

GCSE English Literature for AQA Specification A
resource sheets

To Kill a Mockingbird

Harper Lee

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The following pages consist of teacher's notes and classroom support sheets for *To Kill a Mockingbird* by Harper Lee. These resources are to help students who are studying *To Kill a Mockingbird* as part of the AQA GCSE English Literature specification. These pages can be freely downloaded and printed out as required. This material may be freely copied for institutional use. However, this material is copyright and under no circumstances can copies be offered for sale. The publishers gratefully acknowledge permission to reproduce copyright material.

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Introduction

Harper Lee's novel *To Kill a Mockingbird* is one of the set prose texts for AQA GCSE English Literature Specification A. The examination is $1\frac{3}{4}$ hours long and Section A is the Prose section, on which it is recommended that students spend 45 minutes. The examination is worth 70 per cent of the final assessment; coursework is worth 30 per cent.

These sheets can be used in two main ways:

- 1 During the course as students prepare for essays on, for example, character or form and structure.
- 2 At the end of the course, to consolidate learning and for students to use individually as revision aids.

Most important is familiarity with the Assessment Objectives – the key to success!

The page references in these resources refer to the Heinemann New Windmills edition of *To Kill a Mockingbird*: ISBN 0 435 12096 4.

Synopsis

In *To Kill a Mockingbird*, Harper Lee tells the story, mainly through Scout's eyes, of the events that led up to Jem breaking his arm when he was nearly thirteen. The reader follows Scout through the novel and sees how she matures and develops, and also how Jem matures and develops, often shown by Scout being puzzled about the way he behaves.

Having given the reader a history and context for the novel (Maycomb, Alabama, USA), the author introduces key characters, including neighbours such as the Radleys, Mrs Dubose, Miss Maudie and Miss Stephanie. The visiting Dill creates a dare about the Radley house, concerning Arthur Radley (known as Boo), who is described as a 'malevolent phantom'. Scout's first days at school allow Harper Lee to criticise aspects of the education system in Alabama and to reveal the views of Atticus, the lawyer father and single parent of Jem and Scout. The early chapters concern the children's games designed to see Boo or entice him out of his house. They fail to notice Boo's interest in them; he rescues and attempts to mend Jem's pants when Jem is caught in the Radley garden, and he leaves gifts for them in the knot-hole of a tree.

Snow falls in Maycomb and Miss Maudie's house catches fire. The children's view of their father, Atticus, as old and useless is challenged when he shoots the rabid dog, Tim Johnson, and neighbours refer to him as 'One-Shot Finch'. They are also told by Atticus, when given air rifles, that it is a 'sin to kill a mockingbird'. Jem learns about true courage when he has to read to Mrs Dubose, the dreaded neighbour whose camellias he has decapitated, as he finds out that she was determined to defeat her morphine addiction before she died.

Part Two of the novel begins when a visit with their black maid Calpurnia to First Purchase African M.E. Church gets the children thinking about race. They are confronted with Lula's racism, and are introduced to Helen, wife of Tom Robinson, who has been imprisoned. Tom Robinson's trial, in which he is defended by Atticus, takes up the central part of the novel. Chapter XIII sees Harper Lee give an expanded portrait of Maycomb, and this is followed by the arrival of Aunt Alexandra, who is to look after the children while Atticus is busy with the trial. Other key citizens are introduced.

The children sneak into the courtroom and sit in the Coloured Balcony, witnessing the evidence of Heck Tate, Bob Ewell, Mayella Ewell and Tom Robinson. It is at the point of Atticus's summing up that the novel is firmly cemented as taking place in and around 1935. To the children's horror, Tom is convicted. Scout reflects on class, all reflect on racism and Harper Lee introduces material that prompts the reader to think about legal reform.

The aftermath of the trial takes up the rest of the novel. Scout succumbs to Aunt Alexandra's urgings to be less of a tomboy and wear a dress. She witnesses the hypocrisy and racism of some of the members of the ladies' Missionary Circle. Her return to school prompts reflections on Hitler, democracy and dictatorship, and the last part of the novel concerns Bob Ewell's attempts to wreak havoc: his attempted burglary of Judge Taylor's house and his attack on Jem and Scout after a Halloween pageant. Jem breaks his arm but is carried home. Bob Ewell dies of a knife wound.

