



General Certificate of Secondary Education

English Literature 47101F

Unit 1 Exploring modern texts

F Tier

Specimen Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made during standardisation and is the scheme which was used by them in this examination. Standardisation ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after standardisation, examiners encounter unusual answers which have not been discussed they are required to refer these to the Principal Examiner.

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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses these terms effectively to aid the clarity and precision of the argument.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

Assessment Objectives (AOs)

All specifications in English Literature must require candidates to demonstrate their ability to:

AO1

- respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations

AO2

- explain how language, structure and form contribute to writers' presentation of ideas, themes and settings

AO3

- make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects

AO4

- relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times

	Unit 1: Exploring modern texts 40% Section A: 20% Section B: 20%
AO1	15% Section A: 10% Section B: 5%
AO2	15% Section A: 10% Section B: 5 %
AO3	This Unit does not test AO3
AO4	10% Section A: This section does not test AO4 Section B: 10%

Mark Scheme Template: Section A

<p>Mark Band 6 26–30 marks</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • Considered/ qualified response to task • Considered/qualified response to text • Details linked to interpretation • Appreciation/consideration of writer’s uses of language and/or form and/or structure and effect on readers/audience • Thoughtful consideration of ideas/themes/settings <p>Information is presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>
<p>Mark Band 5 21–25 marks</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • Sustained response to task • Sustained response to text • Effective use of details to support interpretation • Explanation of effects of writer’s uses of language and/or structure and/or form • Appropriate comment on themes/ideas/settings <p>Information is usually presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>
<p>Mark Band 4 16–20 marks</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • Explained response to task • Explained response to text • Details used to support a range of comments • Identification of effect(s) of writer’s choices of language and/or form and/or structure • Awareness of ideas/themes/settings <p>Information is presented in a way which is generally clear. Syntax and spelling have some degree of accuracy.</p>
<p>Mark Band 3 11–15 marks</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • Supported response to task • Supported response to text • Details used to support points/comments • Awareness of writer making choice(s) of language and/or structure and/or form • Generalisations about ideas/themes/settings <p>Despite lapses, information is presented in a way which is usually clear. Syntax and spelling have some degree of accuracy, although there are likely to be frequent errors.</p>
<p>Mark Band 2 6–10 marks</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • Some clear response to task • Some clear response to text • Range of details used • Simple identification of method(s) • Some range of explicit meanings given <p>Syntax and spelling are sufficiently clear to convey meaning.</p>
<p>Mark Band 1 1–5 marks</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • Simple response to task • Simple response to text • Reference to some details • Reference to writer’s methods • Simple comment on meaning(s) <p>Despite frequent lapses in syntax and spelling, meaning can be derived.</p>
<p>0 marks</p>	<ul style="list-style-type: none"> • Nothing worthy of credit

- 1 (a) Baines chooses to call her story *Compass and Torch*.
Write about:
- why the compass and torch are important in this story
 - the ways Baines uses these objects to represent important ideas in the story.
- (b) Choose one other story where the title is effective.
Write about:
- what the title could mean
 - how you think the title relates to the story.

Indicative content

Answers are likely to deal with some of the following aspects of the stories:

AO1 Ideas suggested by the title such as relationships between parents and children

The part played by these objects in the story such as the boy's anxiety that he has forgotten his compass, his pride in having two torches

Ideas suggested by the title of another story such as the different types of darkness in 'The Darkness out There'

AO2 The ways the writers use the titles to contribute to the meanings of the stories

The symbolic meanings of the compass and the torch such as the torch as a symbol of love and the compass as a symbol of the ability to express that love

The symbolic nature of the darkness in 'The Darkness Out There'

- 2 (a) How are children presented in *When the Wasps Drowned*?
Write about:
- what happens to the children in the story
 - how they respond to the things that happen
 - the methods Wigfall uses to show what the children are like
- (b) Choose one other story where children are important.
Write about:
- what the children are like and why they are important in the story
 - the methods Wigfall uses to show what the children are like.

