

GCE

Edexcel GCE

English Literature (8180)

Paper 6392

Summer 2005

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Mark Scheme (Results)

GCE English Literature (8180/9180)
Unit 2 (6392) Pre-1900 Prose

Mark Scheme - Summer 2005

Candidates will be assessed against the following assessment objectives for Unit 2:

		Assessment Objectives						
		1	2i	2ii	3	4	5i	5ii
Unit 2	Pre-1900 Prose	5%	5%		5%	5%	10%	

GENERAL MARKING INSTRUCTIONS

1. Aims of the paper:
This paper targets the AS assessment objectives indicated above. The main focus is on AO5i.
2. Units must be assessed according to the relevant assessment objectives only. Each question marked out of 50. The candidate's level of performance in each answer should be assessed first assessing the answer against the indicative content in the specific mark scheme for the AO the main focus of the question. The decision on where to place the answer in the mark range should be confirmed by then assessing the answer against the indicative content of the other targeted AOs. Where all AOs are weighted equally, the candidate's level of performance addressing each AO must be assessed equally.
3. Be positive in your approach to marking. Look for points to reward, rather than faults to penalise.
4. Comments on answers must focus on assessment objectives. Do not use such remarks as 'Good' or 'Poor' and the like: they are of little use to any subsequent reader and in any case are implicit in the mark.
5. The final remarks must include detailed summative comments.
6. Use the full range of available marks, particularly in the top bands.

1. **HARDY:** *The Return of the Native*

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

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

- AO5i** The statement clearly directs candidates to consider environment, specifically the heath and its effect upon the lives of the characters. Lower band answers may describe only while higher band answers may consider the timeless, prehistoric nature of the heath, the weather, landscape, distance and the rough terrain as well as the nature of society and its social and moral codes.
- AO1** Candidates will need to spend time ensuring that they consider the terms of the question, especially with regard to the first part of the statement. Lower band answers may ignore this section while higher band answers are likely to focus upon 'in the light of this statement' and consequently may cover all aspects of the function of the heath.
- AO2i** The selection of material is important. Lower band candidates may merely describe events on the heath while higher band candidates may select more widely and more competently, using detailed, relevant material in support of ideas.
- AO3** Candidates are likely to fulfil the requirements of this AO by the way in which they comment upon Hardy's style and method of portraying the heath as background to events. Lower band answers may focus upon subject matter while higher band answers may consider Hardy's use of fate and coincidence as well as characterisation.
- AO4** The statement should provide food for thought and should challenge set ideas about the heath. Lower band answers may take a narrow focus while higher band answers may explore both the nature of the environment as well as its influence upon behaviour. Some candidates may well argue that regardless of the heath, it is the characters who are ultimately responsible for their destiny.

1. **HARDY:** *The Return of the Native*

- (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?

A05i The statement clearly directs candidates to consider the society of the novel. Lower band answers may skim over this area while higher band answers may consider the reasons for these failures such as the clash between old and new, the raised expectations due to education and to travel and the general sense of unrest which Hardy considers.

A01 Candidates should have little difficulty with the terms of the question. Lower band answers may consider failure in general, while higher band answers may focus carefully upon each area regarding 'relationships', 'ambition' and 'education'.

A02i Candidates' understanding of the novel and appropriate selection of material will be key discriminators here. Lower band answers may generalise and narrate while higher band answers may provide specific appropriate detailed textual references.

A03 Candidates will need to consider Hardy's methods and the way in which he uses structure as well as language to present characters. Lower band answers may provide basic character sketches while higher band answers may examine tone, dialogue, structure and the interplay between characters.

A04 The statement should offer candidates the chance to provide a wide range of opinions. Lower band answers may accept the proposition while higher band answers may suggest alternative opinions, possibly arguing that despite failure there is a degree of success for all characters, maybe citing circumstances and events and their effects upon each individual.

2. **SHELLEY: *Frankenstein***

- (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.

- AO5i** Contextually candidates are requested to consider the different societies depicted in the novel. Lower band answers may provide examples describing in a basic, narrative way while higher band answers may explore the differences between various groups of people, possibly noting the good as well as the bad. They may mention justice, the de Lacey family, nature and the various environments which Shelley creates.
- AO1** Candidates clearly need to consider all aspects of the question. Lower band answers may focus upon 'cruel', 'unjust', while higher band answers are likely to link this to 'little hope for the future', possibly touching upon 'obviously'.
- AO2i** Knowledge of the text and the ability to select appropriately are key discriminators here. Lower band answers may focus upon a few events while higher band answers may range broadly, citing important episodes throughout the complex novel.
- AO3** Candidates should consider Shelley's methods and purposes in creating a breadth of characters and situations to illuminate the complex narrative. Lower band answers may confine their ideas to a narrow dimension while higher band answers may consider language, structure and characterisation to show the different perspectives.
- AO4** The question should give candidates food for thought and should enable them to argue clearly. Lower band answers may simply agree with the proposition while higher band answers may agree to some extent but may also argue that there is hope, giving a variety of instances in support of their ideas.

