

A Level English Literature

Feedback on summer 2019
Paper 2 (9ET0/02)





Approaching questions

Using question stems

Question	Stem
1	make use of settings
2	present changing relationships
3	present interaction between characters from different cultures
4	present the search for new experience
5	present women
6	present significant locations
7	present warnings about the future
8	make use of the natural world
9	present women
10	present menace
11	present inequality
12	make use of narrative voice

Examples: introductions

Levels 3, 4 and 5





Example 1: Level 3 intro

Q11 Inequality: *Mrs Dalloway*/*Wuthering Heights*

Inequality was omnipresent in each of the novels respective societies; however literature of the Victorian era perceived social inequalities as 'necessary' and 'instructed by God.' As time progressed writers began to blatantly comment on inequality in their writing, crafting characters such as Septimus Warren Smith in 'Mrs Dalloway', a victim of the unjust aftercare of war veterans. Interestingly, although written significantly years prior to 'Mrs Dalloway' in 'Wuthering Heights', Bronte develops characters who are able to overrule their own adversities.



Example 2: Level 4 intro

Q7 warnings about the future: *Frankenstein/The Handmaid's Tale*

Both narrators present warnings about the future by alluding to the current events or fears at the time and criticising society's willingness to overlook their flaws. Shelley aimed to 'curdle the blood and quicken the beatings of the heart' and she achieved this by presenting a successful scientific advancement and the consequences of Victor not taking responsibility for his creation. The torment that prevails acts as a warning to the reader of dangers of transgressing boundaries and the destruction it can cause. Through Atwood's speculative fiction, there are many parallels to modern day conventions and this instills fear into the reader as they are reminded that the Totalitarian regime is possible in the future, if we fail to address our current problems.



Example 3: Level 5 introduction

Q11 inequality: *Tess/A Thousand Splendid Suns*

In both novels, the authors Hardy and Hosseini undeniably craft inequality as a key and salient, if not central, theme to their overall message. As we follow the phases of the life of a young rural working class girl, Tess Durbeyfield, Hardy exposes the brutal suffering of the rural working class- Tess' life inarguably drenched in injustice and inequality driven by Hardy's affinity for the rural community, growing up on a farm in Dorset, he challenges the Victorian class system, as well as that narrow minded and unequal religious views. Similarly Hosseini exposes the brutal inequality of 21sst century theocratic Afghanistan on women, as we follow the bildungsroman of two women's lives- Mariam and Laila. Thus, inequality is echoed throughout the pages of each novel, their ultimate message to galvanise the reader and thus society to become a more equal, tolerant place for women.

Examples: AO2
analysis and AO3
contexts

Levels 3, 4 and 5





Example 1: Level 3 paragraph

An interesting symbol of inequality used by both writers is how the landscapes deploy inequality. London during the early 1900s was jubilant for many: “It was the middle of June. The War was over.” Post-war London insured the introduction of a more modern society, with images of “omnibuses in Piccadilly” referring to the growth of technology. Mrs Dalloway’s own perspective of the landscape subverts the concept of inequality being rife amongst society in this age. Woolf’s use of free indirect discourse also suggests this; it enables the landscape to appear ridden of any boundaries implaced by societal diktats...



Example 2: Level 4 paragraph

Writers present warnings about the future through depicting the consequences of a social hierarchy. In both novels the marginalised suffer greatly at the hands of those in power. Justine is convicted of murder because of her lower class status and the idea that “ten innocent should suffer” rather than “one guilty” get away. As Justine was sentenced by a male jury, Shelley suggests that women suffer at the hands of men, and ... there was no opportunity for women to prosper in a patriarchal system. Despite Justine’s name relating to justice, she doesn’t receive it, so through Justine’s characterisation Shelley is warning her readers about the flaws in the social hierarchy and that those flaws need to be addressed in the future otherwise more innocent beings will suffer. Similarly, the Handmaids are stripped [of] their identity and reduced to “two-legged wombs”. The fact that each handmaid is allocated a patronymic such as “Offred” emphasizes how little power they have as they are recognized as property of their commanders...



Example 3: Level 5 paragraph

Both novels convey the suffering and entrapment of women at the hands of men in society, exposing the inequality of the patriarchal system. In Hardy's 'Tess' we see through the symbolic image of the "caged birds" the isolation and fear she feels, like a caged animal, being pursued by Alec away from her family and the safety of her "engirdled and secluded" home. The "white spots" Tess must clean up on the "upholstery" from the birds is cleverly symbolic by Hardy as it reflects the inequality of Victorian England- freedom for one creature results in the suffering of another, just as Alec's enjoyment of Tess' body later on leads to a lifetime of her suffering after the rape. [Similarly] Mariam and Laila are caged in Rasheed's house. The "mountains that ringed the city" are, as Hosseini states himself "as steadfast and immovable as a man's will"- they are left "pacing", living in isolation while he freely roams the streets. Lack of freedom for women in both novels is evident.

