

Leave blank

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) ‘In *The Return of the Native*, Hardy shows that fate and coincidence contribute just as much to the tragedy as human errors and wrong decisions.’

Do you agree with this view?

Or:

- (b) ‘Hardy treats his female characters well; he invites us to join him in viewing them with compassion, understanding and even admiration.’

In the light of this statement, examine Hardy’s presentation of the female characters and their situation in the society of the novel.

Q1

(Total 50 marks)

2. SHELLEY: *Frankenstein*

Either:

- (a) ‘Part of the pleasure of reading *Frankenstein* is in sharing the voyage of discovery which all of the main characters have to make.’

In the light of this statement, examine Shelley’s presentation of **two** appropriate characters, clearly showing the effects that their experiences have upon their personal and moral development.

Or:

- (b) ‘Shelley creates a society which is not only shallow and cruel but also benevolent and supportive.’

In the light of this statement, examine Shelley’s presentation of the many different aspects of the society portrayed in the novel.

Q2

(Total 50 marks)



Leave blank

3. AUSTEN: *Emma*

Either:

- (a) ‘Although women appear to be secondary to men in the society of the novel, in fact it is women who have the greater control.’

Do you agree with this view of Austen’s presentation of men and women?

Or:

- (b) ‘Indirectly, and yet always entertainingly, Austen invites her readers to consider the importance of education in its widest sense.’

In the light of this statement, examine Austen’s presentation of ‘education’ in *Emma*.

Q3

(Total 50 marks)

4. DICKENS: *Hard Times*

Either:

- (a) ‘Although *Hard Times* is a powerful condemnation of utilitarianism and industrialisation, it must be remembered that for much of the novel Dickens presents Bounderby and Gradgrind as successful members of society.’

In the light of this statement, examine the function of these two characters as presented by Dickens.

Or:

- (b) ‘In his creation of Coketown, Dickens presents a bleak and joyless environment in which individual human lives have no value.’

Do you agree with this view of the society of the novel?

Q4

(Total 50 marks)



Leave
blank

5. JAMES: *Washington Square*

Either:

- (a) ‘In *Washington Square*, James clearly shows that the tragedy is created because each character wants power and control.’

In the light of this statement, examine James’s presentation of **two or more** appropriate characters.

Or:

- (b) ‘In *Washington Square*, James unsettles his readers by showing the devastating effects of betrayal and manipulation.’

Do you agree with this view?

Q5

(Total 50 marks)



Leave blank

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

- 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)**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

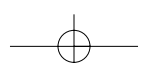
.....

.....

.....

.....

.....



Leave blank

A large rectangular area containing 25 horizontal dotted lines, intended for student writing.



M 2 2 0 2 0 A 0 8 1 2

Leave blank

Area with horizontal dotted lines for writing.





Leave
blank

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

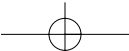
.....

.....

.....

.....

.....



Leave blank

Area containing horizontal dashed lines for writing.

TOTAL FOR PAPER: 50 MARKS

END



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.

