggy. "We'll smoke them out" is an idea Jack has when Ralph and Piggy are hiding in the bush. This portrays the moment the hunters showed their true loss of humanity. Contextually, during the war, soldiers would use smoke bombs to paralyse their enemies, therefore, yet again, it's logical to believe the hunters signify soldiers.



(Section B continued)

Golding presents the importance of the hunters when they smear dirt on their faces. "Bollocks to the rules" is one of many things said highlighting the loss of innocence. The dirt mask was something the boys' true selves could hide behind, however they began to ~~lose~~ lose themselves behind their mask and the more days they acted like "animals" or "savages" the more they lost their true personality and innocence. Contextually Jack's character is signified as Hitler and the hunters his followers or the Nazis who hid behind the mask of Hitler to make their violence okay. Therefore portraying the hunters as Nazis.

Golding presents the importance of the hunters when Simon is killed. "He floated away with an angelic glow" This signifies that Simon was almost a Jesus figure on the island and the boys went and killed him. Not only had they killed Simon



(Section B continued)

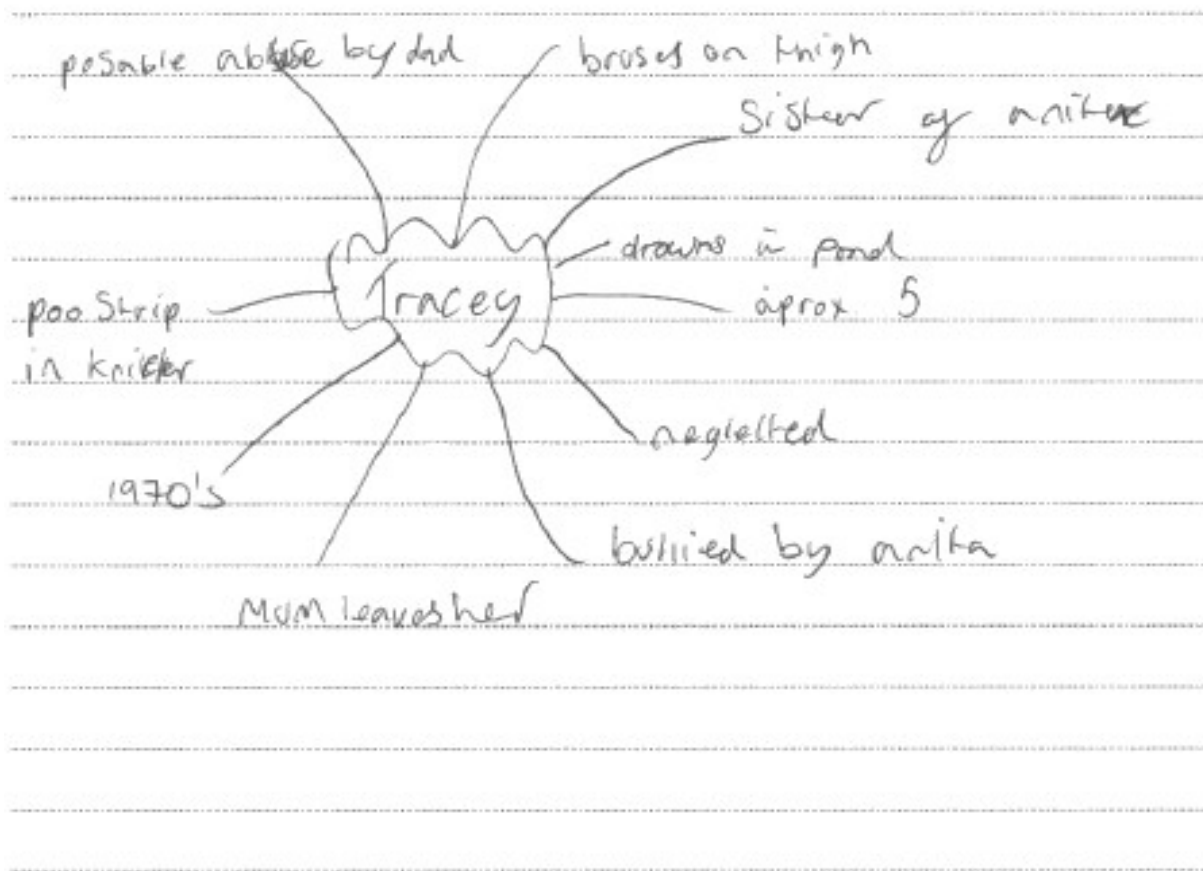
with their bare hands, that was the last little bit of their innocence thrown to sea, never to fully return. The hunters, acting like a pack of animals, all followed and copied each other, and revelled in the fact they had ~~successfully~~ successfully killed, therefore turning into full savages. Contextually Golding killed ~~the~~ Simon through the other boys to ~~to~~ demonstrate that even things as innocent as children under twelve can descend to such savagery.



