

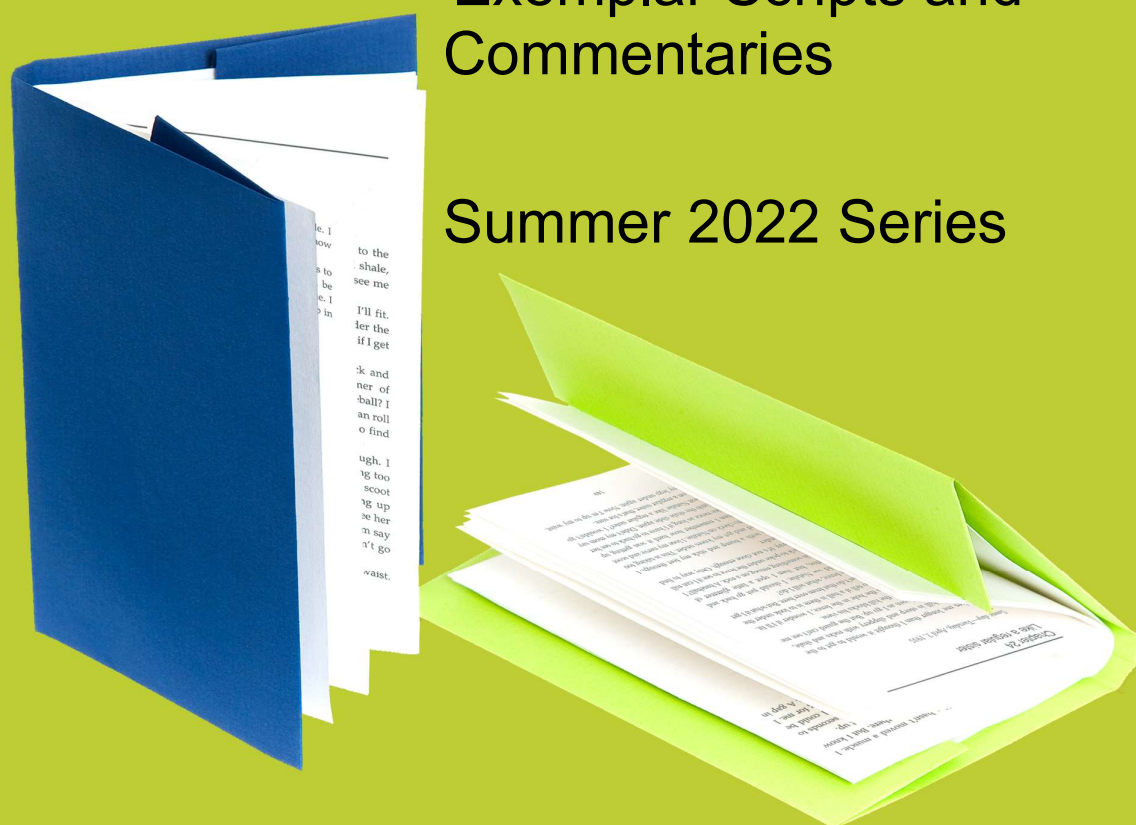
GCSE (9-1) English Literature

Paper 2: 19th-century Novel and Poetry
since 1789 (1ET0/02)

Option 1: 19th-century Novel

Exemplar Scripts and
Commentaries

Summer 2022 Series





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Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to GCSE English Literature Paper 2: 19th-century Novel and Poetry since 1789 (1ET0/02).
- The pack includes scripts and commentaries for Option 1: 19th-century Novel. Option 2 exemplars for Poetry since 1789 can be found in a separate pack on the website.
- The responses in this pack were taken from the Summer 2022 examination series. The question papers and mark schemes can be found on the Pearson website [here](#). *NB: there was optionality in place in 2022 details of which are included in this pack*
- In this pack you will find a sample of responses, examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our English subject advisor on 0333 016 4120 or teachingenglish@pearson.com



Paper 2: Option 1 – 19th-century Novel

Script 1 – Question 1: *Jane Eyre*

Chosen question number: **Question 1** **Question 2** **Question 3**
Tech **Question 4** **Question 5** **Question 6**
idea **Question 7**
author
reader
sum

a) At the start of the extract Brontë uses a passionate tone to present Helen as a devoted character. "I am sent to Lowood to get an education... no use going away till I have obtained that object." This shows that Helen is very dedicated to her education and staying at Lowood to complete it. This shows readers that Helen is a very forward driven and somewhat focused on her education and school. Brontë may have done this to show that Helen's passionate tone may convince and also change Jane Eyre, as Helen is a role model for her. Helen is presented as a dedicated and passionate character in this extract.

As the extract progresses Charlotte Brontë uses short sentences "Civile?"



Not at all! She is severe: she dislikes my faults." This short sentence shows that Helen is honest about what she thinks others think of her. Brontë presents her as a honest character to make her a role model for others and as Helen is a ~~brilliant~~ christian girl lying isn't much of a good thing. Brontë also uses a rhetorical question "cruel" "is it somewhat has a tone of disbelief showing readers that Helen doesn't see herself any bad or 'be seen any teacher as so."

As the extract progresses we see Helen be presented as a somewhat Holy person when Brontë uses a long sentence. "It is far better to endure patiently a smart which... the bible bids us return good for evil." Brontë also uses a repetition of the words evil, maybe a semantic ~~field~~ ^{field} of good and bad "commit/hasty action... evil... good for evil." Helen



is really ~~the only~~ a spiritual character and Brontë may have done this to add to Jane's bildungsroman to make Jane into a better person and Helen Burns really helps Jane do that. This shows us readers that Helen clearly has strong morals and is presented a good and holy character and helping those along her path.

Towards the end of the extract Brontë uses a repetition of the pronoun 'I' in a list "I am careless; I forget rules. . . I have no method." This shows that even Helen trying to do good she's presented here as a somewhat glib character by telling Jane her somewhat bad attributes. The repetition of 'I' shows that has a strong emphasis ^{as} the pronoun has been repeated a few times to make it maybe sound powerful or moving. Brontë may have done this to



imply that not everyone is perfect and that even people like Helen do bad things and aren't perfect

⑥

At the start of the novel we see Jane somewhat educating herself as she hides away and reads a book. Jane is somewhat gaining an education by herself and teaching things. It shows that she is independent and this is the start of her bildungsroman as it contributes to the start of getting over an obstacle and moving on in life. Brontë makes it difficult for Jane to get an education at Gateshead as she is trapped and isn't liked or free to get a proper education. This makes readers somewhat sympathetic for Jane as she is having to hide away and read a book knowing her cousins will bully her. This then allows Jane to get caught reading and



then is caught having aunt reed send her away. This also contributes to Jane's bildungsroman as she finally moves from Gateshead to Lowood school.

As the novel progresses we see Jane has travelled from Reed's manor to Lowood. Education is explored at Lowood as how Jane is at a school, with bad conditions. Jane meets a friend and Helen then educates Jane on her emotions. The theme of freedom is somewhat shown in Lowood as she has moved from Reed's house to Lowood, even though she isn't too free. Helen teaches Jane to control her emotions as Jane erupts and gets angry quick. Brontë does this so it contributes to Jane's bildungsroman by Jane controlling her emotions and mastering it. This makes readers proud that Jane's emotions are under



control and that she has been educated on them.

Jane then later moves along her bildungsroman and moves to the third location of Thornfield where Jane becomes a governess and educates a girl called Adele. We can see how Jane has gone from being educated to now ~~teaching~~ now teaching others. Jane educates a French girl also showing how well her education at Lowood went.

~~Jane~~ This contributes to her bildungsroman as we can see as readers that Jane has changed and that she is now helping others. It also leads onto her finding Rochester and falling in love. Charlotte Brontë may have done this to show that Jane has matured and grown up from her first few days at Lowood. Education is



explored here as we can see Jane has changed and ~~is now~~ is now educating others.

The novel moves on and we now see Jane ^{educating kids} ~~teaching~~ in the fourth location of Marshend, the Rivers family. When we see what's happen at Thornfield with all the secrets, Jane decides to flee from there and ends up lost. She goes to Marshend and St John Rivers gives ~~her~~ her work in a school, similarly like when she taught and educated girls at Lowood school. Education is shown here as Jane has had a mass of times where she has taught. Maybe Jane finds a comfort in ~~her~~ educating others, but Brontë may have done this to show that Jane ^{has now} ~~has now~~ changed again along her bildungsroman and it shows us that Jane teaches



wherever really. The theme of education does show that regardless of Jane's background nor past she teaches and has done so for many people.

Education changes for Jane Eyre from start to end. She starts by teaching herself to teaching others in all her different locations along the bildungsroman.



Script 2 – Question 2: *Great Expectations*

Chosen question number: Question 1 Question 2 Question 3
 Question 4 Question 5 Question 6
 Question 7

2.a) Dickens presents the meeting as awkward because Pip and Estella hadn't seen each other for like years and in the extract it says "you will always have your place in my heart" then ~~then~~ the awkwardness comes in when it says "and we were silent again" it's just like because they haven't seen each other for years they kinda don't know what to talk about which is making it weird and really ~~quite~~ awkward for both of them.

