

GCE

Edexcel GCE

English Literature (8180) 6392

June 2006

advancing learning. changing lives

Mark Scheme

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

MARK SCHEME - June 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. Use ticks in the body of the script for such points. They will help you in looking over an answer to reach your mark for it.
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. Every answer must contain clear annotation that demonstrates in what ways the assessment objectives have been met.
5. The final remarks on scripts must include detailed summative comments.
6. Use the full range of available marks, particularly in the top bands.
7. Every page must show evidence that it has been marked: should you find nothing to comment on, please tick/initial the page to show that it has been read.
8. Mark in red.

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

- (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?

A05i The contextual areas are those which deal with the topic of tragedy, linked to 'human errors' and set against 'fate and coincidence'. It is likely that lower band answers will rely on a catalogue of errors and decisions, or perhaps of identification and explanation of incidences of 'fate and coincidence'. Higher band answers should address and engage with the concept of 'tragedy', not as a generic term, but as the a fundamental part of the way in Hardy is exploring how human beings exist in a perhaps indifferent world, by exploiting and manipulating the characters he has created in this particular time and place.

A01 What should distinguish candidates is their ability to define the terms of the statement. Lower band answers may consider only part of the question while higher band answers may give equal weight to 'Fate ... co-incidence ... tragedy ... human errors ... wrong decisions'.

A02i The question should provide sufficient opportunity for candidates to range across the text. Lower band answers may narrate generally while higher band answers may range more widely citing key events to illustrate their argument.

A03 Candidates will need to consider Hardy's methods and the way he uses events to structure the novel and to provide a credible background to the story. Lower band answers may focus upon characters while higher band answers are more likely to consider why events unfold as they do and the way in which Hardy uses devices such as co-incidence to maintain the reader's interest.

A04 The statement should enable candidates to explore the different aspects of the novel effectively. Lower band answers may agree unquestioningly while higher band answers may put forward a variety of opinions well-supported by analysis and apt textual references. They may say that Hardy's use of fate and coincidence makes the plot creak at times. Similarly they may argue that there are other issues which contribute just as much to tragedy.

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

- (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.

A05i The central contextual concern here is gender, with a focus on women's role within the created 'society' of the novel. Lower band answers are likely to offer some comment which is very much character based, possibly contrasting different female characters in the novel, and describing their fates, with perhaps some limited comment on how the reader might respond to them. Higher band answers should engage with the idea of Hardy's own inferred attitudes to his female characters, which by extension might suggest his views on women's lives in the world outside the text. They should move beyond a description of women in the novel, how they are regarded and what happens to them, into an analysis of the effects of the ways in which they are presented, what impact that might have on the reader and what it might suggest about Hardy's own views.

A01 Candidates need to consider key words such as 'treats well ... invites us ... compassion, understanding and admiration'. Lower band answers may gloss over these words producing character sketches only while higher band answers may consider each aspect in detail.

A02i It should be easy to assess candidates' knowledge by their ability to range across the text as they examine the presentation of the characters. Lower band answers may focus upon events while higher band answers may consider character development and the effects of different relationships.

A03 Candidates will need to consider Hardy's purposes and methods of characterisation, his use of dialogue and of key events in the lives of the characters. 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 should clearly direct candidates regarding the way in which they should consider the female characters. Lower band answers may describe only while higher band answers may provide a more detailed balanced argument possibly showing that they disagree with the proposition with reference to certain characters. They may also challenge the idea that Hardy views all of his female characters as is suggested in the statement.

2. SHELLEY: *Frankenstein*

- (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.