Script 6 – Question 23: *Anita and Me*

Chosen question number:

Question 7	Question 8	Question 9
Question 10	Question 11	Question 12
Question 13	Question 14	Question 15
Question 16	Question 17	Question 18
Question 19	Question 20	Question 21
Question 22	Question 23	Question 24
Question 25	Question 26	Question 27
Question 28	Question 29	Question 30





(Section B continued) In Anita and me Tracey is the younger sister of the beautiful Anita. She is a little girl, approximately 5 years old who just wants to be loved and noticed by her family.

Anita bullies Tracey knowing she is weak and will do what ever she asks which involves taking part in a pissing contest with some older boys where it is noticed that Tracey is wearing dirty underwear that contain a poo stripe - this suggests that basic skills have not been taught as there is no parenting.

It is also brought to the reader attention that Tracey may be ~~not~~ victim of sexual abuse as ginger prints are visible on Tracey's thigh.

Anita and me is set in the early 1970s in the fictional mining village of Tollington.

The factories are closed down leaving to high unemployment for the men, ^{meaning} ~~meaning~~ that the women were going out to work in the factories earning the money for the family which was a lot less than the men were earning leading to poverty in the area.



(Section B continued) Tracey ~~also~~ drowns in the pond "owned by the yeti." Why trying to save Anita who she thinks is being killed by Sam, but they are actually having sex. Even though Anita bullies Tracey, Tracey thinks the world of her big sister as she looks up to her and knows how popular she is with everyone in the village. It is "yeti" who saves Tracey from dying in his pond and brings her back to life.

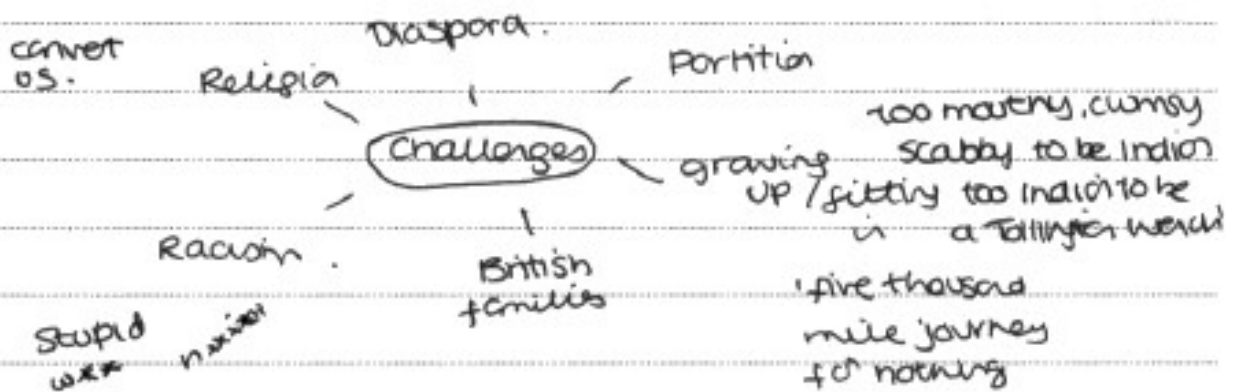
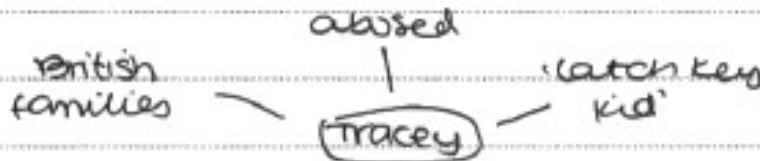
Tracey loves her mum (Deirdre) who shows no love or affection towards her. This is shown when Deirdre abandons her two children in search of her own happiness with the becher. Tracey is left sobbing watching her mother leave. She is also distraught when the dog "Nigger" that her mother gave her is killed.

