

Exemplar response 1

Explore the theme of power in the novel.

Steinbeck explores the theme of power in many different ways. Of Mice and Men can be considered to portray weakness for most characters because the main characters are mostly migrant workers during the period of the Great Depression in America.

At the beginning of the novel Steinbeck already presents us with the idea of power. He explores it through his use of physical strength. One of the first impressions we are given from Lennie is that he is constantly described like an animal. He is mentioned to chug water like a horse when drinking out of a lake and is also described to have 'paws' like a bear. Both of these animals can be seen as very strong and fearful which is exactly what Lennie's first impression can be described to be by any other character in the book. However, Lennie cannot take control over his own strength, which is exactly the first exploration. Steinbeck shows in the book of powerlessness. Whenever Lennie pets his mice he always end with a dead mice being hidden from George.

Steinbeck also explores the theme of power through Lennie and George's relationship. Since the start of the novel Lennie and George's relationship can be compared to a father, son relationship. George is always seen to take care for Lennie such as the time when they were arriving to the ranch and Lennie realises he doesn't have his worker's card with him. George replies to him saying how stupid he is to think George would let him carry his own card. George is always seen to control Lennie. Steinbeck also plays with the theme of power when both Lennie and George arrive to the ranch. At this point George is seen to be the one with control over the situation as he forces Alan not to speak when they talk to the boss. However, as soon as they enter the boss's room, the change in the atmosphere and mood in George shows how powerless he is towards his boss. Steinbeck presents the boss to be very empowering as he speaks in a very harsh way. For example, when he thinks George is using Alan's money and says 'What's your stake in this guy?' as he doesn't believe George is caring for Alan, he thinks he is taking over Alan and gaining from him. Steinbeck presents the boss to remind us how powerless George actually is as he is just a migrant worker in a ranch.

Steinbeck also explores power through the use of disability. Candy is presented to have a missing hand that was due to his work in the ranch. Most things humans do is with their hands, and by taking one off of Candy, he is shown to not being able to control everything in his life, show in powerlessness. An example of Candy actually being powerless is when his dog is shot to death. Candy's later response is 'I ought to have shot that dog myself.'

Introduction: Uses key word in the introduction but doesn't really explore what power is, what it means to have power and doesn't identify examples of power that main body of the response would explore.

Main body:

Paragraph 1: Clear point established at the beginning of this paragraph. Use of relevant examples.

The candidate doesn't really explore the significance of the power with regard to Lennie – why is this an important point?

This point would be better in establishing a line of argument between physical power and mental / emotional power

No link to context.

Paragraph 2: Is this the most relevant example with regard to the theme of power?

Begins to slip into narrative rather than keeping the focus on power. The candidate needs to consider why their relationship might be seen as powerful. Might be an interesting argument to put forward that George and Lennie's friendship and the fact they travel around together make them a powerful combination, especially with Lennie's strength and George's mind.

Who is Alan?

Very limited reference to context.

Paragraph 3: Exploring the idea of powerlessness is interesting as many of the characters on the ranch do not have power.

Interesting point – because Candy hurt his hand on the ranch, his position is somewhat secure. However, it makes his less productive and Candy spends a lot of time worrying about being canned because of his age. [Link to context available here.](#)

Nice point about his dog which could then be linked to George and Lennie later. It is an undeveloped point though.

Level 2 response

This candidate was awarded 16/40 which is a level 2. Some elements of Level 3 but points are not always secure with regard to the question so only reasonable understanding is shown. The coverage of the relationship between text and context is undeveloped. Examples provided need to be elaborated on further and writing sometimes slips into a narrative retelling.

Gcse Of Mice And Men Model Answers

Imelda Pilgrim



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York Notes for GCSE: Of Mice and Men Kindle edition Martin Stephen, 2013-09-16 This brilliant series now includes new editions of 17 top titles full colour A4 format to meet the changing needs of GCSE students Written by GCSE examiners and teachers to give all students an expert understanding of the text they include an invaluable exam skills section with essay plans sample answers and expert guidance on understanding exam questions to show students what they need to do to reach their potential a wealth of useful content including key quotes checklists study tips and short activities to help students revise effectively the widest coverage with in depth analysis

Philip Allan Literature Guide for GCSE: Of Mice and Men Steve Eddy, 2010-03-26 Philip Allan Literature Guides for GCSE provide exam focused analysis of popular set texts to give students the very best chance of achieving the highest grades possible This full colour text provides a thorough commentary outlining the plot and structure and exploring the themes style characters and context of the text exemplar A and C grade answers to exam style questions the assessment objectives for each exam board highlighting the specific skills that students need to develop Grade booster boxes with tips on how to move between grades and Key quotations to memorise and use in the exams