Indicative content

Answers are likely to deal with some of the following aspects of the stories:

- AO1 Details of the drowning of the wasps incident and the calm way in which the girls deal with it
- Details of the finding of the body and taking the ring and how the girls react to the body
- Details of the actions and attitudes of children in one other story such as Sandra and Kerry's reaction to Mrs Rutter in 'The Darkness Out There'
- AO2 Details of the language used to describe the girls to show their selfishness and lack of awareness
- Details of references to fairy tales in 'The Darkness Out There' to highlight the fact that Sandra grows up during the story

3 Is Ralph a good leader?

Write about:

- what you think of his ideas and actions as a leader
- the methods Golding uses to show what Ralph is like as a leader

Indicative content

Answers are likely to deal with some of the following aspects of the novel:

- AO1 Ralph's actions such as:
- Trying to establish a democracy
 - Making rules
 - His speeches
 - How he deals with the beast
 - How he deals with Jack
 - Protecting Piggy
 - His bravery when hunting the beast
- AO2 Methods used to present Ralph such as:
- His physical description
 - The language he uses
 - Flashbacks to his previous life
 - His background
 - His connection with the conch
 - The 'shutter' in his mind which represents his intellectual limitations
 - His symbiotic relationship with Piggy

4 How do you respond to the ending of *Lord of the Flies*?

Write about:

- what happens at the end of the novel and your response to these events
- how Golding uses details here which are important in the novel as a whole

Indicative content

Answers are likely to deal with some of the following aspects of the novel:

AO1 Events at the end of the novel such as:

- Jack setting fire to the island
- The arrival of the naval officer
- The rescue
- Ralph's epiphany about Piggy
- The naval officer's reaction to the boys

AO2 The contrast between Jack seen through the eyes of the naval officer and how he has previously been portrayed

- The irony of being rescued by a ship engaged in war – link with the parachutist and the reason the boys are there in the first place
- The reference to 'heart of darkness' – link with ideas in the novel as a whole
- The reference to Piggy as 'true, wise friend' – link with Piggy in novel as a whole

5 How does Brooks present Billy Pig in the novel?

Write about:

- what he does and what happens to him
- the methods Brooks uses to present him.

Indicative content

Answers are likely to deal with some of the following aspects of the novel:

AO1 Details of Billy Pig's lifestyle such as drinking, petty crime, violence

Details of Billy Pig as a parent such as physical and emotional abuse, neglect, details of the Christmas preparations

How Billy Pig dies

What happens to his body after his death

AO2 Methods used to present Billy such as:

Use of first person narrator so Billy is seen through Martyn's eyes

Aunty Jean's account of Billy's childhood and how this affects the reader's response

The language used in physical descriptions of Billy

Billy's own use of language – swearing, non-Standard forms and restricted code.

6 How does Brooks present the relationship between Martyn and Alex?

Write about:

- their feelings for each other and the ways these change throughout the novel
- the methods Brooks uses to present their relationship

Indicative content

Answers are likely to deal with some of the following aspects of the novel:

- AO1 How Martyn and Alex meet
Martyn's feelings for Alex
The way Alex's role changes to that of confidante and accessory after the death of Martyn's father
Alex's betrayal of Martyn
Alex's letter from America
- AO2 Martyn as narrator
His descriptions of Alex
Martyn's fallibility as narrator – what the reader can see about Alex but he cannot because of his infatuation – her acting ability, her relationship with Dean, her ruthlessness

- 7 Near the start of the novel Arthur Kipps says 'I did not believe in ghosts.' How does Hill show the way Arthur changes during the novel?

Write about:

- what happens to Arthur and how these things change him
- the methods Hill uses to show the changes in Arthur

Indicative content

Answers are likely to deal with some of the following aspects of the novel:

- AO1 The things that happen to Arthur:
Being sent to sort out will
Inhabitants' reluctance to discuss woman in black
Visit to deserted house
The causeway
Encounters with woman in black
Revelation of the story behind the haunting
What happens to his family as a result of his encounter
- AO2 Methods used by Hill to show the changes in Arthur:
Use of flashback so events told with hindsight
Details of Arthur's description at start of his adventures – young, carefree, sceptical vs. details of his behaviour at the very start of the novel
Use of contrast of lighthearted ghost story telling and Arthur's feelings and behaviour at start of novel

8 How does Hill present the woman in black as a figure of mystery and fear in the novel?

Write about:

- who the woman in black is and what happens to her
- the methods Hill uses to make her a mysterious frightening figure.

Indicative content

Answers are likely to deal with some of the following aspects of the novel

AO1 Details of who the woman in black is and what happens to her:

- Arthur's encounters with her
- Local rumours
- Her appearance is frightening
- Details of her story

AO2 Writer's methods to present her:

- Details of description used to describe her
- Use of setting and isolation to heighten fear
- Clues in other people's behaviour which Arthur ignores – reader is aware of conventions of ghost story so knows he should take the rumours seriously

9 How does Simpson show how difficult it was for him on the mountain after he was injured?

Write about:

- what happens to Joe
- the methods Simpson uses to show the difficulties he endured.