Anyone who Tracey loves leaves.



Script 7 – Question 24: *Anita and Me*

- Chosen question number:
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| Question 7 | Question 8 | Question 9 |
| Question 10 | Question 11 | Question 12 |
| Question 13 | Question 14 | Question 15 |
| Question 16 | Question 17 | Question 18 |
| Question 19 | Question 20 | Question 21 |
| Question 22 | Question 23 | Question 24 |
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(Section B continued) Challenges are presented in the novel through the challenges faced by the Kumars. This is shown through the Kumars being the only Indian people of Tollington and constantly getting a bad place due to their different culture, religions and beliefs. This is shown through the Kumars creating a diasporatic community with Meera's 'Aunties' and 'Uncles'. This showed how the Kumars had to create a new family as they were forced to leave their natural families in India due to the Partition and move to England. This represents the challenges faced by the Kumars as they had to fight to leave India due to the violence with Papa describing how he had to 'place a box in a doorway and run', which resulted in an explosion and 'fights happening on every street'. This highlights the struggles of Mr and Mrs Kumar that meant they could move to England and start a new life in a place they felt they didn't belong.

The challenge of racism is also presented in the novel as Meera ~~knows~~ is called racist slurs and the community experiences racist events. This is highlighted through the term, 'stupid little wags' which was shouted at Meera and the journey to the Sikh temple. This highlights the



(Section B continued) casual racism that occurred in the 1970s with ^{references} ~~references~~ to the 1960s childhood toy. This highlights the challenges experienced by Meena within everyday life as racist views were constantly spread around.

Meena also experiences the struggles of fitting in accepting her own identity. Throughout the novel Meena feels as though she doesn't fit in and becomes friends with Anita as she feels as though she is her 'passport to acceptance' because Meena realises she is different to everyone else and feels 'too chatty, clumsy and ~~got a lot of~~ scabby to be Indian but too Indian to be a Tollington wench!'. This highlights how Meena struggled to fit in within Tollington especially with the influences of ~~the~~ 'Jackie magazine' and 'Pans people' telling her to appear more British with a lighter complexion. This shows how the underpinning challenge within Anita and Me was the challenge to fit in.

Within the novel Anita and Tracey's challenges are also highlighted as they experienced abuse from their parents. Tracey is described as having 'traces of bruises' and 'legs like sticks of wood' implying



(Section B continued) the abuse experienced by Tracy as well as Anita with both of them competing for attention and affection. This shows how secretly Tracy and Anita ~~battled~~ grew up within an abusive household and were 'latch-key kids' who wanted and needed attention from their parents which they lacked.

The ~~religion~~ religion is also presented throughout the novel and the struggles of the Kumars to express their religion. The ~~Kumars and the aunts and uncles~~ celebrated Mama and Papa struggled teaching Meena their religious views as they wanted Meena to 'be like the other kids' so sent her to the Sunday school, this links to how within the community Christianity was the dominant religion with Mr Ommerod, ~~constant~~ 'constantly trying to convert' the Kumars. This implies how the Kumars had to face religious ~~as~~ challenges within the community with their beliefs contrasting those of the village, whilst Mama and Papa had to fight for their religion during the Partition with Papa 'seeing what people did in the name of religion' showing how religious beliefs could cause conflict.

The challenges faced by Mrs Worrall are also represented in the novel as she has to care for her husband who



(Section B continued) was impacted by the war and experienced
shell shock. This represents how other members of the
community experienced challenges that they were
willing to do for their loved ones although it
was difficult.



Script 8 – Question 25: *The Woman in Black*

- Chosen question number:
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| Question 7 | Question 8 | Question 9 |
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| Question 13 | Question 14 | Question 15 |
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The location is really important in the woman in ~~black~~ black because it sets the mood of the story. 'you can only cross the causeway at low tide.' This creates the theme of isolation and the supernatural because he is going to be isolated on a little island where there is no exit back which means whatever happens, he can't leave the island.

When he arrives at the marsh house it is a big house isolated from the town and it has some kind of eerie silence! That location creates



(Section B continued) A sense of the supernatural and it also shows foreshadowing for what is going to happen in del marsh house later on in the story.

