Suggested sources for the text:

Austen, J. 2003. *Mansfield Park*. London, UK. Penguin Classics. (Original work published 1814.)

Coetzee, JM. 2000 *Disgrace: A Novel*. Harmondsworth, Middlesex, UK. Penguin Books Ltd.

Conrad, J. 2011. *Heart of Darkness*. New York, USA. Tribeca Books. (Original work published 1902.)

Malouf, D. 1994. *Remembering Babylon: A Novel*. London, UK. Vintage Books.

**Examiner’s comments**

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| --- | --- | --- | --- | --- | --- | --- |
| **Criterion** | **A** | **B** | **C** | **D** | **E** | **Total** |
| Marks available | 5 | 5 | 5 | 5 | 5 | 25 |
| Marks awarded | 5 | 4 | 4 | 4 | 5 | 22 |

**Criterion A: Knowledge and understanding**

The two facets of criterion A—the degree of the knowledge or familiarity with the literature—complemented by understanding of the part 3 works in relation to this topic, are well addressed. The student has a strong overall sense of the arrangement of events, and because this knowledge is demonstrated by details as to time span, chapters, and the general nature of the shifts and variations in the narrative line, the performance in this criterion is 5. The student is perceptive both about the works and the ways to use them in an essay on this question.

**Criterion B: Response to the question**

The specific demands for this question—both from the general instruction to “compare and contrast” and from the question, as to the “variations of chronological order” serving the “purposes of the stories”—present a triple challenge for the responder. “Chronological order”, though not explicitly defined, seems to be well understood. The comparative factor—the encounters between different cultures—is set out early on, against a proposed differential in technique, and each novel is explored in some detail. Clearly the student has grasped the demands of the question but there could be more explicit evaluation of the comparative success with chronological narrative.

**Criterion C: Appreciation of the literary conventions of the genre**

Narrative order is clearly a focus of the question and that convention is consistently addressed through the response. The convention is, of course, clearly delivered by the question, which may not always be the case. The student consistently addresses the effect of authorial choices, which is a positive feature of the essay.

**Criterion D: Organization and development**

The essay has a solid logical structure and points are systemically and coherently developed.

**Criterion E: Language**

The demands of level 5 in this criterion are quite consistently addressed in this essay, certainly meeting the standard of a “high degree of accuracy” in spite of an occasional faltering in syntax and grace.