The end of the novel sees Heck Tate protecting Boo Radley, who has rescued the children and carried Jem home, and Atticus slowly grasping that Boo, not Jem, killed Bob Ewell. Scout finally sees Boo; in an emotional last chapter she takes him to see Jem, escorts him to his home and sees the events of the novel flash before her.

The Assessment Objectives explained

The two Assessment Objectives you will be tested on in the examination are:

Assessment Objective 1: Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey your response, using textual evidence as appropriate.

Assessment Objective 2: Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and different interpretations.

Assessment Objective 1

Respond to texts critically, sensitively and in detail ...

- you must know the text in detail and support the points you make
- make sure you know what happens when (see the structural summary on pages 13–17)
- think about why Harper Lee wrote the book, e.g. what she is saying about life in Alabama in 1935, about racism, about the position of women, about class, about the law, about justice
- have your own ideas, e.g. about a character, a situation, an idea
- consider not just what is said in the novel but also what Harper Lee suggests, e.g. about hypocrisy, growing up, the importance of family, the importance of the family name, injustices of various kinds
- think about different features of the text, such as:
 - characters: whether they represent anything and their thoughts/feelings
 - relationships
 - Atticus as a parent
 - settings, e.g. Atticus's house, the Radley yard, the schoolyard, the courtroom
 - the author's thoughts/feelings/ideas.

Select appropriate ways to convey your response ...

- focus on the task: select the key words and pay attention to any bullet points given
- make sure that everything you write is relevant to the task
- do a plan (don't forget to practise making plans)
- use literary terminology appropriately (such as *setting* or *metaphor*)
- try to use a range of material from various points in the text.

Use textual evidence as appropriate ...

- quotations should be brief, accurate and relevant
- when you use a quotation, see it as an opportunity to comment on Harper Lee's methods. For instance, you might need to explain how she repeats phrases several times in the novel to remind the reader of key ideas. For example, saying it is a 'sin to kill a mockingbird' when writing about why she allows Boo Radley to go unpunished for murder at the end of the novel.

The Assessment Objectives explained (continued)

Assessment Objective 2

Explore how language, structure and forms contribute to the meanings of texts ...

- look at the opening and the ending of the text
- examine how the end of the novel (page 284 to the end) reflects and refers to the key events of the novel
- consider features such as metaphors, similes, language choices, prolepsis (foreshadowing), symbols
- think about: the significance of the title; the structure of the text, e.g. its division into two parts; the ways in which key characters are introduced before they play an important part in an event; the ways in which most chapters introduce a new character who will be significant later and contain one or two key events or situations
- the uses of dialogue, e.g. to create a specific voice for the character, to convey what Scout heard or thinks she heard, the ways characters relate to each other
- the uses of descriptive passages
- the occasional moments when the reader is given information by the author rather than by Scout
- think about what Harper Lee gains by writing a novel (rather than, say, a poem or a play).

Consider different approaches to texts and alternative interpretations ...

- think about how different readers may view the book differently, e.g. an American from Alabama, a British person, a black person in 1960 (when the book was first published)
- think about different ways of responding to a character, e.g. Atticus, Calpurnia, Dolphus Raymond, Mayella Ewell.

How to study a character

The keys to studying a character are as follows:

- know what the key episodes are in which the character is involved. Select episodes that typify the character and show different sides of him/her
- study what the character says and does and what others say about him/her; remember to think about the character's relationships with other characters
- think about what Harper Lee makes the reader feel about the character and think about how she does that. It may be what the character does, what s/he says, the language s/he uses, the language used to describe him/her
- think about whether the character has a specific purpose in the novel. Mrs Dubose, for example, is a scary and unpleasant person, but she does represent a certain kind of courage.

Let's think about the character of Miss Maudie. The main episodes she is involved with are:

- 1** her introduction in Chapter V
- 2** the destruction of her house by fire in Chapter VIII
- 3** her reaction to the trial in Chapter XXII
- 4** her behaviour at the Missionary Circle in Chapter XXIV.

Let's look at the first of these episodes in some detail. Some points about her we could note are:

- she lets the children play on her lawn (page 48)
- Scout says ironically 'Miss Maudie hated her house' (page 48)
- she loves gardening (page 48); she is associated with what is 'natural'
- she is formal (page 48)
- she is generous, baking cakes for the children (page 48)
- like Atticus, she answers the children honestly about Boo Radley (page 49)
- also like Atticus, she tries to steer them away from awkward topics (page 49)
- she has known the Finch family for a long time (page 50)
- she is a liberal, inveighing against the 'foot-washing Baptists' (page 50)
- she teaches the children (about Miss Stephanie being a gossip) (page 50)
- she has a sense of humour ('Stephanie Crawford even told me once she woke up in the middle of the night and saw him [Boo] looking in the window at her. I said what did you do, Stephanie, move over in bed and make room for him? That shut her up a while') (page 51)
- she lightens heavy topics (mention of the poundcake on page 52).