So overall you had different locations in the women in black because it gives you a clear idea of whats going on and it gives theme to the novel so you know what kind of book it is.

also there is the conspiracy of ~~the~~ silence when a woman goes to get small towns to ask about del marsh house no one would say anything because they are scared of what will happen to them if they do say something.



Script 9 – Question 26: *The Woman in Black*

Chosen question number: Question 7 Question 8 Question 9
 Question 10 Question 11 Question 12
 Question 13 Question 14 Question 15
 Question 16 Question 17 Question 18
 Question 19 Question 20 Question 21
 Question 22 Question 23 Question 24
 Question 25 Question 26 Question 27
 Question 28 Question 29 Question 30

Susan Hill presents memories in 'The Woman in Black' as extremely significant: memories of the past constantly invade the tranquility of the present. Memories also play a large role in driving the plot and fuel ~~the~~ Jettie Humfrye's motive.

The memories of the past constantly invade the tranquility of Arthur's present. Arthur claims that these memories are 'an inextricable part of me, woven into my very fibres'. This emphasises the significance of the past because the entire story is a ~~frame narrative~~ frame narrative; it is a story within a story. The ~~book~~ novel starts off with Arthur running away from his family on Christmas Eve because of the trauma from his past that haunts him. He then begins to retell his story and the novel ends with 'I have told my story. Enough.' This suggests



(Section B continued) that the entire story is a memory itself, so it would not exist without memories, therefore making memories very significant. Furthermore, this experience also isolates himself from everyone, as he had isolated himself from his new family because of the trauma, and these memories have had a significant change on his psychological wellbeing as his spirits have for many years been affected by the ways of the weather'. ~~as~~ These memories have ~~followed~~ followed him into the present and are not only haunting him but have severely affected Arthur's existential take on the world: ~~thus~~ his view of the world has been permanently changed. Frame narratives are often a significant trope of Gothic novels, and so is the idea of trauma as the 'Woman in Black' is a pastiche of a Victorian ghost story.

Memories are also highly significant in this novel because it is the sole driving force of the plot: Jennet Humfrye's desire for revenge ^{is} what keeps the plot going, and also suggests that she is trapped in her past. Jennet Humfrye had been ostracised by society, as in this period of time it had been looked down upon to have a child out of wedlock. Therefore, Jennet had had her child taken away from her, and he had eventually died in a terrible accident. The memories of these events are which fuelled Jennet's desire for revenge: 'in violent and dreadful circumstances, a child has died'.^{*} Jennet had taken revenge by killing people's children mercilessly, and



(Section B continued) continues to do this even towards the end of the book, highlighting the strong impact that her past memories have had on her: 'our baby son had been thrown clear (...) [he] lay crumpled'. The retelling of his story ends with 'I had seen the ghost of Jennet Humphrey. She had had her revenge'. This desire for revenge is fuelled solely by Jennet's memories; and although Arthur points out that nobody who had been in Jennet's memories were still alive, she had taken her trauma out on society as a whole.

Setting is also used to portray the significance of memories. Swan Hill implements the setting of Eel Marsh House to be a container of memories. This ~~series~~ eerie atmosphere of the house displays the character of the Woman in Black herself, following a key Gothic trope of liminality. Eel Marsh House was described as an ancient household which contained letters ~~of~~ and documents of 'thirty or forty years', suggesting Alice Proulx's unwillingness to let go of the past memories - she is trapped in her memories too. The nursery was also left untouched when Arthur had found it, further emphasising the unwillingness to let go of the past memories which consisted of betrayal and death.

In conclusion, Swan Hill demonstrates the significance of memories in the novel by highlighting that the sole purpose of the story is driven by the ^{traumatic} effect of memories from the past, and by ~~implying~~ adding a frame narrative which

(Section B continued) shows that the whole story itself is a memory.



