

GCSE English Literature (4710)
Unit 3 The significance of Shakespeare and the Literary Heritage (47103)

Centre number

Centre name

Candidate's full name

Candidate number

2713

Notice to candidate The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

To be completed by the candidate

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work?

Yes

No

2. If you have answered yes, give details below and on a separate sheet if necessary.

3. Any books, leaflets or other materials (eg DVDs, software packages, Internet information) used to help you complete this work and not clearly acknowledged in the work itself must be listed below. Presenting materials copied from books or other sources without acknowledgement will be regarded as deliberate deception.

DVD of 'The merchant of Venice' (2004 version)
Heinemann school edition of 'the merchant of Venice'

Candidate declaration I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

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Date 14.12.10

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Date 19/1/11

This form should be attached to the candidate's work and retained at the centre or sent to the moderator as required.

Candidate's Full name

Candidate number

To be completed by the teacher

Marks must be awarded in accordance with the instructions and criteria in the specification.

Unit 3 The significance of Shakespeare and the Literary Heritage (47103)

Assessment Objectives	Title of task	Maximum mark	Mark awarded
AO1, AO2, AO3, AO4		40	
Total mark for Unit 3 (47103)		40	

Details of additional assistance given (if any) Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Concluding comments

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Dr Michael Cresswell, Director General.

GCSE English (4700) English Language (4705) English Literature (4710)

English unit 3 (ENG03)
 English Language unit 3 (ENL03)
 English Literature unit 3 (47103)
 English Literature unit 5 (47105)

Centre number

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Candidate number

Task title

How do the writers of 'Ulysses' and 'The Merchant of Venice' present their central characters as heroes?

The notes the candidate takes into the Controlled Assessment task are to be recorded in this space. Please hand this sheet in with the completed work.

1 Ideas + feelings

2 Compare

3 Analyse language + structure

4 Context → considering the influence and reaction of different audiences in different times.

Cover at least 3 major points about one of the texts + at least 2 on the other.

↓
Arrogant, stubborn, props, short sentences,

Paragraph 1 → compare a quality in both characters

Paragraph 2 → explain how Shylock is a hero/antihero

Paragraph 3 → Shylock = murderer

Paragraph 4 → both flawed.

references biblical to stories

Conclusion → Summarise → overall: what type of heroes have the writers shown us?

modern past? → what effect do they have on the audience?

Spelling not important. Both authors.

3 sides of paper
max = 2000 words.

Justify

1.3 → 70

3.1 → 50

court scene → Anti-hero

Declaration I confirm that these are the only preparation notes used in the Controlled Assessment task.

Date 8/11/10

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Plan

INTRO

'The merchant of Venice' and 'Ulysses' both have characters that could be viewed as being heroes. Shakespeare had Shylock, who ~~was~~ is arrogant and strongwilled, and Tennyson had Ulysses, who ~~was~~ is brave and fearless, but just as stubborn.

PA

Qualities in both characters → ~~the~~ ^{Pride} ~~pride~~ ← compare
 Ulysses = 'myself not least but honoured of them all' 'my mariners' - still wants to fight even though he's old. 'much I have seen and known.'

Shylock → 'I am a Jew' 'Sacred nation' Effect on Audience

PA

shylock

Hero
Good

Antihero
Bad

Stands up for
what he believes
in

~~possessive~~ greedy
arrogant
stubborn

(depower) Brave ^(?) *
~~passionate~~ done well.
passionate

~~possessive~~ possessive - protective?

* court scene → ran away.

EFFECT ON AUDIENCE

* US 2 1.3 → 70 → uses bible story to cover up

P3

murderer
Shylock → Court scene no remorse / mercy / pity
EFFECT ON AUDIENCE wouldn't take the money.

In the court scene, Shylock is shown as a cold-blooded killer. He is even compared to a wolf 'why dost thou wet thy knife so earnestly?' - Bassanio (Props)
* 'wolvish, bloody, starved and ravenous.'
↑
unclean?

P4

Both flawed → both stubborn, arrogant
Shylock = greedy
Ulysses = unstable, foolish?

EFFECT ON AUDIENCE
Lists → uncertainty in Ulysses

Conclusion

summary → both flawed, not totally heroic, effect on AUDIENCE

3/11/10

How do the writers of 'Ulysses' (Tennyson) and 'The Merchant of Venice' (Shakespeare) present their central characters as heroes?

Shakespeare's 'The Merchant of Venice' and Tennyson's 'Ulysses' both have characters that could be viewed as being heroes or maybe anti-heroes in Shylock's case. ~~Shakespeare~~ In 'The Merchant of Venice' Shylock is seen as arrogant and strongwilled, and in 'Ulysses' Ulysses is brave and fearless but some would say just as stubborn as Shylock. The two pieces of writing would get very ^{opposite} ~~different~~ reactions from the audiences when they were written, compared to modern audiences who would ~~not~~ think differently about both characters, but especially Shylock.

Considers impact of context

link ✓ Both characters are very proud people. Shylock is proud of his Jewish heritage, his "sacred nation", and is prepared to stand up for what he believes in, for them.*

However, Ulysses is more self-centred, in a way, as his pride is in what he has accomplished. He says, "myself not least but honoured of them all," which shows he thinks highly of himself, as he is saying that he is the most honoured of his peers.

Appreciation of ideas

* He says "I am a Jew" and does not try to deny his faith even though he knows he will be looked down on, which could be seen ^{by the audience} as showing bravery, or some would argue; arrogance.