2. SHELLEY: *Frankenstein*

- (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.

- A05i** Candidates need to consider society in general as well as in particular with regard to the presentation of family relationships. Lower band answers may describe and narrate while higher band answers may consider the specific functions of each family unit, possibly considering the roles of men and women, the stabilising influence of certain family members, the function of friends and of newcomers to families.
- A01** Candidates will need to structure their material. Lower band answers may focus upon 'presentation' and 'various family relationships' while higher band answers may consider 'basis of society' and 'order is restored'.
- A02i** It should be easy to assess candidates' knowledge by their command of the text. Lower band answers may focus upon one family in particular while higher band answers may refer to the differing families presented.
- A03** Candidates will need to consider Shelley's purposes and the type of novel as well as the complex structure. Lower band answers may narrate while higher band answers may consider the differing points of view, characterisation, dialogue and the effects of events upon specific characters.
- A04** The statement is straightforward, allowing candidates to argue as widely as they are able. Lower band answers may accept the statement without question while higher band answers may argue that order is not necessarily restored as the sense of loss is so great. They may provide valid alternative opinions well-supported by textual references.

3. AUSTEN: *Emma*

- (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.

- AO5i** Candidates will need to consider the social structure of the novel and the emphasis upon money. Lower band answers may describe and narrate while higher band answers may consider status, 'old' money linked to land ownership and 'new' money from trade, the obvious need for wealth in order to maintain a position in society, the link to marriage through dowries and through inheritance.
- AO1** There are no complex technical terms here but candidates need to deal with all aspects of the question. Lower band answers may comment upon 'presentation' while higher band answers may also consider 'sharpest personal and social observations' which will naturally lead them to consider Austen's opinions.
- AO2i** A key discriminator will be the selection of appropriate material. Lower band answers may focus upon a few key events while higher band answers may range across the entire novel as money is a major theme interwoven into almost all events.
- AO3** Candidates are directed to consider Austen's methods and satiric purposes. Lower band answers may describe and narrate while higher band answers may consider how money affects behaviour, how characters speak about it and how there are both implicit and explicit references to it throughout the complex plot.
- AO4** The statement is not contentious yet it should enable candidates to present a well-argued account. Lower band answers may focus upon characters only in order to illustrate their views. Higher band answers may argue effectively that Austen realistically shows the hardships to be endured in the face of poverty and the need for generosity on the part of those who are wealthy.

3. AUSTEN: *Emma*

- (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.

- A05i** The question requires candidates to examine the role of these two men in the social novel. Lower band answers may respond descriptively while higher band answers meet the expectations of behaviour and the difference between the two brothers, with George in charge of Donwell and John working in London as well as being a husband and father of Emma's sister.
- A01** Candidates need to consider all aspects of the question. Lower band answers may consider 'presentation' while higher band answers may rightly pick up on 'good in society', 'well-meaning', 'fulfil their responsibilities' as well as 'dull'.
- A02i** Candidates have a wealth of material to consider. Lower band answers may confine themselves to describing characters while higher band answers may demonstrate the relevance of their selected material.
- A03** Candidates will need to consider Austen's methods, her satiric purpose and her use of language. Lower band answers may produce character sketches while higher band answers may analyse and take into account structure, dialogue and characterisation.
- A04** The statement should enable candidates to argue effectively and to offer a range of opinions. Lower band answers may accept the proposition and confine themselves to describing, while higher band answers may pick up on 'dull', possibly comparing the brothers to Frank Churchill. Similarly, they may argue that the brothers are too different to view as if in the same mould.

4. DICKENS: *Hard Times*

- (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.

AO5i Candidates will need to consider a range of instances in which Dickens considers the class divide in the society of '*Hard Times*'. Lower band answers may consider the topic descriptively while higher band answers may cite examples regarding masters and men, the wide division between the wealthy and poor, the education system, Utilitarianism, the environment in Coketown and possibly the trade unions and the circus.

