

# WJEC AS Level English Literature UNIT 1 KO *Jane Eyre*

## Section A part i: Extract /20

### A01 (5 marks)

A01 will assess your ability to engage with the extract and respond to your given question. Remember, A01 is all about ideas and concepts, so you need to be thinking carefully about the character(s) you've been given. Make sure you are always focusing on how they are being presented.

#### Top Tips:

- Don't go through the extract chronologically – read it all the way through first and then decide on your ideas. Remember, the presentation of the character(s) you have been given to analyse could change as the extract progresses.
- It's important to note that the assigned character(s) may be presented in more than one way. If so, you might want to acknowledge this by writing something like: 'however, it could also be argued that...'
- Although context is not assessed in this part of the unit, you can use context to 'build' your idea. For example, instead of writing 'Bertha is presented as savage' you could write 'Bertha is presented as the 'other' in Victorian society – a savage, animalistic figure who is the antithesis of the passive Victorian woman...'

### A02 (10 marks)

A02 asks you to carefully consider **how** the writer has used language, structure and other narrative techniques to present the character(s) you've been asked to focus on. For example, if you think that Mr Rochester is presented as superior, then **how** has the writer encouraged you to think this? Remember, characters are **constructs**; they are built and designed by writers just like houses are built and designed by builders and architects. Once you start thinking of writers in this way, you'll stop thinking about the characters they create as real people, helping you to analyse them more effectively.

**Top Tip:** It's really important to consider more than just the writer's use of language. A lot of candidates will be able to pick out a useful metaphor or a simile, or even 'dig deep' on a number of words and discuss how the writer has used their connotations to present the given character(s). More considered approaches will also think about the writer's use of dialogue, i.e. **how** does the writer craft the characters' speech – do they use long, complex sentences with many clauses or short, snappy utterances? Perhaps consider their use of structure within the extract. Does the writer use dramatic irony/foreshadowing? Do they withhold information? etc. It's also useful to consider what **other characters** say about the character you've been asked to focus on. This will often add to the presentation of the character in the question.

## Section A part ii: Essay question /40

### A01 (5 marks)

A01 will assess your knowledge and understanding of the novel in its entirety, as well as your skills at **organising your ideas** into a response which clearly addresses **and answers** the question. It might be helpful to think of what we could perhaps call a '**line of argument**' (LOA). This is a clear argument that uses at least one character and at least one event in the text to directly address the question you have been given. If you've been asked a 'how far do you agree' question, then this LOA should either support or challenge the view in the question. You'll need more than one LOA in your answer as you need to demonstrate knowledge of the text in its entirety, not just one part of it. Breaking your answer down into two or three LOAs can give your answer a clear structure that both you and the examiner can follow. Think of your LOA as the **foundation** of your answer – the base on which it will be built. Because of this, it needs to be **strong** and **relevant**.

### A02 (5 marks)

A02 will assess your analytical skills as you discuss how the writer uses language and narrative techniques to express the ideas of the novel. The purpose of adding textual support/analysis to your argument (your LOA) is to **strengthen** and **support** it. References to the text often provide a good springboard for you to link to relevant contextual and critical discussion.

**Top Tip:** Candidates are likely to consider individual images and symbols across the text (i.e. key metaphors etc.) and this can be a very productive way of gaining marks for A02. In addition to this, you may want to consider text-specific areas for analysis; features that are bespoke to the novel you have been studying. For example, the events of *Jane Eyre* and the way they are retold to the reader are affected dramatically by Bronte's choice of first-person narrative. When you are analysing the text, think about how this affects our understanding of the key events and characters of the novel.

### A03 (15 marks)

Discussion of context should demonstrate how your understanding of the key ideas of the novel have been illuminated by an awareness of the contexts in which it was produced and received. That's why, in your answer, discussion of contextual factors should be directly linked to discussion of specific parts of the novel, specific characters or ideas. In short, context should not be bolted on at the end of a paragraph/your line of argument; it should be embedded (or sandwiched) between your discussion of the text. Successful responses to *Jane Eyre* will integrate discussion about contextual significance/influence into their argument, drawing (where relevant) on literary, cultural, political, religious and social contexts, such as:

- C19<sup>th</sup> attitudes towards women, C19<sup>th</sup> notions of religion, C19<sup>th</sup> attitudes towards children, C19<sup>th</sup> attitudes towards orphans and family obligations, and C19<sup>th</sup> attitudes towards marriage.

### A05 (15 marks)

A05 assesses your ability to engage in critical discussion of the text. You are already doing this when you engage with the question and plan your ideas in response to it. Once you have your LOA, you can also consider the critical views or interpretations of the text that either support or challenge your argument. If you're going to use 'crit' (literary criticism) to do this, then you need to engage with it. Like context, you can't just add it to the end of your point. The best way of doing this is to treat it like the text and 'dig deep' on it – linking it to a specific part of the text, a specific character or an idea.

Some examples of critical discussion:

- '*Jane Eyre*' – In Our Time <https://www.bbc.co.uk/programmes/b05y11v8>
- *Jane Eyre* and the 19th century woman <https://www.bl.uk/romantics-and-victorians/articles/jane-eyre-and-the-19th-century-woman>