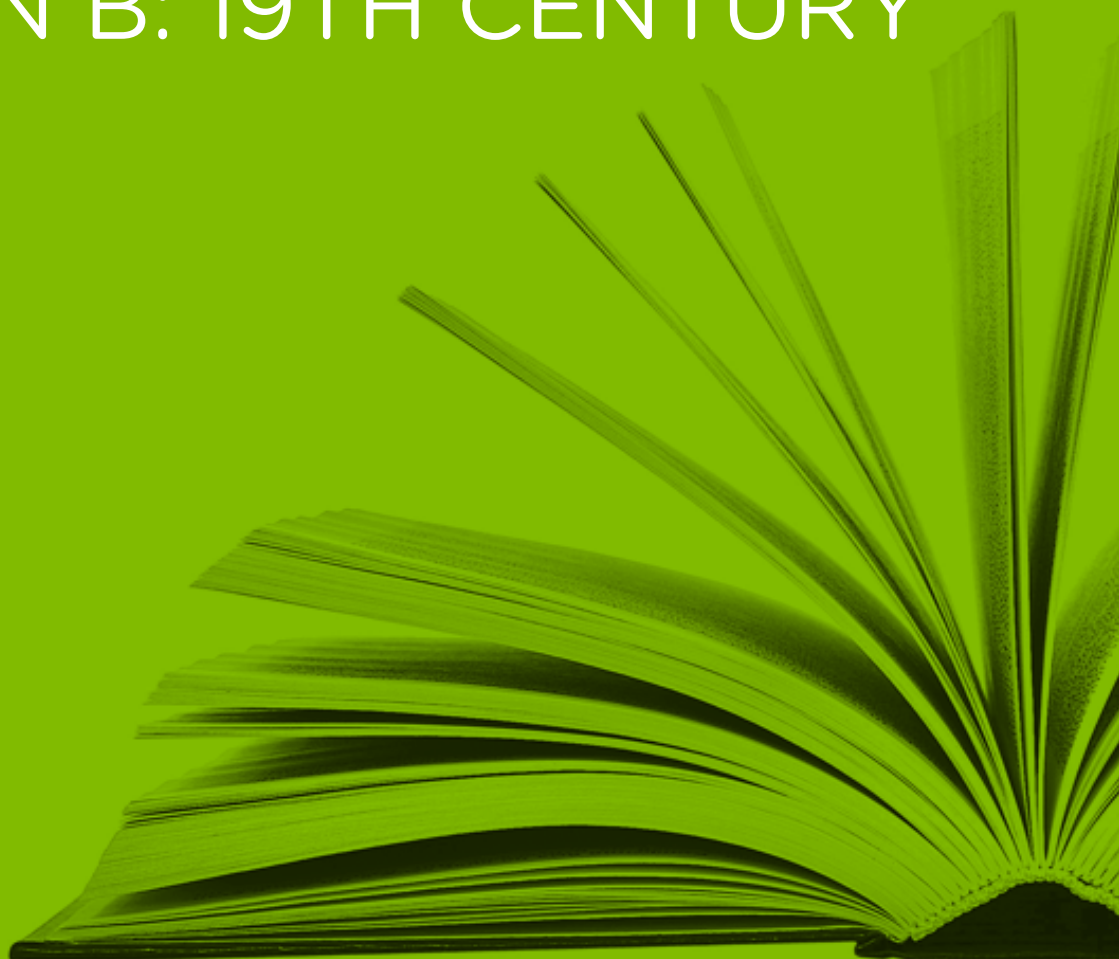


GCSE

WJEC Eduqas GCSE in
ENGLISH LITERATURE

ACCREDITED BY OFQUAL

COMPONENT 2
SECTION B: 19TH CENTURY
PROSE



COMPONENT 2, SECTION B: 19TH CENTURY PROSE

<u>The 19th Century Novel</u>	Factors to consider and guidelines for approaching questions based on 19 th century novels.
<u>Example 19th Century Prose Question</u>	An example prose question based on an extract from <i>A Christmas Carol</i> by Charles Dickens.
<u>Example 19th Century Prose Question Mark Scheme</u>	The specific Assessment Objectives, Mark Scheme and Indicative Content for the prose question based on an extract from <i>A Christmas Carol</i> by Charles Dickens.
<u>Example 19th Century Prose Question Responses</u>	Two example responses to the prose question based on an extract from <i>A Christmas Carol</i> by Charles Dickens. Also including examiner's comments.