AO1 The statement is straightforward and should create no problems for candidates. Lower band answers may be narrative while higher band answers may consider 'humour', 'bitterness', 'satirising', 'class division' as well as 'presentation'.

AO2i The statement should inspire candidates to range widely across the text. Lower band answers may describe characters while higher band answers may select more purposefully as they cite events, showing the relevance of their material.

AO3 Candidates need to consider Dickens's satiric purpose as well as his methods of presenting different groups of characters which are clearly contrasted in the novel. Lower band answers may focus upon subject matter while higher band answers may consider Dickens's ability to evoke situations and to direct the reader's response by use of humour and cynicism. They may also comment upon language and structure.

AO4 The statement should enable candidates to argue as widely as they are able. Lower band answers may select a few examples of class division while higher band answers may argue more broadly, offering personal opinions as well as alternative viewpoints about Dickens's purpose and his degree of success in juxtaposing the different types of class division and its effects upon the characters.

4. **DICKENS:** *Hard Times*

- (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?

AO5i Candidates need to consider the nature of the society of the novel. Lower band answers may gloss over this area while higher band answers may refer to the environment of the novel, the opportunities available in the booming economy, the general air of desolation and the response of the inhabitants to such visitors. They may also consider the wide differences between the characters and the reasons for this, possibly touching upon Utilitarianism, the education system and the parliamentary situation.

AO1 There should be no difficulty in comprehending the question. Lower band answers may provide character sketches while higher band answers may pick up on 'visitors', 'presentation', 'highlight' and 'roles' as well as the idea of 'only used'.

AO2i Knowledge of the text and the ability to select appropriate textual references will be discriminators. Lower band answers may focus only upon the two characters while higher band answers may specifically refer to the interplay between other relevant characters.

AO3 Candidates will need to consider the type of novel as well as Dickens's purposes. Lower band answers may confine their ideas to one area while higher band answers may consider Dickens's methods of characterisation, his use of dialogue, dramatic events and environment as well as the structure of the novel.

AO4 The statement should enable candidates to argue competently. Lower band answers may accept the statement without question while higher band answers may argue that the function of the two characters is wider than that suggested in the question. They may consider Harthouse not only as a corrupting influence but also as typical of the bored and wealthy who prey upon those in the rapidly changing society. They may also argue that Mrs Pegler is more than a caricature. Essentially, candidates should pay attention to the effects upon others as directed in the question.

5. JAMES: *Washington Square*

- (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.

- AO5i** Candidates need to consider the society of the novel, with regard to New York. Lower band answers may take a descriptive approach while higher band answers may comment upon the move to the house in Washington Square, the links between wealth, status and marriage as well as the apparent need for a man's need for employment. They may also comment upon the different roles of men and women and how a woman's wealth and position in society can affect her husband's status.
- AO1** Lower band answers may generalise while higher band answers are more likely to consider 'sets', 'to play a social part', 'links', 'earn' and 'make others believe' as well as 'presentation'.
- AO2i** Candidates' ability to select from the range of material will be a key discriminator here. Lower band answers may take a narrow approach while higher band answers may range across a variety of characters and situations in order to support ideas.
- AO3** Candidates need to consider James's purpose and his satiric methods. Lower band answers may sweep over these areas while higher band answers may consider such features as: wealth, characterisation, use of dialogue and James's position as intrusive, omniscient narrator.
- AO4** The question should enable candidates to explore widely. Lower band answers may focus only upon one line of argument while higher band answers may write cogently and discursively, perhaps arguing that appearance and reality are central to survival in a country which is subject to such rapid change and in which the acquisition of wealth was of prime importance.

5. **JAMES:** *Washington Square*

- (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.

- AO5i** The statement requires candidates to consider the role of rich, unmarried women in the society of the novel. Lower band answers may resort to description while higher band answers may consider the role of women in general, their education and opportunities as well as their ability to live independently. They may also mention the way in which women fulfil specific functions with regard to expectations of behaviour.
- AO1** There should be no problems of interpretation. Lower band answers may provide a character sketch while higher band answers may comment upon 'pawn', 'game', 'beyond society's expectations', 'strong-willed opponent' as well as 'presentation'.
- AO2i** A key discriminator will be the selection of appropriate material. Lower band answers may focus upon a few points while higher band answers may range across the entire novel, covering the answer fully rather than providing a simple character study.
- AO3** Candidates are directed to consider the way in which James presents Catherine. Lower band answers may describe and narrate while higher band answers may consider language, dialogue, setting and the structure of the novel. They may also mention the use of contrast and the changes and progression shown as the characters develop.
- AO4** Lower band answers may confine themselves to Catherine's character only while higher band answers may consider the effects which other characters and events have upon her. They may show the marked changes through time or may argue that there was always an element of iron in her soul.

