

GCE

Edexcel GCE

English Literature (8180/9180)

6392 Pre-1900 Prose

January 2006

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Mark Scheme (Results)

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

MARK SCHEME - January 2006

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

Each answer should be marked out of 50.

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 must be marked out of 50. The candidate's level of performance in each answer should be assessed first of all by assessing the answer against the indicative content in the specific mark scheme for the AO that is the main focus of the question. The decision on where to place the answer in the mark range shown in the generic marking guide should be confirmed by then assessing the answer against the indicative content for the other targeted AOs. Where all AOs are weighted equally, the candidate's level of performance in 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 on scripts should 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) 'Hardy's characters suffer because the lonely world in which he places them offers little to occupy them, no shared way of life and no sense of community.'

Examine Hardy's presentation of the world of the novel in the light of this statement.

AO5i The question requires candidates to consider the world of the novel. Lower band answers may describe various events while higher band answers may consider the changing world in which new occupations such as engineering provided opportunities for employment whereas traditional occupations such as that of the reddleman were declining. They may comment upon attitudes to industrialisation, to religion, to education and to the environment which for some provided a sense of community while for others emphasised their feelings of isolation. They may also comment upon Hardy's perspective.

AO1 What should distinguish candidates is their ability to define the terms of the statement. Lower band answers may consider only 'lonely world' while higher band answers may also explore 'suffer ... little to occupy ... no shared way of life ... no sense of community.'

AO2i The question should encourage all candidates to range across the text. Lower band answers may narrate while higher band answers may cite a variety of key events and their effects upon specific characters.

AO3 Candidates should consider Hardy's methods and the way in which he structures the novel. Lower band answers may focus upon characters while higher band answers may also consider the reasons why some characters suffer more than others. They may also consider Hardy's use of co-incidence and of fate.

AO4 The statement should enable candidates to explore the different aspects of the novel. Lower band answers may unquestioningly support the proposition while higher band answers may disagree with the statement to some degree as they put forward various opinions which are well-supported by analysis and apt textual references. They may argue that there is indeed a real sense of community and shared history in the society of the novel.

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

- (b) 'Despite the tragedy and grief in *The Return of the Native*, Hardy clearly shows that opportunities for happiness and fulfilment do exist in the novel.'

Do you agree?

- A05i** Candidates should consider the context of the novel. Lower band answers may touch upon the loneliness of the environment while higher band answers may consider the opportunities to travel both at home and abroad, they may cite examples of humour and of merrymaking in the close community of the novel. They may also consider the moral context of the novel, attitudes and values as well as expectations regarding the behaviour of men and women. They may reflect upon Hardy's pessimism with regard to the erosion of traditional values as well as considering his attitude to love and marriage.
- A01** Candidates need to consider the key words in the statement. Lower band answers may consider 'tragedy' and 'happiness' only while higher band answers may explore all of the terms including 'grief ... clearly shows ... opportunities ... fulfilment'.
- A02i** Candidates' knowledge will be demonstrated by their ability to range across the text. Lower band answers may select a couple of events to illustrate their answer while higher band answers may consider characters, events and the complex interrelationships between characters.
- A03** Candidates should consider Hardy's purposes in providing contrasting situations. Lower band answers may describe only while higher band answers may consider the structure of the novel, the use of dialogue and of detailed description such as that of the idyllic marriage of Clym and Eustacia before their relationship deteriorated.
- A04** The question should enable all candidates to compare and contrast characters' responses to various events and situations. Lower band answers may try to fit their examples into one line of argument while higher band answers may provide a more detailed, balanced argument illustrating their close textual knowledge.

2. **SHELLEY:** *Frankenstein*

- (a) 'Am I to be thought the only criminal when all human kind sinned against me?'

In the light of this quotation from the novel, examine Shelley's presentation of justice and injustice in *Frankenstein*.