2.b) Dickens has presented Estella as changed because she says earlier in the novel that "She can't love she doesn't know how to love" and in this part of the novel she says "I have often thought about u" and "I have given it a place in my heart" which suggests she missed Pip which is cute Estella's actions though are affecting Pip because saying all romantic and cute stuff to him then saying she can't be with him and it giving Pip mixed emotion in a way which is not fair on Pip's behalf.



Script 3 – Question 2: *Great Expectations*

Chosen question number: Question 1 Question 2 Question 3
 Question 4 Question 5 Question 6
 Question 7

2a) Dickens presents the meeting between Pip and Estella as being slightly awkward but friendly, since it has been some time since they last saw each other. The first thing to notice in this extract is Pip's exclamation of 'Estella!'. The fact Pip instantly recognises Estella despite the fact he last saw her many years ago suggests to the readers that Pip has never forgotten Estella and still has feelings towards her. This idea that he has never forgotten her, is reinforced when Pip describes Estella's majesty and charm as 'remained'. This verb 'remained' instantly suggest that Pip still remembers her charm and majesty from when they were children, which 'remained'.

The second thing to notice in this part of the bildungsroman is the flashback that takes place, in which Pip remembers Magwitch and his death. "I thought of the pressure." Here the noun 'pressure' has two meanings, which the readers could interpret as the literal pressure of Magwitch squeezing his hand whilst laying on his death bed or the pressure



Pip Pip has within him to tell Estella that her birth father has passed away. Dickens may have purposely used this structural method here to indicate the fact that the meeting between Pip and Estella is nerve-racking and full of tension.

Another idea is Dickens presents the meeting between Pip and Estella as being almost confessional. In this extract Estella describes her past few years as being 'wretched.' This is highly significant as it reveals that the character of Estella admits to of lived a terrible lifestyle. Instead of the adjective 'wretched' the writer could have used another negative adjective to replace 'wretched,' for example 'terrible years.' ~~However~~ ^{Instead}, the writer - Dickens - has used the violent, aggressive adjective 'wretched' to not only hint towards her way of living but to also highlight Estella's attitudes towards others. Perhaps this was a way of Estella saying sorry without actually saying sorry - euphemism.

Towards the end of this extract, in Chapter 59, as readers we identify that Estella asks Pip on his work and success and his standard of living, just like a friend will ask another friend after years



of no contact. This suggests that Dickens presents the meeting between Pip and Estella as being friendly and caring. This idea, coupled with the repetition of questions asked by Estella further reinforces her friendly nature towards Pip. However as we read on further into the text, as readers we identify that Estella has often thought about Pip - "very often." This repetition of the frequency words 'often' contrast and contradict the idea of friendship and connotes to the readers that perhaps Estella ~~just~~ has feelings more than friendship towards Pip and maybe love and admiration.



2b) $\text{\textcircled{E}}$ The character of Estella is highly important elsewhere in the novel. The first time the readers are introduced to the character of Estella is when young Pip visits Satis house to play. This is a key moment in the novel, because it is at this point Pip's mind changes and desires to become a gentleman. In this chapter of the bildungsroman, when Pip is playing with Estella, Estella criticises his appearance - "what coarse hands, and thick boots." Before meeting Estella, the character of Pip was very content with his life however after meeting Estella and having feelings for her and especially after the character of Estella makes fun of him, Pip desires to become a gentleman and impress Estella. Therefore it is because of Estella, Pip has a vivid imagination of his future and has 'great expectations!'

The character of Estella is also significantly important in helping her guardian - Miss Havisham (whom is an eccentric lady that can't get over the fact she was jilted on her wedding day) - seek revenge towards all men and destroying their hearts, due to her wedding incident. Miss Havisham manipulates and deforms Estella to become attractive and destroy men's heart. In this retrospective narrative,



Estella tells the protagonist (Pip), "Moths and all sorts of ugly creature hover around a lighted candle." Here Estella refers to the lighted candle as herself and the creatures as being men. This is a clear warning Estella gives to Pip of the dangers of falling in love with her, as she has been brought up and brainwashed into fulfilling the wish of Miss Havisham, who could not fulfill it herself. However this only leads Pip to love her more and more. The eccentric lady only invited Pip to Satis house so that Estella could test and break his heart. This idea is reinforced when Miss Havisham commands Pip to "Love her, love her, love her."

The ~~sign~~ most significant importance of Estella was to change the mind of Pip to becoming a gentleman as this led him to leaving conscience and love for his origin and his friend / foster father - Joe. However it can be argued that it was because of Estella's actions, Pip learnt from his mistakes and realised that being a true gentleman is not about how much money you have or who you talk to, but in fact is about keeping your loved ones close to you and caring for them.



Script 4 – Question 3: *Dr Jekyll and Mr Hyde*

Chosen question number: **Question 1** **Question 2** **Question 3**
Question 4 **Question 5** **Question 6**
Question 7

(a) Stevenson presents the ~~is~~ event as calm at first, describing the setting with a few adjectives. He describes it as "very cool and a little damp" but was still "bright with sunset". This might be unsettling to some people as we know that something bad is about to happen.

Stevenson ~~also~~ could also be trying to actually warn us about the event that could happen. We see this when "one of the three windows" was half way open". Stevenson could be foreshadowing the event ~~and it contrasts~~ because it contrasts with the duality of Jekyll and Hyde. This might make the reader question if Jekyll is who he says he is.

When Utterson and Enfield see a glimpse of Hyde in Jekyll the event goes from calming to a quite fearful place to be standing at. Stevenson uses a verb to present this. "They turned and left the Court in silence." This shows ~~is~~ how Utterson and



Enfield were in that much fear, it took the words out of their mouths. The word "~~was~~ "Silence" shows how both of them did not want to talk about the ~~event~~ horrific event that ~~they~~ they had just witnessed. This might make the reader feel terrified for Utterson and Enfield.

In this part we are also shown how ~~is~~ Jekyll also has an eventful moment as ~~is~~ his alter ego is shown to Utterson and Enfield for a split second. Stevenson uses adjectives to show how how afraid Jekyll must have been. His face succeeded with an expression of such "abject terror and despair". The adjective "abject terror" truly describes how this event truly felt for Jekyll as his friends had seen some of his true side. The reader ~~might~~ might feel sorry for Jekyll.



(b) In the novella ~~friend~~ friendship is seen throughout the play. A lot of the friendship shown is between Utterson and Jekyll, and seems to play a significant part in Jekyll's life as ~~throughout~~ we are shown that it helps him.

~~Through~~ Threw out the novella we see Utterson start to worry for Jekyll because he thinks that Mr Hyde is black mailing ~~him~~ ^{Jekyll} into putting ~~his~~ his name onto Jekyll's will. We see that Utterson is worried for Jekyll when he says "poor Jekyll" and ~~that~~ mentions to Jekyll that if it goes to court ~~his~~ his name might be pulled up. This is important because it shows a side of Utterson of him caring for Jekyll.

However, during the incident of the window we see a different side of Utterson. When Enfield and Utterson are on one of their Sunday walks, they visit Jekyll and ~~to~~ check on his well being. Naturally being the good friends they are they keep Jekyll company until they see Jekyll's "smile" strike off his face and succeed an expression of "abject terror." Instead of helping his friend Jekyll ~~they~~ they actually turned and left the court "with out a word" This is important because it contrasts with Utterson's



behaviour before the incident. If they were to go up there and check up on him they might have actually been able to have saved Jekyll before he killed himself later on in the play.

Friendship also plays a big part in Jekyll's life and wellbeing as he seems to be more "lively" and throws parties around them.

Friendship is also shown between Utterson and his friend Enfield who is also his cousin. It is said that a lot of people do not understand their friendship as they do not speak to each other. It is said that their friendship is a "nut to crack" but that it "grows like ivy" as it goes. This shows ~~that~~ the bond between Enfield and Utterson and is important because it shows that people can still be good friends, even without speaking.



Script 5 – Question 3: *Dr Jekyll and Mr Hyde*

Chosen question number: **Question 1** **Question 2** **Question 3**
Question 4 **Question 5** **Question 6**
Question 7

Q One way Stevenson presents the events in the extract is unusual. This can be clearly seen by the reader through the description and contrasts of the setting, Jekylls home. The court is described to be "cool and a little damp" the adjectives "cool" and "damp" create an uncomfortable atmosphere where the sense of life and happiness has been stripped away. The court was "full of premature twilight" the effective use of the word "premature" suggests that it is before the ^{evening} ~~early hours of the morning~~ / the abundance of light. This makes the reader imagine the setting as dark and dismal. However, shortly after the weather is described as "bright with sunset" ^{and the use of pathetic fallacy}. The adjective bright implies that the court is lit up with an uplifting mood as the men go to visit Henry Jekyll. The effective use of listing in this sentence allows the reader to gain a deeper understanding of the surrounding atmosphere and emotions felt within this moment. Stevenson ~~for~~ cleverly contrasted and juxtaposed these two descriptions of the setting, ^{Stevenson intended to do this} to highlight to the reader that although the bright and cheerful evening, something not so cheerful is going on with Jekyll making the reader worried and confused regarding the unusual atmosphere.