How to be a Brilliant English Teacher Trevor Wright, 2007-05-07 This book is packed with practical advice drawn from the author's extensive and successful experience as an English teacher examiner and teacher trainer It is accessible and very readable and may be dipped into for innovative lesson ideas or read from cover to cover as a short enjoyable course which combines exciting teaching principles in successful practical experience In depth chapters focus on starting with Shakespeare learning to plan living with objectives managing behaviour small texts and big texts drama Trainee teachers will find support in this cheerful little book and practising English teachers can use it as a self help guide for improving their skills Trevor Wright addresses many of the anxieties that English teachers face offering focused and realistic solutions

English/English Literature AQA Steven Croft, 2006-07 This GCSE revision guide for English and English literature contains updated content in line with the latest curriculum changes It has in depth course coverage with tips key points and progress check panels Sample questions with model answers are included

CCEA GCSE English Language, Third Edition Student Book Amanda Barr, Aidan Lennon, Jenny Lendrum, Pauline Wylie, 2017-09-11 Exam Board CCEA Level GCSE Subject English First Teaching September 2017 First Exam June 2019 This title has been endorsed for use with the CCEA GCSE English Language specification Ensure that every student can achieve their best with the market leading Student Book for CCEA GCSE English Language fully updated for the 2017 specification with a rich bank of stimulus texts classroom activities and assessment support Offers expert coverage of the new examined elements of the specification Reading Literary Texts and Creative Writing from an author with extensive teaching and examining experience Develops strong reading and writing skills as students work through step by step guidance and progressive activities matched to the Assessment Objectives Provides effective models for students own writing for different purposes and genres by including a

range of literary and non fiction text extracts Thoroughly prepares students for assessment with practice questions sample student responses and trusted advice on the examinations and Controlled Assessment Helps students monitor their learning and identify their revision needs using self assessment criteria at the end of each unit **Teaching English** Carol Evans,Alyson Midgley,Phil Rigby,Lynne Warham,Peter Woolnough,2009-03-26 Reflective practice is at the heart of effective teaching and this book helps you develop into a reflective teacher of English Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make good use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher The book comes with access to a companion website www.sagepub.co.uk/secondary where you will find Videos of real lessons so you can see the skills discussed in the text in action Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach English this book will help you to improve your classroom performance by providing you with practical advice but also by helping you to think in depth about the key issues It also provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE

Quality Assurance and Evaluation in the Lifelong Learning Sector John Dickinson,Jane Wood,2011-02-22 All trainee teachers working towards ATLS or QTLS are accountable for the quality of their work the delivery of their lessons and the success of their students This book provides comprehensive coverage of the sector s challenging quality agenda and focuses on the reality of teaching and managing under pressure It begins by asking what is meant by quality and goes on to give guidance on delivering quality lessons and coping with inspections Professional issues such as accountability and team working are covered in a practical accessible way Throughout case studies provide insights into everyday challenges faced by trainee teachers GCSE English Language for AQA Progress Student Book Clare Constant,Imelda Pilgrim,Bernard

Ward,2015-06-04 Specifically written for the AQA GCSE English language specification for first teaching from 2015 this student book is designed for students to progress to grade 5 with extension activities to facilitate achievement beyond this With progress at its heart this differentiated resource covers a range of 19th 20th and 21st century texts and has spelling punctuation and grammar support integrated throughout Re-Engaging Young People with Education Simon Edwards,2018-09-21 This book examines how young people can be re engaged with schooling and their own learning beyond the school gates Despite attempts by successive UK governments to promote engagement with education there has been a substantial increase in formal and informal exclusions from secondary schools particularly of underperforming students who come from low income families The book builds on an ethnographic study carried out in a youth centre based on a secondary school site exploring the social and cultural worlds of fourteen students as they complete a GCSE teamwork assessment

Analysing the translation process of the students as they relocate their understanding of teamwork into the language of assessment the author posits that student identity is a holistic individual project where knowledge is produced within the conditions for the production of the self narrative This volume calls to educators to recognise the importance of relational pedagogy rooted in social practices rather than individual cognitive performance It is sure to be of value and interest to students and scholars of exclusion in education and relational pedagogy as well as practitioners and policy makers

Knowledge in English Victoria Elliott,2020-12-28 Focusing on a key area of debate within the world of secondary English the knowledge based curriculum this book explores in detail the question of knowledge in the teaching of English in secondary schools drawing on specific concrete cases and a range of academic theories Knowledge in English also investigates how to teach both facts and skills through the required texts to produce a balanced educational experience Elliott brings together classic texts with contemporary knowledge and viewpoints to critically examine teaching in the English literature classroom and situates them within the broader cultural and political context The book includes discussions on race and gender in texts Shakespeare and his influence facts and emotions in poetry and reading experiences Knowledge in English is a foundational and accessible guide for researchers practitioners teacher educators and teachers around the world It is a valuable resource for those involved in the English curriculum to keep the subject relevant and useful to students in the contemporary classroom