Script 10 – Question 29: *Boys Don't Cry*

Chosen question number: **Question 7** **Question 8** **Question 9**
Question 10 **Question 11** **Question 12**
Question 13 **Question 14** **Question 15**
Question 16 **Question 17** **Question 18**
Question 19 **Question 20** **Question 21**
Question 22 **Question 23** **Question 24**
Question 25 **Question 26** **Question 27**
Question 28 **Question 29** **Question 30**

In the novel, love is explored in many important ways. One way love is significant in the ~~play~~^{novel} is shown through Adams character and his sexuality. Adams character is shown to be effervescent. This means he is outgoing and ~~friendly~~^{amiable} ~~friendly~~. Adams confidence in his sexuality helps to develop the theme of love throughout the novel. In the beginning of the novel, Tyler and Dante express how they want Adam to hide his sexuality for the sake of other people, ~~they~~^{and they} ~~deny~~ deny his sexuality. Towards the end of the novel, Dante becomes more accepting of Adam (after his incident). The quote



(Section B continued) "So being gay isn't just a phase?" ... "What? Of course not!" Shows that Adams' alacrity had payed off and Dante was mere accepting. This shows it is important to, like Adam, be open ^{with} ~~th~~ who you love.

In the novel, a key theme is teenage unwanted pregnancy. This is explored through Tyler and Jenny (Dante's parents) as well as Dante and Melanie. This theme reinforces the idea that you should only have children / get married if you love each other. This is important because when Dante found out he was unplanned, he felt + unloved because of his own experiences. This shows the importance of love that is explored in the novel.

Another theme in the novel that expresses the importance of love is Dante's growing feelings for Emma and the effect it has on the Bridgeman family. When ~~p~~ Dante is



(Section B continued) first meets with Emma, he uses pronouns of 'it'. This is because he didn't ~~like~~^{love} or respect Emma. However, throughout the novel, Dante matures and has growing feelings for Emma. A quote that shows this is: "I love you Emma. I love you very, very much." The importance of Dante and Emma's love is that it ~~is~~^{and} brings Dante and Adam closer together, ^{and} with their dad, which they didn't have before Emma.

Another example of the importance of love in the novel is ~~of~~^{the} the theme of family relationships. In the novel, it is clear that Dante isn't very close with his ~~dad~~^{father} and feels somewhat inferior to his brother Adam. The title of the novel itself is explored through the lack of a relationship between Dante, ~~an~~^{and} Adam and their father. The quote "Boys don't cry, but real men do" shows the importance of the family coming together, ^{and loving each other} because they are finally moving past things like not being able to cry in front



(Section B continued) of each other due to being men.

Love is also shown to be important in the novel through the idea of ~~eternity~~ being harsh and giving tough love. This is explored through the characters of Collette and Veronica. When Dante spoke to his girlfriend Collette, he told her he wasn't ^{prepared} ready for Emma and didn't want to take care of her. Collette loved Dante and cared about him so she spoke to Veronica (^{who is} a social worker) about helping Dante. This shows the importance of love because Collette was trying to help Dante as much as she could, ^{though it may have seemed harsh.}

Dante's ambitions ^{encourage} help the ~~novel~~ ^{in the novel.} to show the importance of love. When the readers first meet Dante, it is through him being excited about his A-level results. This made it clear that Dante ^{cares for} loves his academic abilities. When Dante finds out about Emma, his dad tells him to cancel his University application. Dante, in response,



(Section B continued) says, "I was looking way beyond uni... University was just a means to an end." This shows Dante's love for his academics and his future. This love is important because it is shown to be strong as ~~it~~ (in the beginning), Dante cares more about his education than looking ~~of~~ after Emma.

Another way love is shown to be important is ^{through the idea of} a love within a community. When Dante goes into a shop with Emma, the shop owner gives him a dirty look and judges him. ~~This~~ In the novel, the readers were made to understand how it made Dante feel to be a teenage parent and judged for it. This is important because it gives the idea that people should be kind and show love to strangers.



Script 11 – Question 30: *Boys Don't Cry*

Chosen question number: **Question 7** **Question 8** **Question 9**
Question 10 **Question 11** **Question 12**
Question 13 **Question 14** **Question 15**
Question 16 **Question 17** **Question 18**
Question 19 **Question 20** **Question 21**
Question 22 **Question 23** **Question 24**
Question 25 **Question 26** **Question 27**
Question 28 **Question 29** **Question 30**

One reason why the character of Adam is significant in *Boys Don't Cry* is because he represents the importance of ~~his~~ sexuality. In this novel, Adam is gay. He is presented as a confident, young man who is open and honest about his sexuality. Throughout the novel, he continues to have a secret relationship with Josh. Josh is not comfortable with people knowing his sexuality as he is fearful of what people are going to think of him. Adam's character is significant as he shows that it is okay to be open and honest about who you are. His character may give the confidence to anyone who may be like Josh - scared of what people



(Section B continued) will think of them. ~~Her~~ ~~the~~ His character may be relatable to alot of people and encourage them to be who they want to be.


