



CHAPTER 10 SETTING IN 'PRIDE & PREJUDICE'

! YOUR ESSAY MUST MEET ALL THE CRITERIA FOR THE INTRODUCTION, BODY PARAGRAPHS, AS WELL AS CONCLUSION; OTHERWISE, YOUR ESSAY WILL NOT BE MARKED! !



! COMPLETE THE COVER LIST BELOW TO ENSURE YOU HAVE MET ALL THE CRITERIA !

Cover Checklist- Tick Each Section When Complete.

- PREP STEP - Make a copy of this document.
- PREP STEP - Share your essay outline template with your tutor.
- PREP STEP - Copy and paste the link for your essay outline into your study system.
- STEP 1 - Outline your 100% essay - **START WITH THE CONCLUSION & WORK BACKWARDS**
- STEP 2 - Use the TTECEA checklist for details
- STEP 3 - Revise your essay - check for coherence & cohesion, redundant repetition, clarity, vocabulary, etc.
- STEP 4 - Edit your essay.
- STEP 5 - Put your essay together as one complete piece.

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QUESTION

Read the following extract from chapter 10 and answer the questions that follow:

“Have you anything else to propose for my domestic felicity?”

“Oh yes. Do let the portraits of your uncle and aunt Philips be placed in the gallery at Pemberley. Put them next to your great-uncle the judge. They are in the same profession, you know, only in different lines. As for your Elizabeth’s picture, you must not attempt to have it taken, for what painter could do justice to those beautiful eyes?”

“It would not be easy, indeed, to catch their expression; but their colour and shape, and the eyelashes, so remarkably fine, might be copied.”

At that moment they were met from another walk by Mrs. Hurst and Elizabeth herself.

“I did not know that you intended to walk,” said Miss Bingley, in some confusion, lest they had been overheard.

“You used us abominably ill,” answered Mrs. Hurst, “running away without telling us that you were coming out.” Then taking the disengaged arm of Mr. Darcy, she left Elizabeth to walk by herself. The path just admitted three. Mr. Darcy felt their rudeness, and immediately said,—

“This walk is not wide enough for our party. We had better go into the avenue.”
But Elizabeth, who had not the least inclination to remain with them, laughingly answered,—

“No, no; stay where you are. You are charmingly grouped, and appear to uncommon advantage. The picturesque would be spoilt by admitting a fourth. Good-bye.”

She then ran gaily off, rejoicing, as she rambled about, in the hope of being at home again in a day or two. Jane was already so much recovered as to intend leaving her room for a couple of hours that evening.

How does Austen present the setting in the extract?

Use references from the extract.