Self-Narrative and Pedagogy Mike Hayler,Jess Moriarty,2017-04-18 In this book teachers from a variety of backgrounds reflect upon their journeys into and within teaching to discuss the impact of their diverse experiences on the ways in which they teach The authors adopt a variety of autoethnographic approaches in telling stories of transition and profound transformation as they each discuss how certain events in their lives have shaped their professional identities and methods of teaching In telling their stories they also tell stories of the culture and process of education This offers the opportunity to consider the narratives as examples of how individuals and groups respond in different ways to institutional and national policies on education In these chapters the authors offer illumination from a number of perspectives of how practitioners of education make meaning of their lives and work in our changing times By capturing these personal stories this book will inform and support readers who are studying to become teachers and those already working in education by developing their understanding and empathy with the role Autoethnography can develop self knowledge and understanding in the reader and writer of such texts offering unique insights and individual ways of being that will benefit students and staff in a range of educational settings This book values the telling and sharing of stories as a strategy for enabling teachers to learn from one another and help them to feel more supported The book will be useful for teachers and teacher educators students of education and all researchers interested in autoethnography and self narrative

Literary Politics D. Philips,K. Shaw,2013-10-17 Literary Politics identifies and debates competing definitions of English Studies as an academic subject celebrates the diversity of contemporary literary studies and demonstrates the ways in which

a range of literary texts can be understood as politically engaged sometimes in unexpected ways *A Practical Guide to Teaching English in the Secondary School* Annabel Watson, Ruth G Newman, 2021-11-29 *A Practical Guide to Teaching English in the Secondary School* offers straightforward advice inspiration and a wide range of tried and tested approaches to help you find success in the secondary English classroom Covering all aspects of English teaching it is designed for you to dip in and out of and enable you to focus on specific areas of teaching your programme or pupils learning Fully updated to reflect what student and early career teachers see and experience when they enter the classroom the second edition supports trainee and practicing teachers to teach in imaginative and creative ways to promote learning in English Packed with ideas resources practical teaching activities and underpinned by the latest research into how children learn the book examines the core areas of reading writing and spoken English including Plays poetry non fiction myths and legends drama and Shakespeare Developing writing Creative grammar Talk and classroom dialogue Media and digital writing English across the curriculum Well being through writing Literature and language post 16 Including tools to support critical reflection *A Practical Guide to Teaching English in the Secondary School* is an essential companion for all training and newly qualified English teachers **Posh Talk** S. Preece, 2009-08-28 An in depth study of a group of multilingual students from widening participation backgrounds on a first year undergraduate academic writing programme The book explores ways in which identity positions emerge in the spoken interaction with a particular focus on gender **Basic Skills in Neab Gcse English** Imelda Pilgrim, 1998 Prepares students for NEAB English papers 1 and 2 This text contains motivating texts and extracts accessible to lower ability students with teach yourself sections at the end of each unit *AS English Literature for AQA B* Tony Childs, Jackie Moore, 2003 Covering the set texts in the AQA B specification this title helps students make a smooth transition from GCSE to AS then up to A2 It focuses on the AQA B Assessment Objectives at AS and includes exam and coursework tips throughout that show students how to get the best grades *Dare to be Different* Will Ryan, 2018-01-26 Will Ryan's *Dare to be Different* A leadership fable about transformational change in schools tells the fictional tale of Brian Smith a primary school head teacher who listens to what his political masters have to say but then sets out to inspire real transformational change by doing the exact opposite and leading through his own values and beliefs Writer and novelist Michael Korda claims that the fastest way to succeed is to look like you are playing to someone else's rules whilst quietly playing by your own *Dare to be Different* illustrates how real transformational change can occur when a school leader does just that as Will Ryan shares the trials and tribulations of the story's fearless protagonist Brian Smith as he endeavours to take back ownership of what happens in the classroom Exploring the significant challenges that school leaders often have to overcome in order to turn their dream into a reality *Dare to be Different* lays before the reader a model of inspirational school leadership in this engaging and humorous take on life in modern schools The story is told through the eyes and experiences of Brian as he resists top down government directives on how his school should be run and instead strives to

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some new ideas this book will show you how to inspire the students in your classroom

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Robert Jeffcoate, 2002-11 First published in 1992 Routledge is an imprint of Taylor Francis an informa company

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