How to study a character (*continued*)

Other important aspects of Miss Maudie are:

- her concern for others even as her house is burning
- her stoicism about the fire
- she makes sure the children understand what Atticus is like
- the ways her body language reassures and supports Scout
- her independence from the bigotry of the ladies at the Missionary Circle
- her sharpness of tongue with Mrs Merriweather
- her understanding of politics
- her admiration for Atticus
- her love for the children.

Activity 1

Find details from the other three episodes that demonstrate the character of Miss Maudie:

- the destruction of her house by fire in Chapter VIII
- her reaction to the trial in Chapter XXII
- her behaviour at the Missionary Circle in Chapter XXIV.

Activity 2

Having looked at the details of the text showing Miss Maudie's character, try to arrive at some formulations that show just what she is like and what she represents.

Think about the formulations below. First, decide how far you agree with them, then find some evidence to support them.

- a** Miss Maudie represents what is natural in the novel.
- b** She is a moral yardstick.
- c** She represents love.
- d** She represents what Harper Lee admires about women.

How to study a character (*continued*)

Activity 3

Now make some notes for yourself on the following characters:

- Scout
- Jem
- Atticus
- Dill
- Calpurnia
- Aunt Alexandra
- Boo Radley
- Mayella Ewell
- Bob Ewell.

Then you might want to go on to consider some of the other characters, such as:

- Tom Robinson
- Heck Tate
- Dolphus Raymond
- Miss Stephanie
- Mrs Dubose
- Mr Underwood
- Uncle Jack
- Reverend Sykes.

Central concerns of the novel

What are some of the central concerns in the novel?

Activity 4

This activity outlines some of the key ideas in the novel. Complete the tasks that follow each stated key idea.

'It's a sin to kill a mockingbird'

- Look up the references to mockingbirds (pages 96, 100, 247, 261, 282).
- Who are the metaphorical mockingbirds in the novel? Boo Radley is one. Is Mayella Ewell another?

'Climb into a person's skin'

- Look up the references to this idea (pages 35, 163, 224, 285)
- How does this teach tolerance?
- How important is empathy for others to Harper Lee?

The importance of family

Make notes on how family is important to the following characters:

- Atticus, Scout and Jem
- the Finches
- the Ewells
- Dolphus Raymond
- Dill.

Racism

Make notes on the following in relation to the presentation of racism in the novel:

- black and white in the novel
- the verdict of the trial
- Lula
- Dolphus Raymond
- the Ewells and 'white trash'.

Class distinctions

Make notes on the following in relation to the presentation of class distinctions in the novel:

- black
- mixed race
- old families
- white
- 'white trash'
- the rural poor.

Central concerns of the novel (*continued*)

Activity 5

Other key ideas you might want to make notes on are:

- moral justice and legal justice
- prejudice
- democracy and dictatorship
- the need for social reform
- the need for legal reform.

Form and structure

The form of *To Kill a Mockingbird* is that of a novel. It is a well-developed story, within a frame. The frame is that the narrator, Scout, is retelling and explaining the events that led up to her brother, Jem, breaking his arm when he was nearly thirteen. The reader is told this in the first sentence of the novel and he breaks his arm in Chapter XXVIII, just before the end. There is, however, a further frame. The novel starts with the children's curiosity about Boo Radley, the 'malevolent phantom' and their never having seen him. At various points in the novel they fail to recognise his presence. At the end of the novel Scout meets Boo and recognises him. The events are told in chronological order and take place over three years.

There are several distinctive features of Harper Lee's use of the novel form:

- she presents most events through the eyes of Scout, the narrator
- she divides the novel into Parts One and Two
- she introduces background material about history, society and families which Scout could not have known at the stage when she is recounting the story
- she uses irony, particularly when statements are made that come true later, but which the reader and the characters could not know about
- she introduces each new character to the reader before an important event in which they are involved, so the reader knows who they are
- she tends to have two or three important elements, aspects or events in each chapter.

Activity 6

Choose any chapter in the novel and identify as many of the features listed above as you can.