The 19th Century Novel

Key Points:

- Learners not only have to write about the extract on which the essay is based and the rest of the novel, but also need to show their understanding of the relationships between the novel and the context in which it was written.
- Learners should ensure that anything they write about context applies specifically to the novel in question: writing a biography of the author will waste valuable time unless it's directly relevant to the text.
- Everything the learner writes must stem from their knowledge and understanding of the novel, and so having separate sections on its contexts will inevitably result in a loss of focus on the question.

AMPLIFICATION FOR TEACHING



Factors to consider:

- Apart from details about the author (if relevant), context may also include reference to when and where the novel is set, particularly worth bearing in mind if the novel spans a wide time frame (e.g. *Silas Marner*) and if key events take place in very different locations.
- Learners should also bear in mind the type of novel it is and how different audiences may respond to it.
- You should emphasise to learners that the 19th century was a time of huge change and that it is worth finding out how the times in which the novel is set, and written, may have had an impact on the narrative and the way the novel is written.
- When writing a response on the 19th century novel in an exam, learners should be aware of any references to the contexts of the novel in the extract. In their planning learners should think about how they could widen their discussion of contextual features to other points in the text where it is evident.
- Remind learners to focus on the question **throughout** their answer.

ADDITIONAL RESOURCES

[Specimen Assessment Materials](#)

EXAMPLES OF QUESTIONS IN COMPONENT 2

Here are examples of our sample tasks taken from our full set of SAMs, which can be accessed from the **additional resources** section below.

COMPONENT 2: SECTION B

19th Century Prose, *A Christmas Carol*

You are advised to spend about 45 minutes on this question.

You should use **the extract from the novel** and your knowledge of the whole novel to answer this question.

Write about Scrooge and the way he changes throughout the novel.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel
- refer to the contexts of the novel

[40]



Select the image (left) for the Mark Scheme for this question.



Select the image (left) for the Indicative Content for this question.

ADDITIONAL RESOURCES

[Specimen Assessment Materials](#)

EXAMPLES OF QUESTIONS IN COMPONENT 2

Oh! but he was a tight-fisted hand at the grindstone, Scrooge! A squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog-days; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, nor wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often 'came down' handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, 'My dear Scrooge, how are you? When will you come to see me?' No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blindmen's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, 'no eye at all is better than an evil eye, dark master!'

But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call 'nuts' to Scrooge.

ADDITIONAL RESOURCES

[Specimen Assessment Materials](#)

EXAMPLES OF QUESTIONS IN COMPONENT 2 – MARK SCHEME

Here you will find the Assessment Objectives for the example 19th Century Prose question, based on an extract from *A Christmas Carol* (taken from our full set of Specimen Assessment Materials, which can be accessed from the **additional resources** section below).

ASSESSMENT OBJECTIVE	DESCRIPTION
AO1:1a	Read, understand and respond to texts to maintain a critical style.
AO1:1b	Read, understand and respond to texts to develop an informed personal response.
AO1:2	Use textual references, including quotations, to support and illustrate interpretations.
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.



Select the image (left) for the Mark Scheme for this question.



Select the image (left) for the Indicative Content for this question.

ADDITIONAL RESOURCES

[Specimen Assessment Materials](#)

EXAMPLES OF QUESTIONS IN COMPONENT 2 – MARK SCHEME

Here you will find the Mark Scheme for the **example 19th Century Prose question, based on an extract from *A Christmas Carol*** (taken from our full set of **Specimen Assessment Materials**).

AO1, AO2 and AO3 are equally weighted in this question.