Examples:
connecting texts
AO4

Levels 3, 4 and 5





Example 1: Level 3 connections

Wuthering Heights/Mrs Dalloway

In both texts there is a clear distinction between social classes... Bronte's depiction of Heathcliff upon his arrival highlights the clear boundaries between the classes: "you must e'en take it as a gift from God; though it's as dark almost as if it came from the devil." Here the very embodiment of a figure from a different class is painted as "unworldly". The reference to 'dark' employs Heathcliff's outsider status ... In a similar vein Woolf employs the physicality of her characters to illustrate inequality. Doris Kilman and Clarissa Dalloway are apparent opposites. Clarissa, adorned in her "pearls" and lengthy "gloves" objects to the dismal, garish attire of Miss Kilman and her "green mackintosh". Her attire itself is a trope of her social status, which she herself notes and uses as a force of rebellion against the inequality she faces at the hands of individuals who came from "the most worthless of classes- the rich".



Example 2: Level 4 connections

Q10 menace: *The Little Stranger/Dorian Gray*

Waters present menace through the ordeal of the rapidly changing society of post war 1940s England... Roderick is seen to be particularly troubled by the changing values of society... [his] failure to adapt to social mobility and Faraday's presence turns him to insanity where he is seen "flicking his lip, rocking back and forth". This could be seen to symbolise his attempt to integrate into the new society, fighting with his personal menace- his stiff upper lip...

Similarly such societal values also become a menace to Dorian Gray, where in Victorian England the upper class were required to present a gentlemanly, polite manner, avoiding sin. Dorian steers away from such characteristics in order to fulfil his hedonistic desires. Unlike Roderick, Dorian learns to adapt to going against the social norms and chooses to fulfill his desires, no matter if they are "sweet or bitter". Both youth and beauty become Dorian's menace. With reference to the story of Faust, Dorian embodies such a character in exchanging his initially innocent soul for eternal youth and beauty...



Example 3: Level 5 connections

Q3: interactions between characters from different cultures: *Heart of Darkness/A Passage to India*

[some phrasing slightly changed]

Both writers present interaction between characters from different cultures through the established racist idioms of the white western civilization towards the 'uncivilised' races... Conrad presents the supposed superiority of the white characters towards the 'ignorant millions' of uncivilised Congolese. However E.M. Forster creates a sense of the marginalisation of the Indians in their own country...

Conrad uses the 'Grove of Death' scene to present the interaction between both races. Marlow enters the 'gloomy' inferno where the true 'rapacious' and 'pitiless' folly is to be perceived. This is used to unveil the philanthropic pretense where the Belgians colonise the Congolese into 'nothing but black shadows of death and starvation lying confusedly in the greenish gloom'. Through the Dante-esque elucidation of the natives as 'black shadows' Conrad is deliberately dehumanising the Congolese to show the dark side of colonialism... [creating] a sense of eeriness and enigmatic ambivalence...



Example 3 – continued

E.M. Forster uses the club scene to present the interaction between characters from different cultures by authenticating the racial compartmentalisation between communities. He ... illustrates racial division as the club is an embodiment of Englishness where 'only' the British ... are allowed to enter. Forster shows that the British have a desire to 'dominate' the Indians and that they should 'crawl' to them, showing their sense of white superiority...

Thus, Conrad and Forster present interactions between characters from different cultures [which] attack European societies' fundamentally established principles and how whites are driven by their desire to colonise and assert their dominance.

Examples:
conclusions

Levels 3, 4 and 5





Example 3: Level 5 conclusion

Tess/A Thousand Splendid Suns

Overall, inequality is the central driving force of each novel. Both Hardy and Hosseini convey the harrowing suffering and inequality women face in each patriarchal and strictly religious society, arguably encouraging through their powerful novels a better awareness and treatment of women to overcome this brutal inequality.

Final thoughts:

- importance of planning
- intro and conclusion
- integrating all AOs
- developing ideas to reach evaluation.





Thank you and Farewell

- The Paper 2 Principal Examiner report can be accessed [here](#).
- Here is [link](#) to the Paper 1, Paper 3 and coursework reports.