Form and structure (*continued*)

Structural summary

Because this is a long novel, it is sometimes hard to get the shape of it and to find key events. The summary below may help you to identify how characters are introduced, what kind of background is being given and the key events.

Part One

Chapter I

- History and context.
- Neighbours introduced: the Radleys, Mrs Dubose, Miss Stephanie Crawford.
- Dill and Jem's dare at the Radley house.

Chapter II

- Scout's first day at school.
- Miss Caroline and the Cunninghams introduced.
- Scout almost 6; Jem almost 10.

Chapter III

- Walter Cunningham to lunch.
- Burris Ewell and the cootie.
- Idea of climbing into someone's skin.
- Atticus's post mortem on school.
- Dill's aunt Miss Rachel Haverford.
- The irony of Boo being kept from the industrial school.

Chapter IV

- The knot-hole.
- Dill's return.
- The Boo Radley play.

Chapter V

- Miss Maudie introduced.
- The note for Boo.

Chapter VI

- Trying to see Boo through the shutters.
- Mr Nathan's shotgun.
- Dill's last night.
- Retrieving Jem's pants.

Form and structure (continued)

Chapter VII

- Scout almost 7; Jem almost 11.
- The knot-hole cemented.

Chapter VIII

- Death of Mrs Radley.
- Snow and the snowman of Mr Avery.
- Miss Maudie's fire and the mysterious blanket.
- Jem's sudden awareness.
- Scout fighting Cecil Jacobs.

Chapter IX

- Tom Robinson introduced.
- The Finches introduced: Christmas at Finches Landing, Uncle Jack, Aunt Alexandra, Francis.
- Scout eavesdrops on Atticus talking about the trial.
- Atticus as old and useless.

Chapter X

- Air rifles: a sin to kill a mockingbird.
- Tim Johnson introduced.
- Arrival of Heck Tate.
- Atticus as One-Shot Finch.
- Zeebo takes the dead dog away.

Chapter XI

- Mrs Dubose.
- Jem's decapitation of the camellias.
- Jem reading to Mrs Dubose.
- Mrs Dubose's death: real courage.

Part Two

Chapter XII

- Atticus at state legislature.
- Visit to First Purchase African M.E. Church.
- Zeebo's literacy, Reverend Sykes, Lula's racism.
- Collection for Helen Robinson.

Form and structure (*continued*)

Chapter XIII

- Arrival of Aunt Alexandra.
- Portrait of Maycomb.
- Summary of residents.

Chapter XIV

- Struggle between Atticus and Aunt Alexandra.
- Dill introduced.

Chapter XV

- Heck Tate and Link Deas bring Atticus news of Jem.
- Atticus with friends: Mr Underwood introduced.
- Maycomb jail.
- Scout talks to Mr Cunningham.
- Mr Underwood has been covering Atticus.

Chapter XVI

- Dolphus Raymond mentioned.
- Other Maycomb citizens identified from yard.
- Outside the courtroom.
- Reverend Sykes finds children seats in Coloured Balcony.

Chapter XVII

- Heck Tate's evidence.
- Bob Ewell's evidence.
- Bob Ewell left handed.

Chapter XVIII

- Mayella Ewell's evidence.
- Tom Robinson's dead left arm.

Chapter XIX

- Tom Robinson's testimony.
- Link Deas's intervention.
- Tom says he felt sorry for Mayella.
- Scout takes Dill out crying.

Form and structure (*continued*)

Chapter XX

- Dolphus Raymond introduced.
- Atticus's summing up.
- Novel firmly placed in 1935.

Chapter XXI

- Calpurnia arrives.
- Home for tea.
- Back for verdict.

Chapter XXII

- Jem's tears.
- Gifts for Atticus.
- Miss Maudie's reactions.
- Bob Ewell's threats.

Chapter XXIII

- Jem and Atticus discuss the trial.
- The arguments for legal reform.
- Scout reflects on Cunninghams.

Chapter XXIV

- The Missionary Circle.
- Miss Maudie's support for Scout.
- Particular focus on the theme of hypocrisy.
- Death of Tom Robinson.

Chapter XXV

- Scout remembers Dill's account of visit to Helen Robinson.
- Mr Underwood's editorial.

Chapter XXVI

- School restarts.
- Atticus re-elected to state legislature.
- Hitler, democracy and dictatorship.
- Jem's dilemmas.