- A05i** The statement invites candidates to consider the social implications of behaviour both with regard to individuals and collectively. It also should enable them to consider the judicial systems which exist in the various societies of the novel. Lower band answers may briefly touch upon these points while higher band answers may consider the moral and ethical context as well as the reasons for the different responses in places such as Geneva and in Ireland.
- A01** Candidates need to consider carefully all of the key words in the statement as well as the wider meaning of these terms. Lower band answers may gloss over the terms while higher band answers may focus upon 'criminal ... all human kind sinned ... presentation ... justice and injustice'.
- A02i** A key discriminator will be the selection of appropriate material. Lower band answers may narrowly focus upon a few events such as the framing of Justine while higher band answers may range across the entire novel selecting material widely and relevantly.
- A03** Candidates should consider events and behaviour as well as the reasons for characters' reactions and responses to different situations. Lower band answers may confine themselves narrowly while higher band answers may consider Shelley's methods, her use of description and of suspense and her manipulation of the complex structure of the novel.
- A04** The statement is straightforward but should allow candidates to argue effectively. Lower band answers may tend to list certain episodes while higher band answers may consider the different responses perhaps underlining the fallibility of individuals when faced with threatening situations. They may offer a range of opinions and viewpoints while considering justice and injustice in the broadest sense.

2. **SHELLEY:** *Frankenstein*

(b) Frankenstein advises Walton: 'Deduce an apt moral from my tale'.

What moral lessons do you consider Shelley leaves with her readers?

- AO5i** Lower band answers may take a narrative approach perhaps focusing upon characters only while higher band answers may question the morality of society, as well as taking into account ethical and religious perspectives. They may explore Shelley's background and her attitude to the Romantics and to events such as the French Revolution as they consider any didactic elements in the novel. They may also mention education in its widest sense.
- AO1** There are no complex terms in the question; most candidates will be familiar with the context of Frankenstein's exhortation to Walton. Lower band answers may sweep over the few words in the question while higher band answers may focus upon each key word 'moral lessons ... do you consider ... Shelley leaves with her readers'. They may also possibly use the statement from the novel as a springboard upon which to base their ideas.
- AO2i** Knowledge of the text and the ability to select appropriate textual references will be discriminators. Lower band answers may select narrowly while higher band answers may range across the entire novel selecting apt instances with reference to characters and events throughout the time span of the novel.
- AO3** Candidates will need to consider Shelley's purposes, her manipulation of events, of the structure of the novel and her characterisation. Lower band answers may cite a couple of examples while higher band answers may reflect upon the behaviour and points of view of the characters which change in the light of devastating experiences.
- AO4** The question gives a clear directive to candidates allowing them to cite a variety of examples in support of their opinions. Lower band answers may confine themselves to one stance while higher band answers may argue more broadly and more philosophically as they consider the extreme situations in which the main characters are confined and may also touch upon the relationship between Frankenstein and Walton.

3. AUSTEN: *Emma*

- (a) 'In *Emma*, Austen conveys far more to us about appropriate behaviour by means of the male characters than by means of the female characters.'

Do you agree?

A05i Candidates should consider the social structure of the society of the novel. Lower band answers may take a descriptive approach while higher band answers may examine the different attitudes to behaviour with regard to men and women, status, wealth, education and family background. They may comment upon morality, marriage and the effects of nature and nurture as well as upon the premise that one's position in such a rigid society carried responsibilities. They may comment upon Austen's presentation of the close society of Highbury and the effects of gossip and of outsiders.

A01 What will distinguish candidates will be the attention which they pay to key words. Lower band answers may seize upon 'behaviour' only while higher band answers may comment upon 'Austen conveys far more ... appropriate behaviour by means of ... male ... female characters'.

A02 The question should enable candidates to range as widely as possible. Lower band answers may confine themselves to citing one or two episodes involving certain characters while higher band answers may range selectively and appropriately throughout the text as they consider both events and characters' responses to specific episodes.

A03 Candidates should comment upon Austen's style and methods. Lower band answers may focus upon subject matter only while higher band answers may look at Austen's use of satire and humour as well as her use of dialogue, characterisation and the structure of the novel. They may also consider Austen's purposes.