- AO5i** The key contextual term here is 'moral development'. Lower band answers are likely to address the 'personal', and give an account of two characters, with reference to what happens to them in the novel, with perhaps some brief comment on what they learn about themselves, which might have some implicit relevance to morality. Higher band answers should engage fully with the concept of 'moral development', subjecting the idea to scrutiny, and linking it to Shelley's methods of presentation, so that they reflect on Shelley's own possible attitudes as revealed by her characterisation. They may well make distinctions and between 'personal' and moral', and might explore the possible relationships between them.
- AO1** Candidates need to consider carefully all of the key terms in the question. Lower band answers may provide character sketches only, while higher band answers may focus upon the terms in the statement 'Part of the pleasure...sharing the voyage of discovery' as well as the direction in the instruction 'examine ... presentation ... effects ... experiences ... development'.
- AO2i** A key discriminator will be the selection of appropriate characters and material. Lower band answers may focus upon the characters only while higher band answers may range across the entire novel selecting material relevantly in order to illustrate their answer fully.
- AO3** Candidates should consider events and behaviour as well as the reasons for characters' reactions and responses to different events and situations. Lower band answers may confine themselves to a few events while higher band answers may consider Shelley's methods and purposes, her use of description and her ability to create credible characters as well as her manipulation of the complex structure of the novel.
- AO4** The statement is straightforward and should allow candidates to argue effectively. There is sufficient guidance to remind them that character sketches only will not provide a good answer to the question. Lower band answers may cite stock episodes while higher band answers may show an awareness of the chosen characters as constructs and may examine the reasons why they behave as they do in various situations. They may offer a range of viewpoints showing the changes that occur in the characters through time and differing circumstances.

2. SHELLEY: *Frankenstein*

- (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.

- A05i** The 'society' within the novel and the values which underlie it are the contextual factors here. Lower band answers are likely to give an account of relationships within the novel, with a limited concept of what a created 'society' might involve. They might well refer to 'cruel' actions and contrast them to 'benevolent' ones. Higher band answers should look more closely at what Shelley herself might be suggesting about the values within the society she presents, and respond more directly to 'different aspects' which might well be interpreted as not merely referring to a range of characters, but to Shelley's deliberate manipulation of character and setting in order to explore societal values and attitudes.
- A01** Candidates need to consider specific key words. Lower band answers may make a broad sweep while higher band answers may well take note of 'shallow ... cruel ... benevolent ... supportive ... presentation ... different aspects'.
- A02i** Selection of appropriate material is important. Lower band answers may touch upon a few events while higher band answers may range widely across the entire novel covering all aspects of the question.
- A03** Candidates need to consider both events and behaviour of individuals as well as that of society in general. Lower band answers may focus upon a narrow area while higher band answers may consider Shelley's methods and purposes, her characterisation, her creation of so many different environments and her use of such a complex narrative structure.
- A04** The statement is clear and should enable candidates to show their knowledge and understanding effectively. Lower band answers may list certain episodes while higher band answers may consider the different responses perhaps examining the fallibility of individuals when faced with extreme often threatening circumstances. They may offer a range of opinions perhaps suggesting that the society of the novel is extremely complex and not easy to categorise.

3. AUSTEN: *Emma*

- (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?

AO5i Key here are the issues of gender and power within the novel. Lower band answers are likely to describe the characters and actions of a number of male and female characters, with perhaps some comment on 'control' which is likely to be interpreted in personal terms. Higher band answers should engage with the idea that Austen is analysing a society in which gender roles are assigned and perhaps challenged, picking up on the word 'appear', and reflecting on the implications of 'secondary'. They are more likely than lower band answers to explore Austen's methods, in particular her manipulation of plot, and her ironic voice, in order to infer what her own values and attitudes might be.

AO1 What will distinguish candidates will be the attention paid to the key words in the question. Lower band answers may focus almost entirely upon Emma while higher band answers may consider 'appear to be secondary ... in fact ... greater control'.

AO2 The question invites candidates to range as widely as possible. Lower band answers may confine themselves to describing or to producing character sketches while higher band answers may range selectively and appropriately across the entire text.

AO3 Candidates will fulfil the requirements of this AO by the way in which they comment upon Austen's style. Lower band answers may focus upon characters while higher band answers may consider Austen's satirical purposes, her methods of characterisation and her use of dialogue as well as upon the structure of the novel.

AO4 The statement is possibly contentious enough to provide room for a wide range of opinions. Lower band answers may agree with the proposition unquestioningly while higher band answers may question what is said while analysing carefully and arguing effectively. They may well consider that the balance of power is equal overall with neither sex having the greater control. What is crucial is that they support their ideas with detailed textual references.