Form and structure (*continued*)

Chapter XXVII

- Link Deas gives Helen Robinson a job.
- Threat to Judge Taylor: Bob Ewell's intimidation.
- Halloween: Scout as a ham.

Chapter XXVIII

- The Halloween pageant.
- The attack on Jem and Scout.
- Boo rescues Jem and Scout, who are unaware of him.
- Bob Ewell's death.

Chapter XXIX

- Jem's broken arm.
- Heck Tate's inquiry.
- Scout identifies Boo.

Chapter XXX

- Heck Tate, Atticus, Scout and Boo on front porch.
- Atticus slow to grasp the situation.
- Heck Tate protects Boo.

Chapter XXXI

- Scout takes Boo to see Jem.
- Scout takes Boo home.
- Summary of the novel.

Point of view

Most events are told through Scout's eyes, but there are passages where Harper Lee introduces material through one of a number of devices:

- background material
- a character providing information or ideas
- an event narrated, e.g. Scout recalling Dill's account of his visit to Helen Robinson
- material that forms the basis of some of Harper Lee's ideas about the law, society, families, social justice, moral justice, legal justice
- a description of Maycomb from the Finch yard.

Activity 7

It is sometimes useful to identify some of the ways in which Harper Lee's ideas can be seen coming through the situation or the speech of others. To see an example of this, look at Chapter XXIII. Find the different ideas about the way the law operates and the different views expressed about it. The material is firmly based in character and the situation of discussion, but many points are made about what the law is like, how it operates and the extent to which it can be seen as 'fair'.

For example, Atticus explains to Jem that Bob Ewell was humiliated by the trial. Therefore from his point of view what happened in the courtroom was not fair. He goes on to say that he can tolerate some rudeness from Bob Ewell if that's what makes him feel better. Atticus explains that the courtroom can't satisfy Bob Ewell's desire for revenge and so he has to take it out on someone else. Atticus shows here how the law cannot always deal with the complex feelings of people.

Language

Activity 8

Look at the end of the novel in Chapter XXXI, from the bottom of page 284 to the top of page 286.

- 1 Make a list of the different events and situations in the novel that are referred to here.
- 2 Find examples of the ways Harper Lee makes you think of different parts of the novel by using each of the following:
 - first-person account
 - short sentences
 - simple sentences
 - irony
 - understatement
 - words referring to the passing of time
 - generalised words
 - words suggesting feelings
 - words suggesting key themes of the novel.

Speech

Harper Lee often uses speech patterns to identify her characters so that they become individuals for the reader.

Activity 9

See if you can identify the speakers for the following quotations from the novel. Then, say how you recognised them and what particular characteristics of language Harper Lee has used to make each of them distinctive. For example, consider Aunt Alexandra's speech on page 230:

'Don't be silly, Jean Louise,' said Aunt Alexandra. 'The thing is, you can scrub Walter Cunningham till he shines, you can put him in shoes and a new suit, but he'll never be like Jem. Besides, there's a drinking streak in that family a mile wide. Finch women aren't interested in that sort of people.'

Harper Lee makes Aunt Alexandra show formality and properness by calling Scout 'Jean Louise'. Her usual superior attitude is shown by the injunction 'Don't be silly'. Harper Lee makes her speech full of clichés ('the thing is', 'a drinking streak', 'that sort of people'). Aunt Alexandra generalises dismissively and depersonalises those she thinks are beneath her: the patronising 'that sort of people'. Her class superiority is shown by the epithet 'Finch women'. The demonstrative 'that' in 'that family' demeans the Cunninghams. Finally, Harper Lee uses standard English for Aunt Alexandra in order to show her correctness.