Indicative content

Answers are likely to deal with some of the following aspects of the text:

- AO1 Details of what the men are doing on the mountain
Details of accident
What happens to Joe after the accident
How he is eventually saved
- AO2 Details of description of setting and weather to highlight difficulty of the climb
Use of Joe's own words to express his feelings
Joe's use of swearing and violent language to reflect the extremity of his situation
Use of climbing jargon to show expertise and skill of the men

10 How does the writer portray Simon in the book?

Write about:

- what happens to Simon and what he does
- the methods Simpson uses to show what Simon is like.

Indicative content

Answers are likely to deal with some of the following aspects of the text:

- AO1 Details of what the men are doing on the mountain
Details of the accident
What Simon does after the accident
How Simon feels about what he has done
Simon's honesty in admitting his part in the incident
- AO2 Methods used to show what Simon is like:
Simon seen through Joe's eyes as Joe is main narrator of the text
Simon also narrates part of the story which gives an insight into his feelings and attitudes
Description of severity of weather and situation to highlight the difficult situation Simon finds himself in and therefore the difficulty of the choice he has to make

11 How does Thomas present Captain Cat in *Under Milk Wood*?

Write about:

- what Captain Cat is like
- the methods Thomas uses to show what Captain Cat is like.

Indicative content

Answers are likely to deal with some of the following aspects of the play:

AO1 Details of what Captain Cat is like

AO2 Methods used to present Captain Cat:

Use of different voices

Use of caricature

What other characters say

Use of snapshots of different characters to present his as part of the community

12 How does Thomas make *Under Milk Wood* interesting for an audience?

Write about:

- what you found interesting
- the methods Thomas uses to interest the audience.

Indicative content

Answers are likely to deal with some of the following aspects of the play:

AO1 Some of the things which were found interesting:

The different characters

The situations some of the characters find themselves in

The portrayal of a whole village

AO2 Methods to make the play interesting:

Use of imagery in descriptions, especially in those of the first and second voices at the start of the play e.g. 'anthracite statues' and 'Bible black'

Use of humour and word play e.g. Organ Morgan

It is a radio play

How sympathy is created for some characters

13 How do you respond to John Proctor in *The Crucible*?

Write about:

- what you think about what he does and what happens to him
- the methods Miller uses to present him.

Indicative content

Answers are likely to deal with some of the following aspects of the play:

AO1 What Proctor does in the play such as:

- Affair with Abigail
- Relationship with Elizabeth
- Challenging trials
- Admission of his adultery
- Heroic act at end of play

AO2 How he is presented such as:

- Stage directions which describe him
- The way what others say about him shows the respect they have for him
- Features of tragic hero
- Nobility at end

14 How is witchcraft presented in *The Crucible*?

Write about:

- the ideas different characters have about witchcraft
- the methods Miller uses to present witchcraft.

Indicative content

Answers are likely to deal with some of the following aspects of the play:

- AO1 Different views of witchcraft such as Parris's belief and fear of the damage it will do to his reputation
Abigail and the girls using it to relieve boredom
Tituba's cultural beliefs
Proctor and Elizabeth's scepticism
Rebecca's common-sense view
Hale's changing views
- AO2 Details of reactions of characters to accusations of dancing in the woods
Mrs Putnam's reaction
Stage directions which introduce Hale
Contrast between fear of witches at start of play and Sarah and Tituba's pathetic appearance in jail at end
Dramatic effectiveness of Betty lying unconscious at start of play
The way tension is created in 'yellow bird in the rafters' scene
Witchcraft presented to represent McCarthyism

- 15 How does Samuels present ideas about the separation of parents and children in *Kindertransport*?

Write about:

- parents and children who are separated and how this affects them
- how Samuels shows the effects of separation on parents and on children.

Indicative content

Answers are likely to deal with some of the following aspects of the play:

- AO1 Eva's literal separation from her real mother
Evelyn's mental separation from her mother when she meets her again near the end of the play
- AO2 The use of two time frames to highlight separation
The significance of Eva's change of name
Details of Eva/Evelyn's behaviour at the start/end of the play to show how she has changed
Repetition of details such as the coat button to link the time frames and show how she has changed
Changes in Eva's language between the beginning and the end of the play to show effects of separation from roots

16 How does the character of Eva change between the beginning of the play when she is nine years old and the end of the play when she is seventeen years old?

Write about:

- what happens to Eva and how these things make her change
- the ways Samuels shows the changes.