A ~~seen~~ second reason why Adams character is significant is because he ~~seems~~ carries a theme of suicide. In the novel, Adam is bullied ~~verbally~~ and He is verbally and physically abused by Josh. Josh continues to bully Adam and make people believe that he does not like gay people so nobody would find out about him. In the event where Adam is jumped by Josh and his friends, a remark that was made was "get off of me you queer". This comment towards Adam made him feel ~~s~~ low, which this arguement ~~then~~ led to Adam being left nearly dead after being beaten up. After Adam had returned from the hospital, his confidence and self-esteem was so low after realising that someone he loved would do that to him. As he was feeling so depressed about his appearance after the fight, he took many of his tablets - attempting suicide where Dante had then found him unconscious. The ~~known~~ ~~diff~~ ~~character~~ character of Adam is significant as it shows how badly people are affected by their own self-esteem and confidence bringing them down.



(Section B continued) Another way why Adams' character is significant in Boys Don't Cry is because he represents family. In the novel, after he was beaten up, his bond to strong bond he had formed with Emma became even stronger. Adam has always been presented as a loving and caring character throughout the novel. A main event that happens was when Emma helps Adam realise that actually appearance doesn't matter. This is shown when she touches one of Adams insecurities on his face and smiles directly at him. This is significant because it allows Adam to begin gaining his confidence back, and becoming the person he wants to be again. The character of Adam is significant because it allows him to realise that family is all he needs. Even though Emma may be a baby, she has an important bond with Adam, which helps him mentally.

A final way Adams' character is significant in Boys Don't Cry is he gives a personal view of his experience of what it is like in a single parent family as he grew up. He struggles in the beginning of the novel when his father Tyler is attempting to help him cure his headaches.



(Section B continued) Adam nearly refuses the help from Tyler because he ~~still~~ hates Doctors and hospitals. The reason for this is because his mum had passed away and they couldn't save her. Hospitals were a struggle for Adam as it would bring up memories about his mother. Due to losing his mum, Adam was certain about many things and set in his own way.  Adam's character is significant as he shows his struggles with the loss of a loved one and why he is the way he is. This is important as it shows ~~the~~ what the affects of losing someone you love are and what they can do to a person.



Paper 1: Section B – Post-1914 Literature (British Novel)

Examiner commentaries

Question 19 – *Animal Farm*

Examiner commentary and mark	
Script 1	<ul style="list-style-type: none">• a simple and straightforward response, which shows little personal response to the relationship between Snowball and Napoleon. The candidate does understand who the characters are and how they differ, with Napoleon ‘allway changes the Animal rule’, whilst Snowball is ‘kicked out of Animal farm’• there is little evidence of a critical style and little relevant supporting reference to the text• the response lacks links to context. <p>AO1/3 Level 1 (4 marks) AO4 Level 2 (3 marks)</p>

Question 20 – *Animal Farm*

Examiner commentary and mark	
Script 2	<ul style="list-style-type: none">• An extremely perceptive and assured response that explores the ways that dishonesty is presented in <i>Animal Farm</i>. Points include discussion of the ‘false facts and figures produced by Squealer’ and the way the pigs alter the 7 Commandments and control the other animals ‘through propaganda and manipulation’.• Each section of the response presents a central idea, which is supported by a discerning range of examples integrated within the response. The analysis of each idea is thoroughly developed before the candidate moves on to the next point.• The critical style is mature and the candidate explores a range of ideas and interpretations, linking analysis to the writer’s purpose or the context underpinning the novel: ‘Not only does this create dishonesty, it also continues to prove George Orwell’s point about dictators’.• The response shows the candidate has an excellent understanding of the context and its relationship with the text.: ‘these killings mirror the ‘Great Purges’, held by Stalin’. <p>AO1/3 – Level 5 (32 marks)</p>