BAND	AO1: 1a+b, AO1:2	AO2	AO3
5 33–40 marks	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the extract and wider text critically; show a perceptive understanding of the extract and wider text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the extract and wider text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.	Candidates: show an assured understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
4 25–32 marks	Candidates: sustain focus on the task, convey ideas with considerable coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the extract and wider text, with considerable engagement; support and justify their responses by well-chosen direct reference to the extract and wider text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.	Candidates: show a secure understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
3 17–24 marks	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the extract and wider text, with engagement; support and justify their responses by appropriate direct reference to the extract and wider text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.	Candidates: show an understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
2 9–16 marks	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of some key aspects of the extract and wider text, with some engagement; support and justify their responses by some direct reference to the extract and wider text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.	Candidates: show some understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
1 1–8 marks	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the extract and wider text, with a little engagement; may support and justify their responses by some general reference to the extract and wider text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	Candidates: show limited understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
0 marks	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.

EXAMPLES OF QUESTIONS IN COMPONENT 2 – MARK SCHEME

Here you will find Indicative Content for the **example 19th Century Prose question, based on an extract from *A Christmas Carol*** (taken from our full set of **Specimen Assessment Materials**). **This is not a checklist. Please reward valid alternatives.**

COMPONENT 2: SECTION B

19th Century Prose, *A Christmas Carol* (1 of 2)

Responses may include:

AO1

- An overview of how Scrooge changes throughout the novel
- Comments on how he shuns other people as well as driving them away with the cold elements of his appearance and nature in the extract and the beginning of the novel
- Marley's initial visit
- The visitation of the ghosts
- The range of events witnessed by Scrooge during the visitations and how these lead him to change
- The effect of other characters such as Tiny Tim, Belle, Fezziwig and Fred on Scrooge

AO2

- Comments on Dickens' use of language in the extract and the novel
- Scrooge's initial description in the extract, e.g. imagery such as 'solitary as an oyster' to demonstrate the closed nature of his character at this point
- The imagery of cold and wintry weather, for example, 'No wind that blew was bitterer than he' and how this contrasts with how he is described later in the novel
- The hyperbolic nature of his initial description in the extract, for example in the opening long list of adjectives
- How Dickens' initial description in the extract is contrasted with Scrooge as he appears later and at the end of the novel, e.g. his role, as a 'second father' to Tiny Tim, and 'as a good friend, as good a master, and as good a man as the good old city knew'



Select the image (left) for the extract from the example question.



Select the image (left) for the Mark Scheme for this question.

EXAMPLES OF QUESTIONS IN COMPONENT 2 – MARK SCHEME

Here you will find Indicative Content for the **example 19th Century Prose question, based on an extract from *A Christmas Carol*** (taken from our full set of **Specimen Assessment Materials**).

This is not a checklist. Please reward valid alternatives.

COMPONENT 2: SECTION B

19th Century Prose, *A Christmas Carol* (2 of 2)

Responses may include:

AO3

- Reference to the period in which the novel is set and its significance to the changing nature of Scrooge's character. For example, the importance of poverty and charity in nineteenth century London
- Scrooge's initial character and desire to be solitary as an avoidance of social responsibility, further highlighted by his comments such as, 'Are there no prisons, are there no workhouses?'
- His later despair at the appearance of Ignorance and Want at the end of Stave Three leading him to ask 'Have they no refuge or resource?'
- Discussion of the nature of Scrooge's change and his eventual use of money for good to alleviate some problems of his contemporary world, perhaps in order to save himself too
- Comments on redemption and religious responsibilities



Select the image (left) for the extract from the example question.



Select the image (left) for the Mark Scheme for this question.

ADDITIONAL RESOURCES

[Specimen Assessment Materials](#)

EXAMPLE ANSWERS AND EXAMINER COMMENTS FOR QUESTIONS IN COMPONENT 2

A Christmas Carol, Example Answer 1:

Scrooge changes through out the book starts off mean but then he gets nicer.¹

Before the spirits he is mean miserable and grumpy I know this because he doesn't have any friends and cruel to his workers because he has lots of money but makes his workers work in the cold instead of paying for some coal.²

When the ghost of Marley shows up he is suprised then asks him questions and begs it for mercy because he is sacred of the ghost. The ghost is covered in chains. When the spirit of Christmas Past arrives and shows him Scrooge starts to feel sorry for himself and has feelings towards his younger self and he shows him when he picked money rather than the girl and she says that 'this money has changed you.'³

At Fezzywigs party⁴ he is sharing a good time just looking at his past until when they start making fun of him.