Another way that Stevenson presents the events regarding Mr. Utterson and Mr. Enfield stopping to look at Jekyll's house is as frightening. This idea is clearly communicated to the reader through the expressions of the two gentlemen when Jekyll "thrust down" the window. Firstly, when the doctor observed and noticed what happened almost instantly "his smile was struck out of his face" the verb "struck" really emphasises¹ how quickly without hesitation all the happiness, friendliness and visual kindness disappeared. The contrast of Enfield's previous "smile" highlights to the reader that whatever Enfield saw or didn't see had such a powerful impact on his wellbeing that he no longer had the capability to smile. These strong emotions overcame him so quickly to highlight the utter shock caused by Jekyll's unpredictable nature. As well as Enfield both men had expressions of "terror and despair" the multiple adjectives further intensify the fear within the two men. The fact that "the blood" of "the two gentlemen below (froze)" further communicates to the reader that the events the men had witnessed were so impactful that their literal "blood" could not continue to flow again highlighting the severity of the situation. The clear contrasts of the² men's expressions and emotions clearly juxtapose each other from the beginning and end of the extract. As well as the long multi-clausal sentence allowing the events to flow smoothly and show the ~~reader~~ ^{reader} the pace ~~at~~ at which the men's reactions develop making the



the reader further wonder what exactly happened and wonder why Jekyll is behaving this way. This is what Stevenson intended to communicate

Furthermore, Stevenson also presents the events within this extract as negative. This idea is repeatedly highlighted to the reader through the description of Jekyll and his reactions to the 2 men's caring attitudes. Firstly, Jekyll is being communicated to be interacting "with an infinite sadness". The use of the descriptive noun "infinite" implies that the sadness Jekyll is feeling is never ending and will go on forever. This shows the reader the severity of Jekyll's emotions and make them question why he is feeling such a way. Directly afterwards Jekyll is described as a "disconsolate prisoner" the successful use of the adjective "disconsolate" and noun "prisoner" heavily implies that Jekyll is trapped or feels trapped for some reason and is caged, being something as if he is in jail. This would make the events seem slightly more predictable as it is obvious that something is clearly going on with him but he cannot express it. Additionally Jekyll admits to the two men about his unhappiness and negative emotions by stating "(he) is very low" however "it will not last long." This line is later contrasted by Jekyll's fearful "knustling" of the door. Jekyll also mentioning that "no, no, no it is quite impossible" to come outside. The effective repetition of "no" further implies that there is absolutely no way Jekyll can come outside.



and clearly communicates to the reader something very serious is going on. Stevenson intended to show that Jekyll's feelings are progressively getting worse and are more than just a low mood.

① Friendship is an important part in Jekyll and Hyde as it highlights the relationship between Henry Jekyll and Doctor Lanyon. The relationship between these two men is distinguished when Utterson goes to Lanyon to receive information about Jekyll rooted from Utterson's personal interest. Lanyon quickly disregards ~~that~~ that he has any friendship with Jekyll anymore. Lanyon states Jekyll is "too conceited for (him)" meaning that he no longer enjoys Jekyll's personality. As well as mentioning Jekyll's wife was "inscientific bawdiness" this comment is quite impactful, as Stevenson intended to show the reader that Lanyon's belief in conventional science and science and reason doesn't correlate with Jekyll's deep desires and extreme ideas including science and magic. The shakiness of their friendship further highlights this idea as well as the fact that Jekyll has deep desires which the reader further finds out this is to do with the idea that "man is not truly one but truly two". Furthermore Lanyon states that he "regards (Jekyll) as dead" which highlights the severity of Lanyon's opinion of Jekyll. The dynamic of their friendship was also intended by Stevenson to communicate to the reader about the Victorian society and how things like desire and expressing



your evil/bad side was seen as wrong and disgraceful, as well as Lanyon trying to maintain his positive reputation with "his crowding patients" as a well respected doctor, he doesn't want to be associated with Jekyll who does things that could harm both the men's reputation severely.

Additionally the theme of friendship is important within Jekyll and Hyde through the development of Jekyll and Hyde's relationship. To begin the reader obviously does not know that Jekyll and Hyde are the same person until Lanyon reveals when he sees the men transmute. Interestingly, Jekyll states to Utterson that "(he) can be all of one when (he) chose" this clearly foreshadows the relationship of the two men showing that Jekyll has obvious control over Hyde meaning they must have a close relationship. However, Stevenson intended to communicate to the reader the idea that if you repress your bad side, the longer you do it, it will come back stronger eventually. This concept is shown when Jekyll says "my devil was long caged but it came out roaring". Additionally, this highlights to the reader the trajectory of Jekyll and Hyde's relationship starting with positively - Jekyll felt "lighter, happier in body" when he was as Hyde as he could truly be himself without the pressures of - standards and society, and the constant fear of damaging reputation. Then Stevenson shows the immense contrast where Jekyll



loses complete control, this can be seen when Jekyll states "he" is done with Hyde ~~to~~, highlighting the fluctuating mood within their friendship.

As well as this, friendship is shown in the novella through Utterson and Hyde. This is clearly highlighted from the very beginning when Utterson notices Mr Hyde is the prime person on Jekyll's will. Initially this prompts Utterson to investigate everything about this man as he cares deeply for his long lasting friend and client Mr Jekyll. When Utterson meets Hyde for the first time he is in pure shock and horror and describes him as "pale and dwarfish" and like a "tragedy" as well as a "damned juggernaut". These intense negative emotions ~~to~~ begin to strike a negative friendship between Hyde and Utterson. Utterson has so much respect for Dr Jekyll he declares that "if he shall be Mr Hyde, I shall be Mr. See" meaning that Utterson will do everything he can to ensure that Jekyll is protected at all cost. Stevenson intended to show the dynamic of the relationship to suggest to the reader about the difference between your true self and what you put up as a front - appearance vs reality. As Jekyll is initially shocked by Hyde however eventually acts as friends to protect Jekyll.



Furthermore, the theme of friendship is important within the play between Lanyon and Jekyll. This is because the two men have been friends for a very long time and a build up of trust has developed. The extent of their friendship can be shown by the things Lanyon does for Jekyll. For example Jekyll tells Lanyon to go to his laboratory and gather some things from a door and deliver them to him (papers and chemicals), so that Lanyon does this showing the reader Lanyon will do whatever he needs. However when Hyde comes to collect the things, Lanyon is shocked and scared by Hyde's awful persona but goes along with it. Later on Lanyon agrees to watch Hyde's transformation, although he was worried Stevenson intended to show the reader that Lanyon's overarching concern, interest and want to see the transformation is more awareness. However when Hyde turns into Jekyll, Lanyon is shocked and eventually "dies of shock". Lanyon is "struck with fear" and turns "pale" and looks "ill". This showed that even though Lanyon and Jekyll were good friends the things Jekyll/Hyde do within the friendship makes Lanyon incredibly ill and disturbed. Stevenson intended to highlight the Victorian Society in which repression of our true self resulted in an unexpected and uncontrollable craving for answers, making people such as Lanyon incredibly interested in discovering people true self and the "duality of man."



Script 6 – Question 4: *A Christmas Carol*

Chosen question number: **Question 1** **Question 2** **Question 3**
Question 4 **Question 5** **Question 6**
Question 7

a)

In the extract, Dickens presents Scrooge as being scared for his life, and worrying about his fate. Dickens sets the tone for the churchyard by establishing it to be a place of death and gloom, "overrun by grass and weeds". Dickens uses a simple sentence to show what the nature of the churchyard is, calling it "a worthy place" for Scrooge's resting place. The adjective "worthy" shows that the grave site is set out to be similar to that of Scrooge's characteristics: old, gloomy and of "death, not life". The churchyard simply represents Scrooge's ultimate fate as he does not change his ways; he will die miserable and alone. This first paragraph, although short, perfectly sets up the tone of the scene and successfully makes the reader know what is going to happen. Through Dickens' use of dramatic irony, the reader knows that Scrooge will be the person in the grave simply because of how the setting is presented, whereas Scrooge has no idea.