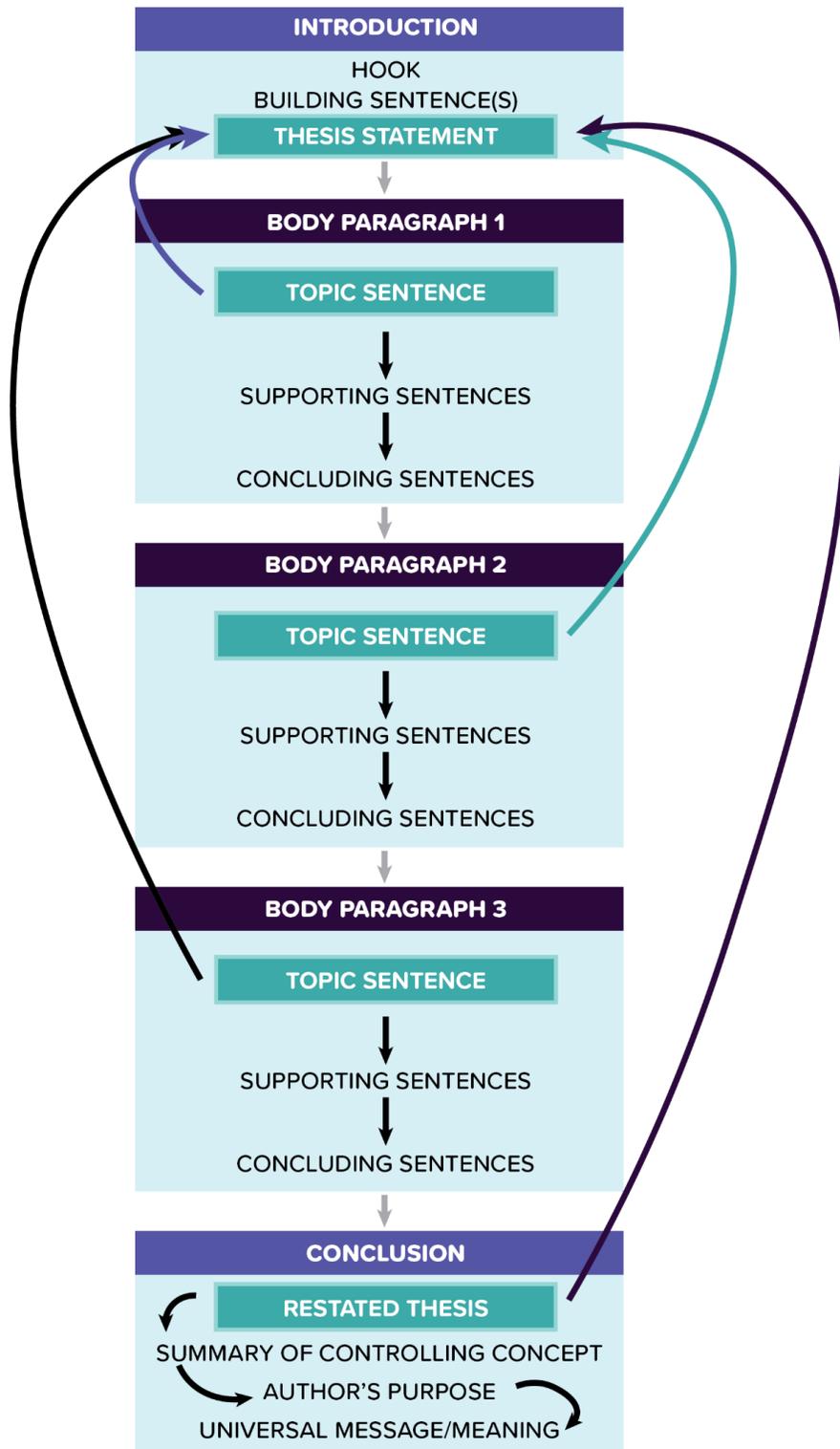
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100% ESSAY STRUCTURE OVERVIEW







STEP 1: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
<p>Hook AO1</p> <p><input type="checkbox"/> fact/statistic</p>	<p>Complete</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>In this extract from Jane Austen's celebrated novel, the author employs setting, dialogue, and characterisation to explore themes of social class, prejudice, and the nature of genuine relationships.</p>
<p>Building sentence(s) AO3</p> <p><input type="checkbox"/> counter-argument</p> <p>OR</p> <p><input type="checkbox"/> some contextual info</p>	<p>Not started</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	
<p>Thesis statement AO1</p> <p><input checked="" type="checkbox"/> key-idea-1</p> <p><input checked="" type="checkbox"/> key-idea-2</p> <p><input checked="" type="checkbox"/> key-idea-3</p>	<p>Complete</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
<p>WHAT? Topic sentence AO1</p> <p><input checked="" type="checkbox"/> key-idea-1</p>	<p>Complete</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>In the opening lines, the setting is established through the characters' conversation about the placement of portraits in the gallery at Pemberley.</p>
<p>HOW? Supporting sentences AO2</p> <p><input checked="" type="checkbox"/> terminology</p> <p><input checked="" type="checkbox"/> evidence</p> <p><input checked="" type="checkbox"/> close analysis</p> <p><input checked="" type="checkbox"/> effects*</p>	<p>Complete</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Austen's use of irony and wit, particularly in Elizabeth's suggestion to place her middle-class relatives' portraits alongside Mr. Darcy's distinguished great-uncle, serves to highlight the disparity in social class between the two families. For example, the opening exclamation, "Oh yes," is a prime example of Austen's use of irony. The seemingly enthusiastic agreement is, in fact, a prelude to a sardonic proposal that underscores the speaker's disdain for the social disparity between the two families. By suggesting that the portraits of Mr. Darcy's lower-class relatives, the Philipses, be placed alongside his prestigious great-uncle, the judge, the speaker subtly mocks the notion of social equality between them. Austen's use of sarcasm in this passage is also evident in the phrase, "They are in the</p>