Indicative content

Answers are likely to deal with some or all of the following aspects of the play:

- AO1 Details of what happens to Eva such as being sent to England, making new life with English family
Being reunited with mother again towards the end of the play
What she is like at the start of the play e.g. awareness of her class, criticism of smoking
What she is like at the end of the play
- AO2 Importance of her name change
Use of dramatic techniques such as having events from the past and the present on stage at the same time to highlight changes
Irony of the fact that Evelyn has become independent at the end of the play which is something Helga wanted to encourage at the start of the play
Explanation of references to Ratcatcher in conversation with Helga at the end of the play

17 How is Eva Smith presented in *An Inspector Calls*?

Write about:

- what happens to her in the play and how other characters respond to her
- the methods Priestley uses to present Eva Smith.

Indicative content

Answers are likely to deal with some of the following aspects of the play:

AO1 What happens to Eva in the play:

- Getting sacked by Birling
- Sheila's part in her dismissal from Milwards
- Gerald's affair
- Eric's affair
- Pregnancy
- Mrs Birling's refusal of charity
- Eva's suicide

AO2 Use of Inspector to reveal what happens to Eva

- Reactions of other characters to reveal what she was like e.g. Sheila's description of her as 'dark and pretty'; Birling's description of her as a troublemaker
- Use of vivid language to describe her death to create sympathy

- 18 How does Priestley present ideas about how we should treat other people in *An Inspector Calls*?
Write about:
- the ideas in the play
 - the methods Priestley uses to present these ideas to the audience

Indicative content

Answers are likely to deal with some of the following aspects of the play:

- AO1 Ideas in the play such as
Social responsibility
Inequality
Conditions in factories
Living conditions of working class
Lack of concern of upper classes
Gender issues
- AO2 Dramatic irony – e.g. Titanic, war
Timing of Inspector's visit
Contrast between Birling's speech about looking after one's own family and Inspector's speech about all being responsible for each other
Stage directions to introduce Birlings
Birlings' use of 'upper class' language such as 'squiffy' and 'I say'

19 How does Kelly present the character of Phil in *DNA*?

Write about:

- what Phil does and what happens to him
- the methods Kelly uses to present Phil.

Indicative content

Answers are likely to deal with some of the following aspects of the play:

- AO1 Details of Phil's part in the deception
Details of Phil's role in the group – e.g. giving orders shows he is in charge
Details of Phil's part in the killing at the end of the play
- AO2 Dramatic effect of Phil's long silences
Phil's use of imperatives
Phil's refusal to speak at the end of the play
Repetition of Lea saying Phil's name over and over again to show how others rely on him

20 How does Kelly make the start of *DNA* exciting and interesting?

Write about:

- the ideas introduced in this play which are important in the play as a whole
- the dramatic techniques which make the play exciting to watch.

Indicative content

Answers are likely to deal with some of the following aspects of the play:

- AO1 Details of what happens at the start of the play
Conversations reveal exactly what has happened
- AO2 Dramatic effect of starting the play with the word 'dead'
Repetition of word 'dead' shows shock and disbelief
Setting is ordinary street to highlight the contrast between where they are and what has taken place
References to it being a 'joke' or a 'mistake' link with later events
Use of very ordinary language makes it more believable

Mark Scheme Template: Section B

<p>Mark Band 6 26–30 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • Considered/ qualified response to text • Details linked to interpretation • Appreciation/consideration of writer’s uses of language and/or structure and/or form and effect on readers • Thoughtful consideration of ideas/themes/settings • Considered/qualified response to context(s) • Thoughtful selection and consideration of details to support response to context(s) <p>Information is presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>
<p>Mark Band 5 21–25 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • Sustained response to text • Effective use of details to support interpretation • Explanation of effects of writer’s uses of language and/or form and/or structure • Appropriate comment on themes/ideas/settings • Sustained response to context(s) • Selection of effective details to support response to context(s) <p>Information is usually presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>
<p>Mark Band 4 16–20 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • Explained response to text • Details used to support a range of comments • Identification of effect(s) of writer’s choices of language and/or form and/or structure • Awareness of ideas/themes/settings • Explained response to context(s) • Selection of a range of details to support response to context(s) <p>Information is presented in a way which is generally clear. Syntax and spelling have some degree of accuracy.</p>
<p>Mark Band 3 11–15 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • Supported response to text • Details used to support points/comments • Awareness of writer making choice(s) of language and/or structure and/or form • Generalisations about ideas/themes/settings • Supported response to context(s) • Details used to support response to context <p>Despite lapses, information is presented in a way which is usually clear. Syntax and spelling have some degree of accuracy, although there are likely to be frequent errors.</p>
<p>Mark Band 2 6–10 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • Some clear response to text • Range of details used • Simple identification of method(s) • Some range of explicit meanings given • Some clear response to context • Range of details relating to context used <p>Syntax and spelling are sufficiently clear to convey meaning.</p>