AO4 – Level 3 (8 marks)	
Script 3	<ul style="list-style-type: none">• a sustained response, which has a thorough engagement with the text and the way dishonesty is presented in Animal Farm, particularly through the character of Napoleon whose ‘dishonesty towards the animals results’ in the animals being taken advantage of and the use of propaganda and the way ‘the pigs use lies and deceit’ to change the commandments• each paragraph opens with an appropriate and relevant discussion of the context, which is then linked to the text. Although AO1 and 3 are equally weighted, three of the four bullet descriptors are focused on the analysis of text. It is therefore important that responses are driven by analysis of the text with the context being used to explore the interrelationship between it and the theme or character/s being discussed - (bullet 4)• the candidate shows a sustained understanding, using a critical style and well-chosen examples from the text to meet the requirements of a Level 4. <p>AO1/3 Level 4 (22 marks) AO4 Level 3 (8 marks)</p>



Question 21 – *Lord of the Flies*

Examiner commentary and mark	
Script 4	<ul style="list-style-type: none">the response meets all the requirements of a Level 2 and, although some areas do require further development and fuller analysis, it is beginning to show a sound understanding of the way evil is presented in the novelthe candidate explores the presentation of evil through the action of the boys when they are hunting the pig and ‘chanting ‘kill the pig, cut her throat, spill her blood’’, the changes in Jack and the way he led the boys ‘to destruction’ and the ‘connotations towards evil’ through the fire and sacrificethere are some references to text and an emerging critical style: ‘I think...’, although this is not always maintainedthe response includes contextual references to Coral Island and Hitler to discuss the relationship between text and context. <p>AO1/3 Level 3 (14 marks) AO4 Level 3 (6 marks)</p>

Question 22 – *Lord of the Flies*

Examiner commentary and mark	
Script 5	<ul style="list-style-type: none">although the response does follow a formulaic format, with each paragraph opening with ‘Golding presents the hunters...’ and concluding with ‘contextually...’ there is a sound understanding of the novel. The candidate considers the way the Hunters appear ‘inhumane’, evil, the way they become savages and how they finally lose their innocence through the killing of Simonthe quality of the response improves as it progresses and it begins to show signs of a more sustained quality, with analysis of examples more developed and critical in styletextual examples are integrated, although they are not always fully relevant to the point being made. Further development, unpicking of these examples and exploration of why things are presented a certain way would move this into a Level 4contextually, the candidate illustrates a sound understanding of how the Hunters and their behaviour mirrors the ‘war around them’ and how they appear as ‘soldiers’. <p>AO1/3 Level 3 (19 marks) AO4 Level 3 (7 marks)</p>



Question 23 – *Anita and Me*

Examiner commentary and mark	
Script 6	<ul style="list-style-type: none">• Despite the short response the candidate shows some understanding of the novel and the way that Tracey is presented as ‘a little girl, approximately 6 years old’, the sister of Anita and possibly the ‘victim of sexual abuse’.• The response is a little narrative at times, particularly on page 2, however there is some evidence of a personal response and understanding, with a number of points supported by some paraphrased references to the text.• Some of the points lack development, for example paragraph 3 on page 1 shows some understanding of the character of Tracey but needs expanding further. What does the possible abuse tell us about Tracey’s life and family? How does this link to the context?• There is some awareness of the context of the novel and how life in the fictitious village of Tollington reflects the wider society where ‘factorys are closed down leaving to high unemployed’. However, the context does not always support the point being made and acts as a stand-alone paragraph on page 1. <p>AO1/3 – Level 2 (11 marks) AO4 – Level 2 (4 marks)</p>

Question 24 – *Anita and Me*

Examiner commentary and mark	
Script 7	<ul style="list-style-type: none">• A confidently written and perceptive response, which covers a wide range of examples within the novel to explore how challenges are presented. Areas considered include: the way the Kumars face the challenge of being ‘the only Indian people’ in Tollington and how this makes them ‘feel out of place’; the challenge of being forced to leave India and having to establish a ‘disaporatic community’; Meena’s challenge to fit in and ‘accepting her own identity’ and the challenges faced by Anita and Tracey who ‘suffer abuse from their parents’.• Every point is fully supported by a discerning range of textual exemplification, which are integrated within each paragraph thereby allowing the candidate to present their critical understanding of the question and theme within the novel in a mature and perceptive way.• Contextual comments are excellent and support each point made rather than being used to describe everything the candidate knows