A04 The statement is straightforward and should allow candidates to range as widely as they are able. Lower band answers may agree unquestioningly with the proposition while higher band answers may question the statement as they consider the far-reaching effects of the behaviour of both men and women and the possible reasons why characters act as they do. They may provide various opinions and viewpoints as they produce a balanced, well-argued account, perhaps pointing out that we learn as much about poor behaviour from both sexes.

3. **AUSTEN:** *Emma*

- (b) 'Highbury is a haven of order and harmony with little to excite or upset its inhabitants, yet in it, Austen creates a world of comedy.'

In the light of this statement, examine Austen's presentation of Highbury.

A05i Candidates need to show a clear understanding of the structure of the society of the novel and in particular of the social mores which promote a sense of order and harmony. Lower band answers may gloss over contextual references while higher band answers may consider the relevance of Highbury's being a small town, its geographical position and its proximity to other places visited or mentioned. They may mention Austen's omission of contemporary historical events and her use of events with which she was familiar. They may also consider the effects of the arrival of outsiders.

A01 The definition of the terms of the question will distinguish candidates. Lower band answers may confine themselves to looking at one or two topics while higher band answers may take into account 'haven ... order ... harmony ... little to excite or upset ... creates a world of comedy ... examine ... presentation'.

A02 The question should enable all candidates to range across the text. Lower band answers may provide a broad description of Highbury while higher band answers may demonstrate the relevance of the material selected.

A03 Candidates will need to consider Austen's purpose and methods, her characterisation, her use of satire and the various ways in which she creates comedy as well as in establishing a sense of order. Lower band answers may confine themselves to description while higher band answers may analyse and take into account the structure of the novel.

A04 The statement is straightforward and should allow candidates to argue effectively. Lower band answers may describe Highbury and one or two events while higher band answers may provide a balanced argument in which they show to what extent they agree with the various aspects of the question. Indeed some candidates may effectively question the proposition.

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

- (a) 'Despite the rigid regimes under which natural impulses are crushed, Dickens clearly shows us that even in Coketown individuality can survive.'

Do you agree?

- A05i** Candidates should consider the nature of the society of the novel. Lower band answers may take a narrow view possibly focusing upon the first few chapters of the novel while higher band answers may consider the mechanistic background of Coketown, the nature of the rigid regimes, the effects of hardship, of poverty and of the education system, the utilitarian philosophy, the loss of faith and the class divide. They may comment for example on the use of the libraries and on the popularity of entertainments such as the circus.
- A01** The definition of the terms of the question will distinguish candidates. Lower band answers may focus upon describing various characters while higher band answers may consider 'Despite ... rigid regimes ... natural impulses ... crushed ... even in Coketown ... individuality ... survive'.
- A02** The statement should enable all candidates to range widely across the text. Lower band answers may confine themselves to providing character sketches while higher band answers may consider character development and the effects of differing relationships and of the variety of situations.
- A03** Candidates need to consider Dickens's purposes and methods of characterisation, his use of dialogue and of key events in the lives of the characters. Lower band answers may narrate or describe only while higher band answers may analyse carefully and take into account the structure of the novel as well as Dickens's use of satire and his specific intentions.
- A04** The statement should clearly direct candidates regarding their selection and treatment of characters. Lower band answers may force their characters into a mould while higher band answers may provide a detailed, balanced argument in which they illustrate the degree of individuality which can survive under such pressure and the reasons for this. Some candidates may well effectively dispute the statement.

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

- (b) 'The factories, schools and churches in Dickens's Coketown oppress the inhabitants just as much as the cruelty in the human heart.'

How do you as a reader respond to this comment on the novel?