Further in the extract, Scrooge is shown his gravestone by the Spirit, "trembling as he went". Despite being shown his own death place, Scrooge does not immediately acknowledge his fate, asking the Spirit "Am I that man who lay upon the bed?". Scrooge finally begins to understand that he must change his ways and redeem himself in order to prevent his destined fate, shouting "No, Spirit! Oh no, no, no!" This exclamatory sentence shows Scrooge's final realisation, and marks the beginning of his redemption where he will "honour Christmas in his heart". The Spirit shows Scrooge his fate and begins to leave, however Scrooge stops it multiple times, "clutching" it's robe and catching "the spectral hand". The adverb "clutching" shows Scrooge's desperation to change the future, clinging onto it in hopes he can somehow alter his own fate. This sudden change in person shocks the reader; although they had begun to see reform in him in earlier staves, he has completely changed his attitude towards life just through this interaction with the Spirit, "I will live in the Past, the Present and the Future".



b)
Throughout the novella, kindness is presented through all characters in some way, except for Scrooge. From stave one through four. In Stave one, we are introduced to Scrooge's nephew Fred, who loves Christmas and spreads cheer to those he meets. He wishes his uncle a merry Christmas, but is met with a "Bah! Humbug" in response. Fred and Scrooge, although related through family, are not all similar in other aspects. Scrooge, being the antithesis of kindness and subsequently Fred refuses to spread any sort of good deed or kindness, ~~instead~~ ^{instead} going as far as to say "anybody who goes about with merry Christmas on their lips should be boiled in their own pudding". At the time the novella was set, this sort of attitude on Christmas would have been met with disgust and shame. Victorian England was still heavily religious, and Christmas was massively celebrated and enjoyed, so for Scrooge to reject any sort of Christmas cheer and kindness is very uncharacteristic.

In Stave two, the reader is shown a glimpse at Scrooge's past, younger and kinder self through the first spirit. In complete contrast to his present self, Scrooge is kind, compassionate and caring for others. He is shown to love and care for his sister, Fan, despite being left in a schoolhouse by his family, which shows how much he truly cared for his sister. Scrooge is then shown his



time as an apprentice working for Fezziwig, who, like Fred, is the complete antithesis of Scrooge's present self. He is described as being "jolly" and, which contrasts to Scrooge's "solitary as an oyster". Fezziwig closes shop early just to throw a Christmas party with his employees, showcasing his generosity and kindness. With his vast amounts of wealth, Fezziwig treats his employees to special events and goes for them, whereas Scrooge does not even have the compassion to allow Bob Cratchit to have a single coal to keep warm, as he fears he will be losing money.



Script 7 – Question 4: *A Christmas Carol*

Chosen question number: **Question 1** **Question 2** **Question 3**
Question 4 **Question 5** **Question 6**
Question 7

Dickens presents Scrooge's visit to the graveyard as an eye-opener for Scrooge to change his dretched, miserable life for the better "The spirits of all Three shall strive within me" The adverb "strive" shows the reader that Scrooge will be determined to change his ways and become a better man. Scrooge's visit to the graveyard shows us it isn't too late for Scrooge to change his melancholy life and that he "will not shut out the lessons that they teach. The reader feels hope and excitement hearing these words said by Scrooge as he has really listened and it may open their eyes if they were like Scrooge.



Dickens presents Scrooge's visit to the graveyard as an alarm to change before it's too late. The stone of the neglected grave has his own name, EBENEZER SCROOGE. The spirit tells Scrooge that if he doesn't wake up and change it'll be far too late. "His own name" is imagery to show Scrooge the miserable grave he will achieve by being a detached, cold man. The writer makes the reader think of their own life and if they are a Scrooge or not.

Dickens presents Scrooge's visit to the graveyard as a lesson. He does this by making Scrooge terrified of the future and question all of his past and present actions. "Are these the shadows of things that will be, or things that may be, only?" The rhetorical questions "things that may be?" shows us Scrooge is terrified of what the future



held for him. Dickens presents Scrooge's visit as a lesson as he thinks of all the actions that have led him to where he is now. The reader is made to feel sorrow towards Scrooge as he is terrified but excited for him to change.

Dickens presents Scrooge's visit to the graveyard as a warning sign for what will come if he doesn't change. "Neglected grave" shows us that his behaviour to others means he is abandoned in death, the verb "neglected" shows Scrooge is going to die alone, sad death if he doesn't change his miserable ways. The reader is made to think twice on their actions if they don't want to be another Scrooge.



4 B) Being kind is portrayed by Scrooge after the three spirits visit him and teach him a lesson. Scrooge goes on a kindness rampage being as friendly and caring as he can which is a contrast to his attitudes at the start of the ^{Novella} play. One way Scrooge presents kindness is increasing Bob Cratchit's pay to support his poor family "I'll increase your salary" This is a direct goal to Scrooge at the start of the Novella as he has Bob on the lowest pay he can and keeps the money to himself. Scrooge demonstrates kindness as overwhelmingly good and happiness along with it as he changes the Cratchit's life. The reader feels happy for Scrooge and the Cratchit's as both their lives have changed for the better.



Being kind is portrayed by Bob Cratchit as no matter what life throws at him he always has a delightful smile and is thankful for all "This feast is to Scrooge" This shows although Bob is on a wage impossible to live good on, he is still thankful for life and all its gifts. Bob Cratchit is the main contrast to Scrooge in many ways, one being his attitude to life and others. Bob demonstrates kindness as required to make life as happy and rewarding as possible. The reader is made to feel sorrow for Bob as he lives a poor, hard life but happy because he doesn't waste it.

Being kind is portrayed by Fred, Scrooge's nephew, as he never gives up inviting and wishing Scrooge to come to his house to celebrate Christmas. Fred consistently wishes Scrooge a "Merry Christmas"



and although Scrooge only says back "Bah, Humbug!" Fred is constant that he will change is desolate, drenched, old ways and change for the better. "Merry Christmas is a justification to "Bah, Humbug!" which shows us the difference between kindness and ignorance. Fred demonstrates kindness as not giving up and trying to influence those around you. The reader feels that Fred will change Scrooge and are therefore happy.

kindness is portrayed by Scrooge at the end of the play as he demonstrates kindness as "light as a feather", as happy as an angel. The simile "as light as a feather" demonstrates kindness as lifting and light, Scrooge showers people with love and compliments as he walks, and buys the Cratchits the biggest Turkey he can find in the shop, no matter the price. Scrooge shows kindness when he shows up to Fred's party and asks "may I



come in?" Shocked Fred immediately
says "yes" and everyone celebrates
and has a good time. Kindness
is portrayed as inviting and warm
to those around it. The reader
feels excitement and happiness
when Scrooge arrives at Fred's
party as it shows them both
being kind.



Script 8 – Question 4: A Christmas Carol

Chosen question number: **Question 1** **Question 2** **Question 3**
Question 4 **Question 5** **Question 6**
Question 7

Dickens presents Scrooge's visit to the churchyard as a lesson to him this is shown when Scrooge says "I am not the man I was, I will not be the man I might have been" this shows that Scrooge has changed his ways due to the lesson taught by the three spirits Christmas past, Present and Future. Scrooge ~~thinks~~ completes his transformation when the ghost of Christmas yet to come shows Scrooge his own grave and how none grieved over his death and instead robbed from him when he is dead.

In this extract Dickens portrays kindness when all the Christmas spirits show all the things leading to Scrooge's ~~death~~ ^{down} and show how he can change his ways, Scrooge then has a change of heart and shows kindness to people and buys the Cratchit family the best meat from a butcher's, grocer's and at ends his nephews parts. So there are with this extract Scrooge shows kindness to others. Dickens also demonstrates kindness when Scrooge goes to his business - he looks into the business for the charities and when Scrooge gives coal to Bob Cratchit to stay warm and Scrooge also pays for the best treatment to stay alive for longer making Scrooge ~~then~~ a very kind and generous man at the end of ~~the~~ ^{the} play.



Script 9 – Question 4: *A Christmas Carol*

Chosen question number: **Question 1** **Question 2** **Question 3**
Question 4 **Question 5** **Question 6**
Question 7

~~in this extract~~

In the beginning of this extract Scrooges visit to the churchyard was presented as questionable, this is shown when Scrooge asks, "Are these the shadows of things that will be, or are they shadows of things that may be, only?" This shows Scrooges confusion.

In the middle of the extract Scrooges visit to the churchyard was presented as terrifying. This is shown when, "Scrooge crept towards it, trembling as he went," this shows Scrooge was horrified as he was trembling.

Another time ~~Dickens presents~~ in this extract Dickens presents Scrooges visit to the churchyard is ~~shown~~ as scared. This is ~~shown~~^{suggested} when it starts, "Am I



~~Some where~~ Some where are being kind
is shown on the novel is when
they Jim says, "God bless us all", that
shows kindness as he is ~~wishing~~
wishing blessings on everyone.

Another place kindness is shown is when
scrooge give donations to the charity
for Christmas.



Script 10 – Question 4: A Christmas Carol

Chosen question number: **Question 1** **Question 2** **Question 3**
Question 4 **Question 5** **Question 6**
Question 7

a)

Pickens initially presents Scrooge's visit to the churchyard as foreboding, and something to fear. The churchyard has a 'wretched man' (Scrooge). The word 'wretched' creates a sense of foreboding, as it has connotations of horror and disgust. The churchyard is repeatedly called 'a worthy place'. However, this isn't a good thing, as it is worthy of Scrooge's actions. The ^{Church} graveyard is 'choked up with too much burying' and 'overrun by grass'. Its dismal condition which is worthy of Scrooge creates a sense of foreboding, as Scrooge and the reader get to see the horrible place where he is buried. Therefore, Dickens presents Scrooge's visit to the churchyard as negative, and fearful due to its poor condition.