Mark Band 1 1–5 marks	In response to the task, candidates demonstrate: <ul style="list-style-type: none">• Simple response to text• Reference to some details• Reference to writer’s methods• Simple comment on meaning(s)• Reference to context(s)• Some details relating to context used Despite frequent lapses in syntax and spelling, meaning can be derived.
0 marks	<ul style="list-style-type: none">• Nothing worthy of credit

21 Read the passage and then answer the questions which follow.

- (a) How does Steinbeck use details in this passage to show what Crooks is like?
(b) How is Crooks treated by the other characters in the whole novel and what does this show you about the society he lives in?

Write about:

- what he does and what happens to him
- the attitudes of other people on the ranch towards Crooks.

Indicative content

Answers are likely to deal with some of the following aspects of the novel:

- AO1 Details of Crooks' room such as the tidiness; his possessions; the books; the treatments for his back; the fact he lives in the harness room
- Details of what Crooks is like such as working with horses; proud; disabled; educated
- Details of what happens to Crooks such as racist treatment; injured by horse; momentarily drawn into dream; talks to Lennie
- AO2 Writer's use of language to describe Crooks' room such as amount of detail to show his accumulated possessions; linking of specific objects with specific qualities of Crooks; significance of copy of California Civil Code
- AO4 Racism of society; Crooks' isolation; his association with the horses

22 Read the passage and then answer the questions which follow.

- (a) How does Adichie use details in this passage to show what the relationship between Papa Nnukwu and his grandchildren is like?
- (b) How is the conflict between the beliefs of Papa Nnukwu and those of Papa shown in the novel as a whole?

Write about:

- the different beliefs of Papa and Papa-Nnukwu and the conflicts caused by these beliefs
- how Adichie presents these conflicts.

Indicative content

Answers are likely to deal with some of the following aspects of the novel:

- AO1 Details of relationship between grandfather and grandchildren – don't see each other often; tension about the visit such as reluctance to eat in his house; religious differences; children don't want to offend him; they are fond of each other
- AO2 Use of first person narrative; words to describe the food; the methods the writer uses to show the emotions in this scene – tension, tentativeness, love; methods used to describe religious conflicts in novel as a whole
- AO4 The different religious beliefs of Papa Nnukwu and Papa; merits and faults of these beliefs; details of how the beliefs are expressed

23 Read the passage and then answer the questions which follow.

- (a) How does Jones use details in this passage to show the importance of *Great Expectations* to Matilda?
- (b) How does Jones show what life was like for the inhabitants of Bougainville during the blockade in the whole novel?

Write about:

- what happens to the people of Bougainville
- the ways Jones shows what their lives are like.

Indicative content

Answers are likely to deal with some of the following aspects of the novel:

- AO1 Things that happen to the people of Bougainville during blockade such as attacks, killings, destruction of property; Matilda's increased understanding of Mr Watts/ the lack of understanding the redskins/ rambos have; *Great Expectations* as a means of escape for the children
- AO2 Details of fragments of *Great Expectations* linked to fragments of people's lives; appreciation of intertextuality; use of first person narrative; vivid language used to describe the killings.
- AO4 Details of what life is like for Matilda: details of dangers, deprivations endured

24 Read the passage below and then answer the questions which follow.

- (a) How does Lee use details in this passage to show the different cultures of Miss Caroline and the children?
- (b) How does Lee present Scout's education in the novel as a whole?

Write about:

- ways in which Scout is educated at school, at home and by what happens in the community
- the methods Lee uses to show Scout's education.

Indicative content

Answers are likely to deal with some of the following aspects of the novel:

- AO1 Scout's education at school such as details of her first day; details of lesson about Hitler; Scout's education by Atticus such as reading the newspaper to her; 'stepping in another person's skin'; Mrs Dubose; Scout's education by what happens such as the trial and people's reactions to it
- AO2 Use of humour in the passage to show lack of communication; use of Scout as narrator
- AO4 Details of passage which show different cultures such as cat story vs children's real experiences of farming; lack of understanding of Miss Caroline; her appearance; their judgement of her