3. AUSTEN: *Emma*

- (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*.

- A05i** The contextual issues here are 'education', and its 'importance'. 'In its widest sense' suggests to candidates that they will need to engage with the concept of 'education', and not to define it in more restricted terms. Lower band answers are likely to rely on accounts of some aspects of what they interpret as education, such as Emma's patronage of Harriet, Jane as governess, or Mr Knightley's 'guidance' of Emma, thus giving some response to 'indirectly'. Higher band answers should have more focus on 'importance' with an attempt to define what that might be, whether in terms of Austen's presentation of Highbury, or as revealing Austen's own possible attitudes, as she creates and manipulates character and plot. 'Indirectly' might well be read by higher band answers as suggesting some response to the ironic narrative voice.
- A01** Candidates need to consider the key words in the question. Lower band answers may comment upon only one or two aspects while higher band answers may consider 'Indirectly ... entertainingly ... invites ... education ... widest sense ... presentation'.
- A02** The question should enable candidates to range across the novel. Lower band answers may confine themselves to citing one or two episodes while higher band answers may range selectively and appropriately throughout the text.
- A03** Candidates should be led to consider Austen's use of satire, her characterisation and the way in which she structures the novel. Lower band answers may focus upon subject matter while higher band answers may consider tone, dialogue and authorial control. They may also consider Austen's purposes and her effective use of comedy.
- A04** The statement is straightforward allowing candidates to argue as widely as they are able. Lower band answers may confine themselves to description while higher band answers may write cogently and effectively as they argue convincingly regarding the different types of education and Austen's ability to present her views entertainingly. They may consider that Austen crucially focuses upon how the characters learn from their experiences as well as how she enables her readers to learn about the society which she creates.

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

- (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.

- A05i** The central contextual issues here are Dickens's attitudes to 'utilitarianism and industrialisation' in the light of his presentation of the characters of Bounderby and Gradgrind. The word 'condemnation' is a strong prompt to reflect on what attitudes and values Dickens is attacking within the novel. Lower band answers might well make an account of the characters of Bounderby and Gradgrind their main focus, with some comment on their 'success' in the society Dickens creates and presents in the novel. Higher band answers should engage with the word 'function', linking this to the ways in which Dickens's own attitudes and values might be revealed within the text. They will need to understand and engage with the concepts of 'utilitarianism and industrialisation', perhaps drawing relevantly on historical knowledge, and reflect on the varied ways in which Dickens presents and manipulates the two named characters, and their possible impact on the reader.
- A01** Careful consideration of the key terms of all aspects of the question will distinguish candidates. Lower band answers may describe the two men while higher band answers may examine the terms 'Although ... powerful condemnation ... utilitarianism and industrialisation ... for much of the novel ... successful members of society ... purposes'.
- A02** The statement invites candidates to range widely across the text. Lower band answers may describe the early part of the novel while higher band answers may consider character changes and developments and the effects upon the two men of other characters and circumstances.
- 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 and describe only while higher band answers may analyse carefully taking into account the structure of the novel as well as Dickens's use of satire and his didactic approach.
- A04** The statement should clearly direct candidates regarding their selection of material with regard to the characters. Lower band answers may narrate and describe while higher band answers may provide detailed, balanced arguments in which they show why Dickens allows the men to succeed. Some may argue that despite Bounderby's eventually dying in the street he nevertheless, unlike Gradgrind, had, to some degree, a successful career despite his being a liar and a hard-hearted industrialist.

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

- (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?