Dickens further presents Scrooge's visit to the graveyard as negative, due to the lack of hope it leaves Scrooge. The churchyard is 'walled in by houses' and overgrown by grass. The yard being 'walled in' & carries connotations of being trapped, as if Scrooge's fate is inevitable. This succeeds in scaring Scrooge, as he finally realises his f apparent fate. This presents Scrooge's visit to the churchyard as negative, as he seems to be trapped on a path to become a 'wretched man' with a 'neglected grave'. See

Scrooge's reaction to the churchyard also presents his visit in a negative way. Scrooge 'advanced towards [his grave] trembling'. He seems to already know what he is about to see, and his fear is clear to the reader. He seems to panic and stall for time, as he speaks with long sentences, questioning the spirit on if he is seeing 'the shadows of things that will be'. The capitalisation of 'will'



emphasises that Scrooge is 'dreaded' what he was seeing. The Spirit simply pointing 'downward to the grave', giving no reply adds to the atmosphere of foreboding, as Scrooge tries to break the tense silence. Therefore, Scrooge's visit to the churchyard is presented by Dickens as negative and fearful, as the reader sees Scrooge's reaction.

Dickens continues to represent Scrooge's visit to the graveyard churchyard as negative, as Scrooge finally says what he and the reader were thinking. Scrooge is still 'trembling', and the way he 'crept towards' The Spirit portrays him as timid and scared. The 'neglected grave' shows how few people care about Scrooge, but what upsets him the most is his name on the grave. He has finally been forced to see the consequences for his actions, and he cries out 'upon his knees'. He is begging for a second chance, 'clutching at' The Spirit's. Scrooge appears to be a broken man, as



sees what he will become. Therefore, Scrooge's horrid state, ~~is created~~ written by Dickens portray presents Scrooge's visit as negative.
~~end~~

However, ~~is~~ Dickens also presents Scrooge's visit to the Churchyard as a positive, as Scrooge ~~is~~ begins his redemption. Scrooge vows that he 'yet may change', and have 'an altered life'. The spirit is also 'shown to be less scary, as its 'kind kind hand trembled'. Scrooge is grateful for his second chance, and it this shows to the reader that his visit to the Churchyard isn't presented as all bad, as it end joyfully and positive.

b)

Kindness is a key theme throughout the novel. It is only through the kindness of others that Scrooge was redeemed, so that he could return the kindness.



It one of the first examples of kindness in the novel is when Fred visits Scrooge. Fred wishes his uncle a 'merry Christmas' despite his ~~uncle~~ Scrooge's cold replies of 'Good afternoon', Fred's perseverance in being kind to his Uncle is important, as it shows to the reader that he believes that Scrooge ~~is~~ can be redeemed. The reader can assume that Fred gets the same, cold reply every year, but his continued kindness in wishing Scrooge 'merry Christmas' shows that he won't ~~go~~ give up. Fred even invites Scrooge to 'dine with me' and go to his Christmas party. Scrooge refuses, but goes with the Ghost of Christmas present, and shows his redemption when he goes to the party ~~also~~ in person. Fred's demonstration of repeated kindness ~~is~~ facilitates Scrooge's redemption, and is important to the novel.



Another example of kindness in the novel is when Marley warns Scrooge that he must change his ways, or 'wear the chains' he 'forged in life'. Although it scares Scrooge, this is arguably the biggest act of kindness in the play, as Marley saves his friend from eternal suffering. Marley gives Scrooge the 'chance to escape my fate', which leads to his redemption. He explains to Scrooge that 'making mankind was my business', and this teaches Scrooge the importance of kindness. Marley's demonstration of kindness in the novel is important for Scrooge's redemption, as he warns him of his 'fate'.

Kindness is also poorly portrayed by the charityworkers. The two 'portly gentlemen' make the mistake of asking Scrooge for a donation to help the poor. They show kindness to the poor, but also rely on the kindness of others to help them. However,



Scrooge shows his unkind nature, as he asks 'are there no prisons? ... and the Union workhouses?'. Scrooge ~~ref~~ rejecting the opportunity to be kind to the poor like the charity workers is important ~~in~~ making his redemption clearer. He later rectifies his act, as he pledges an unknown, large amount of money to the charity, and thanks the charity workers. The kindness shown by the charity workers who help the poor ~~is also~~ helps to lead Scrooge to redemption, as he also contributes to their charity.

Scrooge also portrays kindness once he is redeemed. He especially is kind to the Cratchits. He gets a boy to buy a large Turkey and send it 'to Bob Cratchit's'. This act of kindness after he has seen their small Christmas dinner shows Scrooge's redemption. He also shows kindness to Bob, as he gives him 'a raise'. This change in Scrooge's character shows how he has realised



the error of his old ways, and he is
making up for it through his new acts
of kindness.



Script 11 – Question 5: *Pride and Prejudice*

Chosen question number: **Question 1** **Question 2** **Question 3**
Question 4 **Question 5** **Question 6**
Question 7

Austen presents Wickham as being ~~understanding and~~ humble and down to earth. We can infer this by the quote, "I have no right to give my opinion". This quote clearly shows that ~~the~~ Wickham doesn't want to say bad things about Darcy as he has "known him too well and too long to be a fair judge" which also shows that he has quite a high amount of respect for Mr Darcy.

Austen presents Wickham as being respectful towards ~~Mr Darcy~~ Mr Darcy. This is shown by the quote, "his estate there is a noble one". We can clearly infer by this quote that Wickham admires Mr Darcy's estate and he respects him alot. Another quote which shows that ^{Wickham} ~~Mr Darcy~~ has respect for Mr Darcy is, "for I have been connected with his family in a particular manner from my infancy". This quote clearly shows that Wickham has respect for Mr Darcy as they grew up together, & as we know later on in the novel Mr Darcy ran away with Georgiana (Mr Darcy's sister) which ~~clearly~~ shows a lack of respect towards Mr Darcy. Which makes the writer feel that Mr Wickham is masking his true



Personality by presenting himself as ~~very~~ respectful and noble

Austen presents Wickham as secretive, in the last bit of dialogue at the end of the extract. This is seen through the quote "We are not on friendly terms and it always gives me pain to meet him". Although Wickham tells us he isn't on good terms with Mr Darcy he doesn't actually tell the reader why. ~~But~~ eventhough we find ~~it~~ out later on in the novel the truth of why they aren't on good terms by Mr Darcy himself. We can see Wickham's secretiveness again just in the quote "Wickham shook his head". This is significant because Elizabeth is saying bad things about Darcy because of how he came across when they first met, however Wickham decides not to say much and stay quiet about the topic which clearly suggests Wickham is very secretive and there's a lot more about him than what ~~we~~ we already know.

→ Question B
next page



B.) ~~the~~ Pride is presented elsewhere in the extract by multiple characters, the most significant being Lady Catherine De Bourough. Although she is well respected and probably the character with the highest social status she often comes across as impertinent and full of herself. This is due to the fact that she looks down upon everyone who doesn't have a high social status. We know this because in one of the last scenes she visits ~~to~~ Elizabeth ~~to~~ to tell her she isn't good enough for Mr Darcy to marry. Also demanding Elizabeth to be silent and demanding respect from her, while at the same time she was being rude to Elizabeth. This is all down to the pride Lady Catherine has about herself and how she feels that no one else is better than her. This makes the reader feel that Catherine despite being shown respect by everyone, ~~she~~ she is rude back to everyone else due to her self esteem and pride.

Pride is presented by Mr Collins when he mentions that he was a servant for Lady Catherine. This is significant because ~~he~~ ~~causes~~ her "the great lady" he addresses her ~~to~~ as ~~body~~, "The great Lady Catherine de Bourough" which already shows how proud he is to say he has been "acquainted" with her. He then also goes on to talk about her and say how good of a person she is and then ~~talks about~~ ~~Basings Park~~ talks about her house and describes all the features of the house to people in an



elegant way. This makes the reader feel that Mr Collins is proud to say he has worked for Lady Catherine as she is of a high social status which makes him feel that he will be more socially accepted by people.

Mrs Bennett shows pride when the officers and Mr Bingley and Mr Darcy are at the ball. She introduces all of her daughters to all these men hoping to marry them off, ~~she describes them in~~ She ~~se~~ describes them as beautiful and makes them dress nice for all of these people at the ball for people like Mr Darcy to describe one of the daughters as tolerable and Mrs Bingley ~~to~~ and her friend to laugh and make jokes about their family describing them as peasants.

Pride is shown in the last stage of the extract when Elizabeth and Lady Catherine meet and Lady Catherine says 'She isn't good enough to marry her nephew.' After this Elizabeth ~~has~~ starts to defend herself and come to come back at Lady Catherine which she doesn't like because she is high status and should be treated with respect. Whereas Elizabeth is insulting her back and standing her ground. This makes the reader feel that eventhough Elizabeth is of a lower status compared to ~~totally~~ Lady Catherine she knows her worth and won't let ~~her~~ rich high status people mock and insult her.