	<p>about the historical setting, the social background and the writer's purpose.</p> <ul style="list-style-type: none"> The links between the text and context are excellent and convincingly integrated. This is a good example of a full mark response. <p>AO1/3 – Level 5 (32 marks) AO4 – Level 3 (8 marks)</p>
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Question 25 – *The Woman in Black*

Examiner commentary and mark	
Script 8	<ul style="list-style-type: none"> although this is a fairly short response, it does move away from a narrative approach and the candidate does show some understanding of the way two locations are presented in the novel. Mention is made to the causeway, and how it 'creates the theme of isolation and the supernatural' and the way that 'eel marsh house is a big house isolated from the town' there are two relevant textual examples and there is some critical analysis and engagement, which explores how the use of different locations are 'foreshadowing for what is going to happen' although there is no explicit comment on context, the candidate does mention that the use of locations enables the reader to 'know what kind of book it is'. <p>AO1/3 Level 2 (10 marks) AO4 Level 2 (4 marks)</p>

Question 26 – *The Woman in Black*

Examiner commentary and mark	
Script 9	<ul style="list-style-type: none"> an extremely mature and perceptive piece of writing that takes a more philosophical approach to analysing the text and how memories are important in <i>The Woman in Black</i>, acting as 'the driving force of the plot' whilst the writing style is mature and illustrates a perceptive understanding of the novel, it was felt that, at times, due to the philosophical approach of the candidate, that the engagement with the text was not secure enough for a mark at the top of a Level 5. In the same way as candidates are encouraged to use the text to explore its relationship to the context, using the text as the primary



	<p>focus to then explore the philosophical elements of the novel would be a better approach in this response</p> <ul style="list-style-type: none">• all references are discerning and support and develop the points made• comments on context are discerning and explore how 'the entire story is a frame narrative' and maintains the conventions of a 'Gothic novelo'. <p>AO1/3 Level 5 (30 marks) AO4 Level 3 (8 marks)</p>
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Question 29 – *Boys Don't Cry*

Examiner commentary and mark	
Script 10	<ul style="list-style-type: none">• The question asks the candidate to discuss the ways love is important in the novel and although many of the paragraphs do explore this theme, there are one or two areas where the focus drifts away and considers other themes within the novel. For example, paragraph 1 covers the sexuality of Adam and paragraph 2 unwanted teenage pregnancies. Despite this, the candidate does manage to bring the focus back to the theme of love within their concluding comments: 'This shows it is important to, like Adam, be open with who you love'. A tighter focus on the question would place this response higher up the mark scheme.• the response does become more focused in paragraph 3, with sound analysis of how Dante's growing love for Emma 'brings Dante and Adam closer together and with their dad'. The overall quality of the response is sound and each point made has an appropriate critical style, with sound interpretation.• Many of the points are supported by textual references, which in most cases develop the ideas being discussed, although some areas could be developed further or alternative interpretations given.• Contextually, there is a lack of explicit reference made to the relationship between the context and text, however many of the points made do imply the candidate understands the underlying purpose of the writer to explore the social aspects of teenage sexuality, life as a single parent and relationships within families throughout the novel. <p>AO1/3 – Level 3 (17 marks) AO4 – Level 3 (6 marks)</p>



Question 30 – *Boys Don't Cry*

Examiner commentary and mark	
Script 11	<ul style="list-style-type: none">• The candidate explores 3 key areas within the novel to explore why the character of Adam is significant and the way his character is presented as 'a confident, young man who is open and honest about his sexuality'. The response meets all the requirements of a sound Level 3 and is starting to show a sustained understanding of the novel, making a mark of 22, in a Level 4, more appropriate.• The key areas discussed include: Adam's relationship with Josh, who 'is not comfortable with people knowing about his sexuality'; Adam's attempt at suicide and the problems of self-esteem in young people and the way Adam is used to show 'what it is like in a single parent family'.• The candidate deals sensitively with the main themes presented in the novel and shows a sustained understanding of the complexity of Adam as a character. Supporting textual examples are well-chosen and the critical style is appropriate to a Level 4 mark.• The candidate shows a sustained understanding of the contextual links between Adam's sexuality and how many teenagers experience difficulties coming to terms with people's attitudes. The candidate also explores how the character of Adam 'may give the confidence to anyone ... scared of what people will think of them'. <p>AO1/3 – Level 4 (22 marks) AO4 – Level 3 (7 marks)</p>