Ulysses refers to his friends and peers as "my mariners" which is quite possessive ^{and arrogant} although it could also be ~~perceived~~ seen as protective ^{and} it could be that he has pride in them, and wants people to know they are his. ✓ Shylock speaks in a similar way about Jessica and calls her "my ~~own~~ daughter" or "my Jessica", which

values language

Answer link

again could be seen as ^{ownership} ~~ownership~~ or caring, depending on the audience.

Shylock is one of the most complex characters in 'The Merchant of Venice.' In Shakespeare's times when the play was a comedy Shylock would be seen as an anti-hero or villain based on his bad qualities; he is greedy, arrogant and selfish. However, he is also passionate and stands up for what he believes in, which could be seen as brave since he is defending the Jewish community who were being victimised. ✓ Shylock's speech in which he says, "hath not a Jew eyes?" shows the audience how unjust his treatment is, and how the Christians have "scorned" his nation. In this scene he is portrayed as a hero, defending the weak. On the other hand, in the court scene he runs away claiming he is 'not well' when the events did not go his way, this would show the audience that he is not brave ^{he is a coward} and this is backed up when Shylock uses bible stories to justify shrewd dealing in Act 1 Scene 3. This is an indicator of how greedy he is.

In the court scene Shylock is shown as a cold-blooded killer, which the audience in Shakespeare's time would be used to. He is even compared to a wolf by ~~Antonio~~ Gratiano, who ^{calls Shylock} ~~says~~ "wolvish, bloody, starved and ravenous."

The word bloody might have been used to show how Shylock is ~~was~~ ^{is} unclean, because of his crimes against Antonio, or maybe because he is a Jew, and it is linked to that the Christians thought the Jews killed Jesus Christ. ✓ 'wolvish' and 'ravena' are to show that Shylock is hungry for flesh, and he is willing to murder Antonio like a wolf would ~~na~~ kill an innocent lamb. Shylock's cruelty is shown when he displays his knife and scales to the audience, and Bassanio asks "why does

layers of meaning

evoked appreciation of ideas

Context ✓

Thoughtful consideration of context

thou wet thy knife so earnestly?" why this is to bring Shylock's hunger for flesh to the audience's attention.

Analyses
circumstances
of scenes

Shakespeare may have used props in this scene to make Shylock seem like an anti-hero, as ^{adding} the knife and scales into the scene make Shylock seem less human, as he is showing no mercy and is 'wolvish' like a murderer.

Assured
like

Both characters have flaws shown, which in some people's point of view would make them less heroic as they are not perfect. However, in ^{other} ~~some~~ people's opinion this makes them easier to relate to, and makes their characters seem more human. This ^{could} effect the audience as it might inspire them to be more like Ulysses or Shylock.

Ulysses is shown as being unstable through how he talks and acts. He is easily bored, which may be one of the reasons he ^{uses lists with long sentences.} lists like, "to strive, to seek, to find, and not to yield." This may also show uncertainty?, which is not what the audience would expect to find in Ulysses, especially in the past when he would be seen as a war hero.

Another list he uses is, "that hoard and sleep and feed and know not me." This may show a more vulnerable Ulysses as the words 'know not me' suggests he is feeling lonely and no-one understands him. This may make the audience feel more involved, as if they are beginning to know him.

Analyses
language

Shylock's main flaw is his greed. This is much more of an anti-hero quality, ~~is~~ and Shylock's greed affects his life in many ways. In the court scene Shylock's hunger for Antonio's flesh causes him to lose everything, and ^{his selfishness} ~~he~~ pushes away his daughter earlier on in the play. This creates almost a moral for the audience to learn from, as it shows ^{that} greedy people get punished.

In conclusion, I believe that although Shylock and Ulysses are both flawed, they are still heroes, and the writers gave them more heroic qualities than anti-hero faults.

I think that audiences in Shakespeare's time would have seen Shylock as an anti-hero, as they would never have seen a Jew before and so Shylock would be ^{shown} as a comedy villain whereas nowadays he would seem more sympathetic and audiences may feel more pity towards him.

However I think both audiences from the past and now would see Ulysses as a hero, as he is 'always roaming' and is forever wanting to travel and fight, which appears more heroic. I think that their flaws make them more human, which shows even heroes aren't perfect and helps the audience relate to them more, which shows they are heroes because they are inspirational.

Analyses language, particularly in 'Ulysses', in convincing detail.
Makes ~~crossed~~ links between the texts.

Target = develop your explanations.

Confident
links ✓

Candidate 3 (2713 – MoV and Ulysses)

This is a very clear and consistent response, with assured control of evidence and interpretation. The opening paragraph establishes an ability to handle alternative interpretations that the candidate sustains throughout (“brave and fearless but some would say just as stubborn as Shylock”). This is followed by some apt contrast between Shylock’s pride in his culture and Ulysses’ pride in his achievements. Effective comment on the possessive pronoun is linked with sustained focus on alternative ways of interpreting attitudes (“possessive” or “protective”)

The sustained commentary on Shylock in the court scene is a confident and assured consideration of what makes the character heroic or anti-heroic, showing appreciation of the character’s complexity. This is matched by similar focus on disparate elements within Ulysses, with insight in the observation that the hero’s vulnerability makes him seem more human, with the effect of making him “easier to relate to”. Although the candidate does not move from character to characterisation in order to explore authors’ craft and attitudes and purposes, there is apt consideration of contexts in which interpretations may differ.

Expression and organisation are always clear and the handling of detail and of interpretation is assured throughout.

Band 4 Mark 30

- sustained and developed appreciation of writers’ ideas & attitudes and provide convincing interpretations using precisely selected supporting textual detail (4)
- analysis of aspects of language and structure in convincing detail (4)
- thoughtful consideration of links between the texts (4)
- thoughtful consideration of the significance of the contexts of the texts (4)