Christmas Present is a little like Father Christmas because he is happy but then he shows Bob Cratchets house and Tiny Tim isn't very well and Scrooge asks about him but the ghost replies "I see an empty chair at the table" reffering to Tiny Tim because he is dying if nothing is done about it Tiny Tim will die. But the ghost goes back to what Scrooge said at the beggining of the book "Decrease the cirplus population" but Scrooge regrets saying those words because he wants Tiny Tim to live on.

The ghost of Christmas future doesn't speak he just points to let Scrooge figure it out. He is scared of the ghost because he said "I fear of you the most spirit" he shows Scrooge is afraid of the future because he knows Tiny Tim is going to die as himself.⁵

After the spirits go Scrooge is very generous by donating to the charity men and he gave the Cratchets a big turkey.⁶

¹ Some focus on the question, but a bit general. Can you think of a better opening?

² General reference to the text. Can you find a short quotation to prove this point?

³ Some understanding and engagement, but could be more specific. Rewrite this paragraph using more direct reference to the events referred to (the name of "the girl" would be a good start!)

⁴ More specific reference here, although it could be developed further.

⁵ Some understanding of key parts of the text.

⁶ Specific direct reference, though underdeveloped. Try extending this paragraph with more detail and closer reference to the question.

Examiner's Comments:

Whilst it is clear that this candidate knows the story of the novel in general terms, there is no specific reference made to the extract, or to the context of the novel. This means that for AO2 and AO3, the response is in Band 1. The knowledge shown, for AO1, lifts the response into the lower part of AO2 overall.

Identify parts of the response where the candidate could have made some clear references to AO2 and AO3, and therefore achieved a higher mark.

ADDITIONAL RESOURCES

[Specimen Assessment Materials](#)

EXAMPLE ANSWERS AND EXAMINER COMMENTS FOR QUESTIONS IN COMPONENT 2

A Christmas Carol, Example Answer 2:

The extract is taken from the start of the novel, overall Scrooge is shown as being 'tight-fisted', greedy, selfish and self-centred.¹ The phrase 'the cold within him' emphasises how cold-hearted and cruel he is to others and the complete 'cold' tone he gives out. The word 'nobody' is repeated throughout this extract showing that through his 'tight-fisted' actions and ways of living, he has become isolated and a reject of society.² Chapter 1 reinforces the overall message of the extract.

Fred is turned away when visiting Scrooge at his counting house, even though Fred is Scrooge's only family member left, he is reluctant to have anything to do with him. Scrooge turns his nephew, who is full of Christmas spirit, away because he doesn't see how he can be happy when he is poor linking with the themes of poverty and family.³ In Chapter 1, we see Scrooge as an overall selfish, greedy and isolated man who doesn't seem to want to be disturbed. Marley the ghost shocks Scrooge by showing him what will happen if he doesn't change his ways.

In Chapter 2, Scrooge is filled with regret after the ghost of Christmas past shows Belle and how happy she was with her family, making him feel guilty and regretting his attitude towards her because he parted with her because of his money obsession. During Chapter 3 we see him taken into a room with the ghost of Christmas present. Under his gown, the children of "Ignorance" and "Greed" are seen. These are used to shock Scrooge into changing by seeing something so innocent and pure (children) be used in such a cruel way and to represent something so sinister, society's bad qualities.⁴ He also sees the Cratchit household enjoying Christmas even though they're living under poverty.⁵ In Chapters 2 and 3, Scrooge is taken through an emotional journey and we start to see him weaker and break towards the ghosts, pleading and asking which is a contrast compared to his demanding "who and what are you?" at the start.⁶

In Chapter 4, the ghost of Christmas yet-to-come shocks Scrooge into a recurring theme of redemption.⁷ He sees businessman and people in the streets disrespecting this "dead man." Scrooge is in shock when realising that this man is in fact him in the future. To add to the shock and motivation to change, Scrooge sees that Tiny Tim has died and is notified that this is what will happen if no change is made. This makes Scrooge feel emotional towards the matter and also guilty because he feels that he is responsible due to his greed and selfishness towards his wealth and not sharing money, linking to context because the whole point of Christmas is about 'giving'.⁸

¹ Sensible focus on the extract to start off the response.