Script 12 – Question 6: *Silas Marner*

Chosen question number: **Question 1** **Question 2** **Question 3**
Question 4 **Question 5** **Question 6**
Question 7

Elliot presents Lantern Yard as a place of great fondness for Silas. Showing the importance of the search.

This is done by using Eppie as a trigger for Silas to reveal more about his former town, an example of this would be is when Eppie said 'I'm glad you don't live in this town now, father. Is Lantern Yard like this street?' This means Silas feels the urge to defend the town therefore revealing how important it is to him.

The extract also highlights the difference in location between Raveloe and Lantern Yard. Raveloe has previously been described to be an untouched part of the country as it is 'stuck' in the past. However this extract shows that the jail is an indication to being close to Lantern, this shows it must be a fairly large prison as well as the presence of modern government and society.



Elliot is also able to use the mention of this prison that is ~~so poor~~ described to be an eyesore by Eppie to have a more impactful description of Lantern Yard. If someone was to describe ~~there~~ ~~the~~ to a town by saying: 'it isn't a big street like this,' then the human brain would often see this as a negative. However, if the previous street was described as 'worse than a workhouse' then this small street would be seen ~~&~~ as a better place. ~~This is~~

~~This previous defending of~~ ~~#~~ Though Silas had just defended his old home, after being ~~after~~ asked if it was 'worse than a workhouse', he would soon be surprised to find that this town he once loved ~~was~~ was a factory. So when he dismisses the ~~potential~~ workhouse comments Elliot was foreshadowing the end of the story.

So, Elliot use many techniques to keep the reader as well as highlighting that the past of Silas Marner had essentially ~~disap~~ disappeared.



Change. Change was the only constant throughout the story and some were dramatic some were miniscule.

A major change that played a large part ~~is~~ in this is Silas Marner's abandonment of the church and turning to money. Previously Silas had come from a town where everyone was a devote christian. However, Raveloe had a much ~~more~~ more casual relationship with religion. This meant that when Silas stopped having faith in ~~god~~ God due to his misfortunes, it wasn't cared for by the rest of Raveloe.

By having no faith he only wanted wealth. Silas ~~achiev~~ achieved this but to the outside world he was just an ordinary Pariah. The 'ordinary' was then changed for people, when someone called ~~sette~~ Sally was around Silas he noticed she had dropsy. To help Silas gave her some herbal tea, this tea went on to cure Sally. Word had spread that Silas had powers and when people asked for his tea he refused. Silas disliked this as up until then he had kept himself to himself and didn't trust anyone.



The next big change for Silas was the loss of his wealth. All of his money was stolen by Dolten Cass, this meant Silas had nothing. He had already given up his religion for the money he no longer possessed, every night he would look out of his door and look into the darkness to hope his money would return. This meant he was able to a baby by itself and he then looked for the babies parents to no avail. This baby was Eppie who he later adopted with the approval of Raveloe. Once he had adopted this baby he began to feel happy and whole again. This meant

Later on Eppie was christened which made him feel some faith for God once more. To feel complete he wanted to take his daughter ~~where the final~~ to his old town where the final change occurred, the change of Lantern Yard.



Script 13 – Question 7: *Frankenstein*

Chosen question number: Question 1 Question 2 Question 3
Question 4 Question 5 Question 6
Question 7

7a) At the beginning of the extract, Shelley effectively presents Victor's visit to Geneva as remoncent. The author writes "my country, my beloved country!". In particular, the exclamatory sentence suggests Victor still sees Geneva's beauty even though he had left for many years, implying that he hasn't forgotten Geneva & still loves his country as he remembers everything about his country, including his memories there. This is reinforced by the listing of "L. Thy streams, thy mountains, and, more than all, thy lovely lake!". This suggests Victor sees Geneva as beautiful as ever & how it hasn't changed since he was last there, suggesting Geneva's beauty is ongoing to Victor & is something that's endless due to not only Geneva's scenery but also Geneva's the memories had there. This ^{reminds readers} ~~reminds readers~~ of epigenetic theory as Victor has been raised in such a beautiful environment yet he turns out to be evil and creates the creature, resulting in his & many others' destruction. This makes the reader feel joy for Victor as he's reunited with the country he loves. Alternatively, readers may feel pathos for Victor as his memories have also come back.



in the middle of the extract, Shelley successfully presents Victor's visit to Geneva as ~~upsetting~~ dangerous. The author writes "The most violent storm hung exactly north [...]": In particular, the pathetic fallacy suggests Victor's return to Geneva won't be pleasant as danger is foreshadowed and something bad is going to happen to Victor, which will cause him to fall into further peril. This is reinforced by the ongoing semantic field of weather. The author writes "~~dark storm~~ ^{storm} "thunder" and "flash". This suggests there is an ongoing feeling of danger which will later reveal itself to Victor and cause his life to worsen, implying Victor will never be free of torment. This makes readers feel curious as to what this danger is. Alternatively, readers may feel fearful for Victor as his life is in danger but he ~~does~~ is unaware.

Towards the end of the extract, Shelley ~~still~~ powerfully presents Victor's visit to Geneva as conflicted. The author writes "[...] beautiful yet ~~at~~ terrific, [...]". In particular, the juxtaposition of the adjectives "beautiful" and "terrific" suggests Victor is conflicted about his thoughts since returning to Geneva and is ~~still~~ suffering a subconscious emotional struggle ~~if~~ ~~the~~ within his mind, ~~fall~~ implying he's under stress. This is reinforced by the noun phrase "[...] elevated my spirits [...]"



This suggests Victor, although upset before about his brother's death, is now undergoing ~~the~~ ^{different} emotions due to the stress & pressure, which reached its peak when Victor visited Geneva (where everything began). This reminds readers of psychoanalytic ~~feel~~ ^{theory} as Victor's ID has been taken over by his ~~ego~~ however the ~~2~~ & two are in constant conflict as Victor changes emotion. This makes readers think about how greatly William's death has affected Victor. Alternatively, readers may think Victor didn't cherish his brother as much since he isn't completely upset.

7b) The Gothic novel 'Frankenstein' written by Mary Shelley depicts the story of Victor Frankenstein and how he created life from death due to his obsession with the pursuit of knowledge, which he values above everything else.

At the beginning of the novel, firstly, in the epistolary part of the novel, Shelley presents fear shows how fear, resulting from obsession, results in the destruction of lives. At first in letter 1, Robert Walton is seen to have "endured cold, famine, thirst and want of sleep" in order to achieve the "favorite dream of [his] early years". As a result of his obsession to be a pioneer, Margaret is fearful for Walton and he warns him about "evil forebodings" that could occur and asks him to come home,



however due to Walton's obsession with wanting to "tread a land never before imprinted by the foot of man" he dismisses his sisters warning and consequently ~~faces a~~ leads to the destruction of his ^{life goals} ~~life~~ when he meets Victor. This juxtaposes letter 4 where Walton is seen to be "surrounded by ice" and is in the middle of a shipwreck. Walton's obsession therefore puts his & his crew mates' lives in danger and leads to the destruction of his life goals when he meets Victor, who asks Walton to get a "moral from this tale" and, out of fear of Victor's story, in ^{volume 3} ~~the~~ chapter 24, Walton turns the ship around. ~~This reminds~~ moreover this is linked to doppelgänger theory as Walton is a character foil for Victor and as a result learns from his story. This ~~encourages readers to feel~~ shows now Walton's obsession with ~~it~~ becoming a pioneer results in his destruction. This makes readers feel pathos for Walton as ~~his~~ his obsession only led to turning the ship around. Alternatively, readers may feel glad as ~~both~~ Walton's out of danger.

secondly, in volume 1 of the novel, Shelley presents now fear, resulting from obsession, results in the destruction of lives. In volume 1 chapter 4^s, Victor undergoes "intense labour & fatigue" during his "midnight labours" as he "pursued nature to her



hiding places" and, as a result, creates the female creature in ~~Chapter 5~~ however he is fearful & disgusted at what he has created, ~~it~~ as "horror and disgust filled [his] heart" and "[he] rushed out of the room". This suggests Victor is in fear of what he has created and abandons it due to his feelings taking over and his fight or flight response is triggered out of fear for his life. This mirrors how in volume 2 Chapter 10, the creature and Victor meet again and Victor exclaims "How dare you appear before me?!" suggesting Victor wants nothing more to do with the creature who was created as a result of his obsession with the pursuit of knowledge. ~~the~~ Victor also says "extinction of your miserable existence", implying he no longer wants the creature to roam the Earth and would rather challenge him ~~than~~ ^{and} fight him out of fear ~~over~~ even though the monster is bigger than he is and at a clearer disadvantage. ~~It~~ ~~therefore~~, this links to ~~Freud's~~ ~~psychoanalytic~~ theory as Victor's ID is trying to take over his ego, which is represented by the creature. This makes the reader feel ~~pathos~~ for Victor as his ~~obsession~~ shows how ~~obsession~~ fear, resulting ~~in~~ ~~monstrous~~ this links to the ~~Freud's~~ ~~psychoanalytic~~ theory as the creature is a physical representation of Victor's bad side and it is believed



that upon seeing your doppelgänger you are close to death. This makes the reader feel show how fear, resulting from obsession, leads to the destruction of lives as the Victor's death results from the creation of the creature when he dies at the end in ~~Volume 3~~^{Volume 3} chapter 24, This makes the readers feel ~~pathos~~ for Victor as his desire as a result of wanting to "learn the secrets of the heaven & Earth". This makes the readers feel ~~pathos~~ for Victor as he had ~~obsession~~ resulted in his death. ~~Alternatively, readers may~~ think Victor's obsession got the best of him and learn the lesson of how a strong pursuit of something results in tragedy. Alternatively, readers may think Victor's obsession could've been controlled if his death didn't have to occur if he had learnt how to control his obsession by not trying to harness God-like powers & overcome nature, who seeks revenge.