Bands/ Marks	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
Band 1 1-10	<ul style="list-style-type: none"> • make general comment on context • make basic links between text and context • show limited awareness of effects of context on responses to text 	<ul style="list-style-type: none"> • indicate only limited grasp of the nature of literary study • make limited and sometimes inappropriate use of literary terms • display frequent lapses in spelling, punctuation, grammar and sentence structure • lack clear argument with minimal or no textual reference 	<ul style="list-style-type: none"> • make simple comment on text, perhaps with focus on narrative • show limited knowledge of text • show little or no awareness of genre or period 	<ul style="list-style-type: none"> • identify some simple features of language • show limited understanding of their effects • show little or no awareness of form or structure 	<ul style="list-style-type: none"> • assert personal response • show basic understanding that there are different ways to interpret texts • make some references to meaning of texts
Band 2 11-20	<ul style="list-style-type: none"> • make specific comment on context • make connections between text and context • show awareness of effects of context on responses to text 	<ul style="list-style-type: none"> • indicate some grasp of the nature of literary study • make some appropriate use of literary terms • display some lapses in spelling, punctuation, grammar and sentence structure • show partly clear argument with often limited textual reference 	<ul style="list-style-type: none"> • comment on text, perhaps identifying some limited features • show some knowledge of text • show awareness of text as construct • show understanding of generic or period features 	<ul style="list-style-type: none"> • identify and comment on particular features of language and structure • demonstrate some understanding of their effects • show some awareness of form 	<ul style="list-style-type: none"> • offer some opinions based on personal response • show some understanding of different critical approaches • attempt to examine text's meaning
Band 3 21-30	<ul style="list-style-type: none"> • make specific and detailed comments on context • make detailed connections between text and context • show understanding of effects of context on responses to text 	<ul style="list-style-type: none"> • show knowledge and understanding of the nature of literary study • make appropriate use of literary terms • show generally accurate written expression with few lapses in spelling, punctuation, grammar and sentence structure • show generally clear argument with some appropriate textual reference 	<ul style="list-style-type: none"> • comment on text and its literary features • show knowledge and some understanding of text • examine some generic or period features 	<ul style="list-style-type: none"> • examine in detail a variety of particular features of language and structure • demonstrate an understanding of their individual effects and function • show a clear awareness of form 	<ul style="list-style-type: none"> • shape opinions into consistent argument • show awareness of relevant and varied critical approaches • make a coherent attempt to explore text's meaning
Band 4 31-40	<ul style="list-style-type: none"> • explore relevant contextual factors • examine detailed connections between text and context • assess effects of context on responses to text 	<ul style="list-style-type: none"> • demonstrate proficient knowledge and understanding of the nature of literary study • make appropriate and effective use of literary terms • display generally accurate and fluent written expression • show clear developing argument with appropriate detailed textual reference 	<ul style="list-style-type: none"> • engage with text and explore its literary features • show applied knowledge and understanding of text • examine some generic and period features 	<ul style="list-style-type: none"> • explore the writer's selection of particular features of language and choice of form and structure • demonstrate a detailed understanding of their varied effects and function • consider the writer's purpose in making this selection 	<ul style="list-style-type: none"> • shape opinions and judgements into sustained and consistent argument • show a clear understanding of implications of differing critical approaches • make exploration of text's meaning based on grasp of appropriate detail
Band 5 41-50	<ul style="list-style-type: none"> • analyse relevant contextual factors • make sustained, detailed and productive connections between text and context • analyse and assess effects of context on responses to text 	<ul style="list-style-type: none"> • demonstrate sustained perceptive knowledge and understanding of the nature of literary study • make discriminating and pertinent use of literary terms • display accurate and fluent written expression • show perceptive, cogent argument with clearly directed and detailed use of the text 	<ul style="list-style-type: none"> • comment confidently on text and its literary characteristics • show sustained knowledge and understanding of text • explore and analyse its generic and period generic features 	<ul style="list-style-type: none"> • analyse the writer's use of particular features of language, choice of form and exploitation of structure • demonstrate a detailed understanding of their effects • consider the contribution they make to its meaning 	<ul style="list-style-type: none"> • articulate confident opinions and judgements in sustained and consistent argument • explore significance of differing critical approaches • analyse text's meaning based on confident use of appropriate detail