- A05i** Candidates are firmly directed to consider the nature of the society of the novel and the institutions which form a background to and an influence upon the ways in which characters behave. Lower band answers may sweep over these issues while higher band answers may consider the structure of the industrial society, the class divide and the division of wealth, the gulf between masters and men, the education system, utilitarianism and the ineffectiveness of religion. They may also consider Dickens's purposes and attitudes.
- A01** Candidates should experience no problems in understanding the terms of the question. Lower band answers may touch upon one or two aspects of the statement while higher band answers may consider the ways in which people are oppressed and the effects of the three institutions cited as well as showing what they understand by the phrase 'cruelty in the human heart'.
- A02** The question should inspire candidates to range across the entire text. Lower band answers may take a narrow approach while higher band answers may range widely and selectively, giving apt detailed textual references.
- A03** Candidates should consider Dickens's purposes, his methods, his use of satire and of language to create character and setting. Lower band answers may gloss over these areas while higher band answers may analyse effectively, considering dialogue, descriptions of behaviour and of events as well as reflecting upon the structure of the novel.
- A04** The statement is contentious enough to stimulate a lively argument. Lower band answers may agree with the proposition without question while higher band answers may write cogently and discursively providing reasoned opinions and different points of view. They may well argue that it is man's inhumanity which is at the heart of the problems in Coketown. Conversely, they may show that the behaviour of the benevolent characters successfully redresses the balance.

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

- (a) 'In *Washington Square*, James portrays family life as reflective of a destructive and cruel society.'

Does this view fit with your reading of the novel?

A05i The question requires candidates to consider the structure of the society of the novel which was set in a thriving economy and in a time of change. Lower band answers may sweep over contextual issues while higher band answers may consider American society of the period, paying attention to social class, wealth, marriage and expected standards of behaviour. They may also consider James's purpose in portraying a variety of families, describing some in far more detail to suit his purposes and his point of view.

A01 What should distinguish candidates is the definition of terms in the statement. Lower band answers may only consider 'family life' while higher band answers may focus upon this area as well as upon 'portrays ... reflective ... destructive ... cruel society'.

A02 Candidates' selection of material will be a key discriminator here. Lower band answers may generalise and narrate while higher band answers may range widely, providing detailed specific and appropriate textual references.

A03 Candidates will need to consider James's style, his use of satire and his methods of characterisation. Lower band answers may focus upon subject matter while higher band answers may examine the descriptions of behaviour and events, the use of dialogue and the manner in which characters are shown to interact and to develop, especially in the light of the intrusion of outsiders.

A04 The statement is straightforward, allowing candidates to argue as effectively as they are able. Lower band answers may accept the statement without question while higher band answers may challenge the proposition, possibly arguing that there are examples of happy families albeit that they are not James's main subject. They may comment upon what constitutes a family and consider the absence of a parent such as Catherine's mother, illustrating the repercussions of her death upon the rest of the family.

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

- (b) 'In the world James creates in *Washington Square*, possessions are more important than people.'

Do you agree?

A05i Candidates will need to consider the nature of the society of the novel, the emphasis upon wealth and status and the changes wrought in the rapidly changing world with its booming economy and its focus upon display. Lower band candidates may gloss over this contextual aspect while higher band answers may comment upon the house in Washington Square, the reference to inheritance and to marriage as a means of raising status as well as of increasing financial viability. They may also reflect upon the morality of the society which sets such store by conspicuous consumption.

A01 Candidates will need to consider the terms of the statement. Lower band answers may narrate and describe while higher band answers may explore the extent to which possessions, whatever they are, can be shown to be more important than the characters in the novel.

A02 Knowledge of the text and the ability to select appropriately will be discriminators here. Lower band answers may provide character studies while higher band answers may consider key events and the subsequent changes in relationships possibly engendered by attitudes to possessions.

A03 Candidates need to consider James's methods of characterisation, his style, his use of satire and his purposes. Lower band answers may focus upon subject matter while higher band answers may consider the use of dialogue, the description of behaviour and events and the manner in which characters are shown to develop.

A04 The statement is straightforward and should enable candidates to argue as effectively as they are able. Lower band answers may accept the statement unquestioningly while higher band answers may challenge the proposition, arguing that it is not so much 'possessions' which are more important but rather the supremacy of one character over another.

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