Script 14 – Question 7: *Frankenstein*

Chosen question number: **Question 1** **Question 2** **Question 3**
Question 4 **Question 5** **Question 6**
Question 7

7a) The writer successfully ~~shows~~ ~~has~~ presents Frankenstein's return to Geneva as delightful. This is shown when Victor says "My country, my beloved country! This shows that Victor missed Geneva and is delighted to be back. In particular the personal pronoun 'my' shows that he has a strong connection with the nature that is around him, even though he tries to defy nature he always turns to it. This coupled with the repetition of commas in the ~~extract~~ first paragraph overflows his feelings of happiness and how much he loves his home town. Furthermore there is a semantic field of nature in the first paragraph shows the importance of balance in the world, and because Victor created the monster he might disrupt balance which could cause chaos and destruction. This may make the reader feel empathy for Victor as he did not want it to turn out



this way but it did.

The writer ~~also~~ also successfully presents Frankenstein's return to Geneva as ~~sadening~~ ^{sadening}. This is shown when Victor says "as I drew nearer home, grief and fear overcame me. Night also closed around" This shows that Victor is sad because his ~~brother~~ ^{brother} ~~William~~ ^{William} has been murdered, also the fact that grief and fear ~~is~~ overcomes Victor shows that if he had another chance he would do it better. In particular, the metaphor "the picture seemed a vast and dim, scene of Evil." This shows that everything is dark and looks scary also it shows how lonely Victor is as no-one is around him. This coupled with the repetition of "I" ~~throughout~~ ^{throughout} the text shows that Victor is only thinking about how sad he is and shows how his loneliness may be the reason why. In addition, the onomatopoeia (description of weather) reflect Victor's feelings. This exaggerates Victor's feelings ~~of~~ ^{of} how sad he really is. The reader may also feel as nature is rejecting Victor because of all that he is doing.



Finally the writer presents Frankenstein's
return to Geneva as ~~is~~ rejecting. This
is shown when the doors of Geneva
are shut. This shows that ~~so~~ they don't
want Victor to enter the city.



7b) Fear is an important theme in Mary Shelley's Gothic Novel 'Frankenstein' because it leads to destruction.

The writer successfully shows how fear leads to destruction through the character of Victor. This is shown in volume 1 when after bringing the monster into life he says "disgust and horror filled my heart" and abandons the monster. This shows that Victor is scared of the monster so abandons it. This leads to destruction because the monster seeks revenge and later in the novel kills Henry Clerval. This foreshadows that the monster is ready to kill more people to hurt Victor as this pleases the monster and he can get his revenge. In addition, fear leads to destruction through Victor again, when he fears the monster's promise which is "I will be with you on your wedding night" Victor stands outside and waits for the monster. This shows Victor is scared as he is not with Elizabeth enjoying himself. This leads to destruction as the monster kills Elizabeth and Victor vows to seek revenge which leads to his own destruction later in the novel.



The writer also successfully shows how fear leads to destruction through the ~~car~~ character of the monster. This is shown when ~~the~~ Felix gets scared of monster's appearance and hits him ~~with~~ with a stick to make him run off. This shows Felix is scared the monster might do something to his father, ~~and~~ Agatha and Sophie. This leads to destruction of cottage as monster out of anger burns down cottage later. Moreover, it destroys monster's hope in humanity. In addition the monster's fear of loneliness leads to destruction later on in the novel when Victor destroys female monster. This shows monster is scared of being alone through ~~it~~ he has desperately he wanted a female companion. This leads to ~~his~~ his own destruction as he cause Victor to chase him to the North pole where Victor dies. ~~As~~ ~~the~~ The monster has ~~no~~ no purpose in life ~~or~~ and vows to kill himself. This mirrors Victor because both of the lead ^{their} ~~on~~ destruction and shows ~~the~~ one of Shelley's key messages that science is monstrous. The reader may feel ~~an~~ empathy for the monster because it was society and prejudice that made



him that way and he was born (created) innocent.

Finally, the writer successfully shows how lack of fear, paradoxically, almost leads to destruction through the character of Walton. This is shown when Walton's ship is stuck in ice but he is not turning back. This shows he is not scared of the ice and want to follow his dream and go to the North pole. This almost leads to destruction, however, Walton learns about the 'cup of madness' from Victor's story and ^{for much} obsession and ^{extreme quest for knowledge} determination can lead to destruction.

This juxtapose both Victor and the monster as they don't ~~to~~ learn this lesson and die. This may make the reader reflect on one of Shelley's key messages about how obsession and ~~understand~~ knowledge can be dangerous, which was relevant in 19th century as there was a lot of ^{new} science discoveries and theories. ~~for~~ ~~for~~



Paper 2: Option 1 – 19th-century Novel

Examiner commentaries

Question 1 – *Jane Eyre*

Examiner commentary and mark	
Script 1	<p>Part (a) The candidate makes a range of points in relation to Helen Burns (in the extract) and identifies a range of techniques. There are comments and examples in relation to tone, the use of rhetorical questions, repetition, listing, pronouns and the literary genre of the bildungsroman. The candidate identifies that Helen is a role model, passionate, dedicated, has strong morals and has religious faith. There is much here and the candidate engages with the question. Level 5, 18 marks</p> <p>Part (b) In this response the candidate explores the different locations where teaching and learning takes place, including Gateshead, Lowood, Thornfield, and Marsh End. There is some thoughtful engagement and good points, such as Jane matures through teaching. There is a focus of education in a broad sense; there is breadth but not depth, as more specific details could have been included. This just slips into Level 5. Level 5, 17 marks</p>

Question 2 – *Great Expectations*

Examiner commentary and mark	
Script 2	<p>Part (a) In this brief response, there is some personal engagement with the question, but there is a lack of close analysis of language, form and structure. There is a comment about 'awkwardness' and how the meeting was 'weird'. The brevity of the response hinders progress. Level 1, 3 marks</p> <p>Part (b) This short answer includes points from the given extract and little from elsewhere; however, there is some valid comment. Level 1, 3 marks</p>
Script 3	<p>Part (a) This response maturely explores a wide range of language and explores some words in depth, such as 'wretched' and 'remained' and the effect on</p>



	<p>the reader is considered. There is identification of exclamations, verbs, nouns, adjectives, a euphemism and repetition. Points include: how the meeting was awkward, but friendly; Pip's feelings and emotions; Estella's 'majesty and charm'; the tensions and Estella being 'almost confessional' and more. In this response, the analysis is deep but not broad. Level 5, 18 marks</p> <p>Part (b) The candidate provides a range of points in relation to Estella elsewhere in the novel, including: events at Satis House and Pip's desire to better himself following Estella's poor treatment of him; how Estella helps Miss Havisham to 'break men's hearts' and how through Estella, Pip learns life lessons. Some pertinent quotations are used, particularly the reference to moths when Estella warns Pip of the dangers of falling in love with her. Level 5, 17 marks</p>
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Question 3 – *Dr Jekyll and Mr Hyde*

Examiner commentary and mark	
Script 4	<p>Part (a) This response explores the use of adjectives, foreshadowing, verbs and adjectives when discussing events in 'The Incident at the Window', and how events change from calm to fearful. The paragraphs are in 'Point, Evidence, Explain' (PEE) format, but ideas are not fully developed. This is a useful example of a Level 3 response. Level 3, 11 marks</p> <p>Part (b) The candidate explores the friendships between Utterson and Jekyll, and Utterson and Enfield. There are comments about Utterson caring for Jekyll and despite Utterson and Enfield not speaking much, they share a bond. There are some comments in relation to the given extract, but a fair point is made about Utterson and Enfield's actions and how they could have helped Jekyll rather than walking away. Ideas are not sustained, but a sound understanding of the novel is demonstrated. Level 3, 11 marks</p>
Script 5	<p>Part (a) This is an impressive and maturely expressed response that explores a range of techniques, including pathetic fallacy, listing, juxtaposition, verbs, adjectives, and more. Points are made about the contrast in setting, fear, powerful emotions, the shock and terror of the events and how this is 'impactful'. There is a wide range of developed points supported with fully relevant examples, embedded quotations and integrated subject terminology. Level 5, 20 marks</p>