- A05i** The central contextual issue here is the interplay of human lives and the created 'environment' in which they are presented: in effect, what should be the role and 'value' of an individual within a wider society. Lower band answers are likely to give accounts of 'individual' characters, such as Stephen Blackpool, with perhaps reference to the 'Hands', as exemplifying loss of humanity. Their probable focus is the bleakness and joylessness of these characters' lives. Higher band answers should engage with the concept of 'value', with some reflection on what this might imply, and some response to Dickens contrast of individual and society and what this might suggest of his own attitudes and values.
- A01** The definition of the terms of the question are important. Lower band answers may narrate and describe while higher band answers may consider the key words 'his creation ... presents ... bleak ... joyless'.
- A02** The statement should encourage candidates to range across the text. Lower band answers may take a narrow approach while higher band answers may provide detailed specific and appropriate textual references.
- A03** Candidates should consider Dickens's purposes, his methods, his use of satire and of language to create characters and settings. Lower band answers may gloss over these areas while higher band answers may analyse effectively considering the structure of the novel and the overall message.
- A04** The statement in the question is contentious enough to provide room for a range of opinions. Lower band answers may agree with the statement unquestioningly while higher band answers may argue that there is indeed hope in the form of the innate goodness of certain characters, that faith in the individual to overcome against the odds is shown despite the sacrificing of characters such as Blackpool who in turn displays faith in a better world in the afterlife. They may also touch upon the charitable nature of individuals and groups such as the circus members. All points of view can be considered as valid so long as the arguments are supported by apt textual references.

5. JAMES: *Washington Square*

- (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.

- A05i** The central contextual area here is the idea of 'tragedy' and its links to 'power and control'. Lower band answers may well give an account of what happens to Catherine, assuming that this is the 'tragedy' referred to in the question. They are likely to include some description of the ways that she is treated by other characters, choosing Dr Sloper or Morris as their second 'character'. Higher band answers should look more closely at the key terms 'power and control', and reflect on how James might be exploring these in the novel. They might see power in terms of father/daughter, or female/male, but they should make clear the terms of their discussion. They should engage with and reflect upon James's own attitudes, as revealed or suggested by his presentation of character and plot.
- A01** Candidates will need to consider the terms in the statement as well as the chosen characters. Lower band answers may narrate and describe while higher band answers may focus upon 'tragedy ... power and control ... presentation'.
- A02** Knowledge of the text and the ability to select appropriately will be discriminators here. Lower band answers may confine themselves to providing character sketches while higher band answers may consider events and the actions of various characters and their contribution to what takes place.
- A03** Candidates will need to consider the type of novel as well as James's stance as omniscient narrator. Lower band answers may describe while higher band answers may consider the points of view of various characters, the effects of their behaviour and their success or failure in achieving their goal. They may consider characterisation, the use of dialogue and the ways in which characters are shown to develop.
- A04** The statement is straightforward and should enable candidates to produce a wide-ranging, balanced argument. Lower band answers may accept the proposition without question while higher band answers may provide a more balanced argument perhaps challenging the proposition especially with regard to whether or not 'each character' wants power and control. They may deliberate upon the different types of power and control sought by different characters.

5. JAMES: *Washington Square*

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

Do you agree with this view?

- A05i** The contextual issue here is the nature of 'betrayal and manipulation' which in the text has a particular focus and situation. But candidates are invited to debate and assess the wider impact of James's 'showing the devastating effects' within his novel. Lower band answers are likely to rely on an account of what happens to Catherine, and of the relationship between her and her father, and her and Morris, with perhaps reference to the actions of Mrs Penniman, for example. Higher band answers should broaden their terms of reference, defining their terms, with some response to James's presentation and characterisation and what that might imply about the writer's own attitudes, and the impact on the reader, prompted also by 'unsettles'.
- A01** Candidates should have no difficulty in understanding the terms of the question. Lower band answers may take a general view while higher band answers may consider 'unsettles ... readers ... past ... present ... devastating ... effects ... betrayal ... manipulation'.
- A02** The statement should provide sufficient inspiration for candidates to range widely across the text. Lower band answers may take a narrow, assertive approach while higher band answers may select carefully supporting their ideas with detailed textual references.
- A03** Candidates should consider James's purposes, his methods and his use of language as well as his position as omniscient author. Lower band answers may gloss over these areas while higher band answers may analyse carefully considering his manipulation of his characters and of his readers.
- A04** The statement is straightforward and should enable candidates to argue as effectively as possible. Lower band answers may narrate and describe while higher band answers may provide a detailed, balanced argument possibly challenging the idea that the reader is unsettled by events. They may argue that all characters are subjected to some degree to the damaging effects of betrayal and manipulation.

Literature Assessment Objectives for Unit 2

| 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 |