Language *(continued)*

Activity 9 *(continued)*

- 1 'Reckon I have,' said _____. 'Almost died first year I come to school and et them pecans – folks say he pizened 'em and put 'em over on the school side of the fence.' (page 29)
- 2 'Hush your mouth! Don't matter who they are, anybody sets foot in this house's yo' comp'ny, and don't you let me catch you remarkin' on their ways like you was so high and mighty! Yo' folks might be better'n the Cunninghams but it don't count for nothin' the way you're disgracin' 'em...' (page 30)
- 3 'Report and be damned to ye! Ain't no snot-nosed slut of a schoolteacher ever born c'n make me do nothin'! ...' (page 33)
- 4 'I'd rather you shot at tin cans in the back yard, but I know you'll go after birds. Shoot all the bluejays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird.' (page 96)
- 5 'Maybe I can tell you,' said _____. 'If your father's anything, he's civilized in his heart. Marksmanship's a gift of God, a talent – oh, you have to practise to make it perfect, but shootin's different from playing the piano or the like. I think maybe he put his gun down when he realized that God had given him an unfair advantage over most living things. I guess he decided he wouldn't shoot till he had to, and he had to today.' (page 104)
- 6 'Don't you contradict me!' _____ bawled. 'And *you*—' she pointed an arthritic finger at me '—what are you doing in those overalls? You should be in a dress and camisole, young lady! You'll grow up waiting on tables if somebody doesn't change your ways – a Finch waiting on tables at the O.K. Café – hah!' (page 107)
- 7 'I said come here, nigger, and bust up this chiffarobe for me, I gotta nickel for you. He coulda done it easy enough, he could. So he come in the yard an' I went in the house to get him the nickel and I turned around an 'fore I knew it he was on me. Just run up behind me, he did. He got me round the neck, cussin' me an' sayin' dirt – I fought'n'hollered, but he had me round the neck. He hit me agin an' agin—' (page 186)
- 8 'Naw suh, another one. Most as tall as the room. So I done what she told me, an' I was just reachin' when the next thing I knows she – she'd grabbed me round the legs, grabbed me round th' legs, Mr Finch. She scared me so bad I hopped down an' turned the chair over – that was the only thing, only furniture, 'sturbed in that room, Mr Finch, when I left it. I swear 'fore God.' (page 200)
- 9 'Hypocrites, Mrs Perkins, born hypocrites,' _____ was saying. 'At least we don't have that sin on our shoulders down here. People up there set 'em free, but you don't see 'em settin' at the table with 'em. At least we don't have the deceit to say to 'em yes you're as good as we are but stay away from us. Down here we just say you live your way and we'll live ours.' (page 240)

Dramatic tension

There are many places in the novel where drama is created. Sometimes it is the suspense of not knowing what will happen; sometimes it's an exciting event.

Activity 10

Look at the incident of the mad dog Tim Johnson (in Chapter X, from page 98 to the middle of page 102). See if you can identify some of the following techniques in this event:

- description
- simile
- abrupt actions
- exclamations
- adjectives to indicate urgency
- suspense through apparently unnecessary description
- questions
- different points of view
- creation of atmosphere
- repetition of structures
- words like stage directions
- series of simple actions
- emotive language
- asides.

Activity 11

Different techniques are used during Bob Ewell's attack on Scout and Jem in Chapter XXVIII (from page 266 to the middle of page 269). Because the event is told through Scout's eyes, Harper Lee creates tension because Scout cannot see through her ham costume. So the tension is created by having the reader experience what Scout herself experiences – a series of sounds and impressions which she cannot make good sense of. This allows Harper Lee to hide the identity of both the attacker and the saviour, and allows various partial misunderstandings to be created which can be cleared up slowly later.

Look closely at this episode and trace the ways Harper Lee creates tension during it.

Exam practice questions

Foundation Tier question

In the Foundation Tier, each question will have bullet points. For example:

- 1** How does Harper Lee show Scout maturing during the course of the novel? Write about:
 - key events that affect her
 - how she changes and develops
 - the methods Harper Lee uses to show these things.
- 2** How successful is Atticus as a father? Write about:
 - how he behaves towards Jem and Scout
 - what he says
 - what he does
 - the methods Harper Lee uses to show him as a father.
- 3** How does Harper Lee show the importance of Tom Robinson's trial? Write about:
 - how the trial is important to Tom Robinson
 - how it is important to Atticus
 - how it is important to Jem, Scout and Dill
 - how it is important to Maycomb as a whole
 - how Harper Lee brings these things out.
- 4** Remind yourself of Atticus confronting the lynch mob outside the courtroom in Chapter XV (page 156 to the end of the chapter). Write about:
 - how Harper Lee makes this episode tense and exciting
 - what ideas are important here that are also important in the novel as a whole
 - the role of Scout in the episode
 - what this episode shows about Maycomb society.

Higher Tier question

In the Higher Tier, usually one of the questions will have bullet points and the other won't. For example:

- 1** How does Harper Lee show Scout and Jem growing up during the course of the novel?
- 2** How does Harper Lee present ideas about justice in the novel? Write about:
 - legal justice
 - social justice
 - moral justice.
- 3** In what ways is the title important to the novel?
- 4** How does Harper Lee create drama and tension in the novel? Refer closely to two episodes in your answer.