	<p>Part (b) Various friendships are explored in this response, including those shared between Jekyll, Utterson, Lanyon and Hyde. The varying natures of the friendships are explored and how these become strained. This is an assured response exploring a number of examples from across the novel. Level 5, 20 marks</p>
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Question 4 – *A Christmas Carol*

Examiner commentary and mark	
Script 6	<p>Part (a) This is a focused, thoughtful and sustained response that explores the use of simple sentences, adjectives, dramatic irony, exclamatory sentences and adverbs. There is consideration of the effect on the reader and a wide range of evidence is used to support the points made. Level 4, 14 marks</p> <p>Part (b) Kindness is explored through Fred (the ‘antithesis of Scrooge’), the relationship between Scrooge and his sister, Fan, and the kindness shown by Fezziwig that contrasts with Scrooge’s meanness. There is some contextual comment, AO3, that is not assessed in this paper, however, the point is linked to kindness. There are some grey areas, such as where the candidate muddles Scrooge with Fred, but a clear understanding is still demonstrated. Level 3, 12 marks</p>
Script 7	<p>Part (a) This is a good example of a formulaic response following the ‘Point, Evidence, Technique, Effect on Reader’ (PETER) approach that deals with the assessment criteria. Specific words and phrases are explored and the candidate considers the readers’ hope and excitement for Scrooge’s redemption. Other points include Scrooge’s terror, how he learns a lesson and how the spirit provides him with a warning. Some ideas are repeated and there is a grey area about the spirit telling Scrooge to wake up and change. However, there is enough here to place the response at the top of the level. Level 3, 12 marks</p> <p>Part (b) Some thoughtful points are made in this response and how Scrooge goes ‘on a kindness rampage’. Points include: how Scrooge changes the Cratchits’ lives; Scrooge’s kindness towards Bob and how Bob is thankful towards Scrooge; Fred’s kindness towards his uncle; kindness versus ignorance; Scrooge buying the Cratchits the turkey and Scrooge going to Fred’s party. At times, there seems to be more comment about</p>



	<p>happiness; however, a thorough understanding of the novel is demonstrated.</p> <p>Level 4, 14 marks</p>
Script 8	<p>Part (a) Despite the difficult handwriting in this short response relevant comments are made, such as teaching Scrooge a lesson and visiting the graveyard. One quotation is provided but the response is not always focused on the extract.</p> <p>Level 1, 4 marks</p> <p>Part (b) Again, although we must work for the candidate, there are comments about Scrooge's kindness when he buys meat for the Cratchits, gives coal to Bob and pays for Tiny Tim's treatment. Although some points are repeated, there is some understanding here.</p> <p>Level 2, 5 marks</p>
Script 9	<p>Part (a) This formulaic response, following PEE format, includes points about the visit to the graveyard being 'questionable', terrifying, scary, traumatising and religious. Each point is supported with a relevant example, although there is little explanation, as comment tends to rephrase the quotation or repeat the introductory point. Terms are not identified, but the reference to 'In the beginning ...', 'In the middle ...' and 'In the end ...' could be considered structural points. There is some understanding here.</p> <p>Level 2, 7 marks</p> <p>Part (b) This brief response refers to Tiny Tim's kindness when he says 'God bless us all!' and when Scrooge give donations to the charity workers towards the end of the novel.</p> <p>Level 1, 3 marks</p>
Script 10	<p>Part (a) The candidate provides an overall view of the extract that is fluid and demonstrates confidence. Even though specific poetic terminology is not used, subject terminology is evident, such as foreboding, connotations, repeatedly, portrays and so on. The candidate selects specific words and phrases and explores these in detail and there are comments in relation to structure. Points include the negative experience that ends on the positive, the dismal conditions, the sense of foreboding, Scrooge's fear and being grateful for being given another chance. This is assured, cohesive evaluation of the extract.</p> <p>Level 5, 20 marks</p> <p>Part (b) In this response, the candidate explores kindness through: Fred and his persistence in inviting his uncle to spend Christmas with him; Marley's ghost saving Scrooge from 'eternal suffering'; Money given to charity and</p>



	Scrooge being kind to the Cratchit family. The candidate demonstrates an assured understanding of the novel through the examples presented. Level 5, 20 marks
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Question 5 – *Pride and Prejudice*

	Examiner commentary and mark
Script 11	<p>Part (a) This response does not always deal with the Assessment Objective (AO2) and there are some comments that are out of extract. In addition, there are some misinterpretations, such as Wickham showing respect for Darcy, when in reality he does not. The response tends to explore how Wickham presents himself as noble, rather than how Austen presents him in this extract to the reader. There is no recognition of Wickham's devious nature; however, the point about his secretiveness is a relevant point. Level 2, 8 marks</p> <p>Part (b) Pride is explored through the characters of Lady Catherine de Bourgh and her self-esteem, Mr Collins who is proud of his association with Lady Catherine and Mrs Bennet. There are some inaccuracies, such as 'Mrs Bingley and her friend ...' describing the Bennet family as 'peasants' or how Mr Collins is 'a servant for Lady Catherine'. This is a superficial reading of the novel that demonstrates some understanding of the novel. Level 2, 8 marks</p>

Question 6 – *Silas Marner*

	Examiner commentary and mark
Script 12	<p>This candidate does not label the separate parts of the question.</p> <p>Part (a) When exploring the search for Lantern Yard, the candidate makes some valid points; however, there are some grey areas and comments that go out of the extract. Ideas are not always clearly expressed, such as how the former town is 'defended' by Silas; however, the point in relation to the differences between Raveloe and Lantern Yard is valid. There does not appear to be a clear understanding of the extract and the Assessment Objective (AO2) is not dealt with. Level 2, 6 marks</p> <p>Part (b) Change is explored through Silas leaving the church, Silas' desire for wealth, Sally (Oates) receiving herbal tea from Silas and the change it has on her, Silas' loss of wealth and the theft of his gold, finding Eppie</p>



and how she changes his life, and the changes in Lantern Yard. Ideas are not fully developed, but a range of examples have been provided.
Level 3, 10 marks

Question 7 – *Frankenstein*

Examiner commentary and mark	
Script 13	<p>Part (a) This response includes a range of points and impressive vocabulary, such as ‘epigenetic’ and ‘psychoanalytic’ theories, and a range of techniques are applied. There are comments about Victor loving his country and how the poor weather foreshadows future danger. There is awareness of the different emotions felt throughout the extract; however, some points require further clarification. The response is a little repetitive in places and alternative interpretations are offered. This is a thoughtful response that is working towards Level 5. Level 4, 16 marks</p> <p>Part (b) This response to the question of fear tends to focus more on obsession. Although there are comments in relation to fear, such as Margaret’s fear for her brother, Walton; Walton’s fear for his crew, and Victor’s fears about his creation, the response often loses focus. On a best fit basis, this is a Level 4 response demonstrating some thoughtful engagement with the question. Level 4, 14 marks</p>
Script 14	<p>Part (a) This response is more focused than the previous example and explores a range of language, form and structure. Points include: Frankenstein’s delight in returning to Geneva and how he has missed it, how he turns to nature and defies it, the dark and scary atmosphere and how the gates of Geneva are shut. Relevant terminology is employed, although more examples could be included to support the points made, such as referring to the ‘terrific crash’ when discussing onomatopoeia. Level 4, 15 marks</p> <p>Part (b) Fear is explored through it leading to destruction, such as the monster (or creature) killing Victor’s loved ones, Clerval and Elizabeth; the monster destroying the DeLacey’s cottage; how the monster’s hope in humanity is destroyed through fear; the fear of loneliness and the paradox of Walton’s initial lack of fear. Some well-chosen references have been included in this sustained response. The point about the paradox is assured and slips this into the top level. Level 5, 17 marks</p>



Summer 2022 Optionality

GCSE (9-1) English Literature options for 2022

Following the Ofqual consultations regarding changes to 2022 assessments, and to help ease the burden of teaching all four sections, our centres will only need to deliver three out of four sections and will have the option to choose between teaching 19th century fiction or poetry for Paper 2. See below for some examples:

Option 1 1ET0 N

Shakespeare	Post-1914 text	19th-century novel
<i>E.g. Macbeth</i>	<i>E.g. An Inspector Calls</i>	<i>E.g. A Christmas Carol</i>
Looking to improve diversity within your curriculum? Why not try one of our new texts?		
<i>E.g. Romeo and Juliet</i>	<i>E.g. Refugee Boy</i>	<i>E.g. Jekyll and Hyde</i>

Option 2 1ET0 P

Shakespeare	Post-1914 text	Poetry
<i>E.g. Macbeth</i>	<i>E.g. An Inspector Calls</i>	<i>E.g. Conflict Poetry Collection</i>
Looking to improve diversity within your curriculum? Why not try our new poetry collection?		
<i>E.g. Romeo and Juliet</i>	<i>E.g. Refugee Boy</i>	<i>E.g. Belonging Poetry Collection</i>