² Some reference to the writer's use of language and its effects. Can you see other words and phrases in the extract that could have been focused on here?

³ Apt reference to a key event in the text, with some understanding of context. Can you explain the point about "family and poverty" in a bit more detail, to show more understanding of the context (for AO3)?

⁴ Some discussion of the writer's use of language and its effects, as well as of the novel's context.

⁵ A good point, though it could be developed. Can you find some specific details from the text to back up this point?

⁶ Thoughtful discussion of how Scrooge is changing - so sustaining focus on the question. Some appreciation of structure with the reference to the contrast.

⁷ Succinct overview, backed up by the following details from the text.

⁸ Reference to context (AO3).

Continued on next page

ADDITIONAL RESOURCES

[Specimen Assessment Materials](#)

EXAMPLE ANSWERS AND EXAMINER COMMENTS FOR QUESTIONS IN COMPONENT 2

A Christmas Carol, Example Answer 2 (continued):

in this chapter, we begin to see Scrooge open up emotionally and feel the need to redeem himself. By saying “this is a fearful place, in leaving it, I shall not leave its lesson” shows us that Scrooge has changed mentally and wants to physically make a change so that this future is prevented.⁹

In Chapter 5, we get a description of Scrooge waking up with enthusiasm and full of Christmas spirit and giving immediately showing his change and new attitude towards Christmas and life. He goes to Fred’s house and asks to join in, showing his redemption towards his actions in Chapter 1 (turning away Fred) This also shows that his attitude towards family has changed.¹⁰ He sees Bob on boxing day and raises his salary after realising how much the Cratchit family was suffering, linking with the fact that seeing Tiny Tim die in the future, has changed the way he thinks. He has realised that money and his wealth can be used for better things in order to save Tiny Tim and their family.¹¹

Overall, we see that Scrooge has changed throughout in several ways. His actions and attitude towards family, wealth and poverty have changed as in Chapter 1, he rejects a charity man as he says the homeless should just die and “decrease the surplus population” and also he turns Fred away because he doesn’t see how he can be happy, when he is poor.¹² However, towards the end his understanding has been increased and he feels more sympathy towards the poor and people living under poverty. His feelings towards family have changed because of him realising that Fred is his only family and that he shouldn’t dismiss him just because of his lack of wealth. Scrooge is seen at the start as “tight-fisted” and very much isolated however towards the end he says “I’m as happy as an angel” and he hears people talking about him but isn’t interested because he is happier now and his attitude towards life has changed.¹³

⁹ Keeping well focused on the question, and supporting points with detail.

¹⁰ Discussion shows a clear sense of the structure of the novel, whilst keeping focused on the question.

¹¹ Reference to context, although this could be developed. Can you add a sentence or two here to show your understanding of the context of the novel?

¹² Neat blending of character, focus and context.

¹³ Link to extract, by including quotation from it in overview. Still clearly focused on the question.

Examiner's Comments:

This is clearly a stronger answer than Example 1, as it refers to the language of the novel, including the extract, for AO2, and contains references to the context throughout, for AO3, although these could be more explicit. The response is just into Band 4 for these two AOs. Can you think of ways in which this response could be strengthened in terms of AO2 and AO3?

There is clear knowledge and understanding of the novel and the character, with coverage of key parts of the text, so scores well into Band 4 for AO1. Look at how words from the question relating to “change” crop up throughout the response. That’s a good way of ensuring you sustain focus on the question, as is required for AO1. With more specific references to language and context, it would be a top band response.

ADDITIONAL RESOURCES

Specimen Assessment Materials