

Centre No.						Paper Reference					Surname	Initial(s)		
Candidate No.						6	3	9	2	/	0	1	Signature	

Paper Reference(s)

6392/01

Edexcel GCE
English Literature
Advanced Subsidiary
Unit 2

Pre-1900 Prose

Tuesday 24 May 2005 – Afternoon

Time: 1 hour

Examiner's use only

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Team Leader's use only

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Question Number	Leave Blank
1	
2	
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4	
5	
Total	

Materials required for examination
Nil

Items included with question papers
Nil

Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initial(s) and signature.
Check that you have the correct question paper.
Answer ONE question.

Information for Candidates

This unit targets Assessment Objective AO5i and also assesses AO1, AO2i, AO3 and AO4. They are listed at the end of this paper.
The total mark for this paper is 50.
Dictionaries may **not** be used in this examination.
Texts may **not** be brought into the examination.

Advice to Candidates

You are reminded of the importance of clear English and orderly presentation in your answers.

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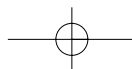
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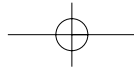


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This Unit targets Assessment Objective AO5i and also assesses AO1, AO2i, AO3 and AO4.

Answer ONE Question.

1. HARDY: *The Return of the Native*

Either:

- (a) ‘Egdon Heath is not a character, it is not alive; it is merely a vast, barren landscape. Yet it has an important influence upon the behaviour of its inhabitants.’

Examine Hardy’s depiction of the heath in the light of this statement.

Or:

- (b) ‘Failure is a dominant theme in the society of the novel: failure of relationships, of ambition and of education.’

Does this statement seem to you to sum up Hardy’s concerns in this novel?

Q1

(Total 50 marks)

2. SHELLEY: *Frankenstein*

Either:

- (a) ‘In *Frankenstein* Shelley portrays a cruel, unjust world in which there is obviously little hope for the future.’

In the light of this statement examine Shelley’s presentation of society in the novel.

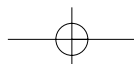
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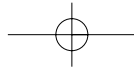
- (b) ‘Family relationships form the basis of society in *Frankenstein*. Through these relationships order is restored despite disaster and tragedy.’

In the light of this statement examine Shelley’s presentation of the various family relationships.

Q2

(Total 50 marks)





3. AUSTEN: *Emma*

Either:

- (a) ‘Austen presents her sharpest personal and social observations through her depiction of those who have or do not have money.’

Examine Austen’s presentation of money and its significance in the light of this statement.

Or:

- (b) ‘The Knightley brothers embody all that is good in society. They are well-meaning characters who fulfil their responsibilities admirably yet the reader may find them dull.’

In the light of this statement examine Austen’s presentation of George and John Knightley.

(Total 50 marks)

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Q3

4. DICKENS: *Hard Times*

Either:

- (a) ‘Readers can find both humour and bitterness in Dickens’s satirising of the class divide in *Hard Times*.’

In the light of this statement examine Dickens’s presentation of class division in the novel.

Or:

- (b) ‘James Harthouse and Mrs Pegler, visitors to Coketown, are only used to highlight the failings of other established characters in the novel.’

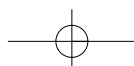
Do you agree with this opinion about Dickens’s presentation of these two characters and their roles in the novel?

(Total 50 marks)

Q4



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blank**5. JAMES:** *Washington Square***Either:**

- (a) ‘James sets *Washington Square* firmly in a city in which to play a social part, a man must either earn his income or make others believe that he can earn it.’

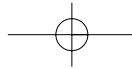
In the light of this statement examine James’s presentation of the links between money and status.

Or:

- (b) ‘Catherine is far more than a pawn in the game played by other characters in the novel. She grows in stature and goes beyond society’s expectations, proving herself to be a strong-willed opponent for her father, her aunt and for Morris Townsend.’

In the light of this statement examine James’s presentation of the role of Catherine.

Q5**(Total 50 marks)**



Indicate which question you are answering by marking the box (☒). If you change your mind about your answer, put a line through the box (☒) and then indicate your new question with a cross (☒).

- Chosen question number:
- | | |
|------------------------|------------------------|
| Question 1(a) ☒ | Question 1(b) ☒ |
| Question 2(a) ☒ | Question 2(b) ☒ |
| Question 3(a) ☒ | Question 3(b) ☒ |
| Question 4(a) ☒ | Question 4(b) ☒ |
| Question 5(a) ☒ | Question 5(b) ☒ |

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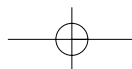
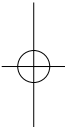
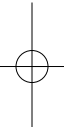
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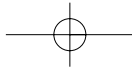
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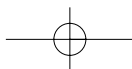
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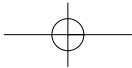




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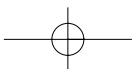


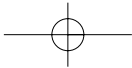
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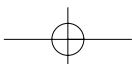
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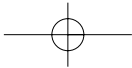




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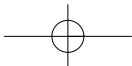


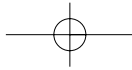
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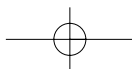
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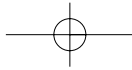




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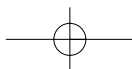


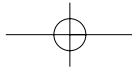
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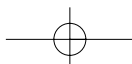
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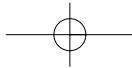




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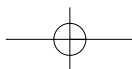


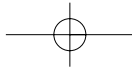
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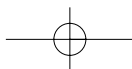
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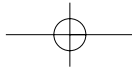




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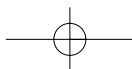
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TOTAL FOR PAPER: 50 MARKS

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Assessment Objectives for Unit 2 (6392): Pre-1900 Prose:

- AO5i** show understanding of the contexts in which literary texts are written and understood
- AO1** communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression
- AO2i** respond with knowledge and understanding to literary texts of different types and periods
- AO3** show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings
- AO4** articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers.