		same profession, you know, only in different lines." The statement highlights the superficial similarities between the two families while simultaneously emphasising the gulf between their social standings.
<p>WHY? Concluding sentence(s) AO2/AO3</p> <p><input type="checkbox"/> author's purpose</p> <p><input checked="" type="checkbox"/> (final thought / context about the key idea)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	This sarcasm serves to expose the artificiality of societal conventions that dictate the importance of social class and lineage.
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
<p>WHAT? Topic sentence AO1</p> <p><input checked="" type="checkbox"/> key idea 2</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	As the scene unfolds, Austen introduces an element of tension through the unexpected arrival of Mrs. Hurst and Elizabeth.
<p>HOW? Supporting sentences AO2</p> <p><input checked="" type="checkbox"/> terminology</p> <p><input checked="" type="checkbox"/> evidence</p> <p><input checked="" type="checkbox"/> close analysis</p> <p><input checked="" type="checkbox"/> effects²</p>	<p>Not started ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	To illustrate, Austen's choice of diction in the phrase "met from another walk" also contributes to the creation of anticipation and tension. The verb "met" suggests a sense of convergence, with the characters coming together from different paths, both literally and metaphorically. This convergence highlights the differing perspectives, social standings, and motivations of the characters, setting the stage for potential conflict or resolution in their interactions. Miss Bingley's reaction, marked by confusion and concern about being overheard, further emphasises the awkwardness of the situation. The reader is made to feel a sense of sympathy for Elizabeth, who is left to walk alone after Mrs. Hurst takes Mr. Darcy's arm. This sense of exclusion is heightened when Austen describes the path as "just admitting three," underscoring Elizabeth's social isolation. Austen's use of vivid imagery in the metaphor "taking the disengaged arm of Mr. Darcy" paints a clear picture of the physical act, which reflects the social maneuvering and exclusion occurring within the scene. This action effectively separates Mr. Darcy from Elizabeth, leaving her to walk alone. The reader can visualise the deliberate act of possession and exclusion, highlighting the power play and social stratification that is central to the novel's themes. Mr. Darcy's swift response to the rudeness exhibited by Miss Bingley and Mrs. Hurst demonstrates his genuine concern for Elizabeth's feelings.





		By suggesting that the party move to a wider avenue, he attempts to rectify the situation and include Elizabeth.
<p><u>WHY? Concluding sentence(s) AO2/AO3</u></p> <p><input type="checkbox"/> author's purpose</p> <p><input checked="" type="checkbox"/> (final thought / context about the key idea)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	His recognition of their rudeness and the immediate proposal of an alternative path reveal his sensitivity and empathy toward Elizabeth, qualities that endear him to the reader and contribute to the development of his character throughout the novel.
Criteria	Status	BODY PARAGRAPH 3 - only focus on KEY IDEA #3
<p><u>WHAT? Topic sentence AO1</u></p> <p><input checked="" type="checkbox"/> key-idea-3</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Elizabeth's spirited response to Mr. Darcy's proposal, however, showcases her independent spirit and wit.
<p><u>HOW? Supporting sentences AO2</u></p> <p><input checked="" type="checkbox"/> terminology</p> <p><input checked="" type="checkbox"/> evidence</p> <p><input checked="" type="checkbox"/> close-analysis</p> <p><input checked="" type="checkbox"/> effects²</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	For example, Austen's use of irony is evident in Elizabeth's response: "No, no; stay where you are. You are charmingly grouped and appear to uncommon advantage. The picturesque would be spoilt by admitting a fourth. Good-bye." While the words themselves seem complementary, the tone and context suggest subtle sarcasm. By describing the others as "charmingly grouped" and appearing to "uncommon advantage," Elizabeth is, in fact, highlighting their exclusionary behaviour and asserting her independence in the face of social prejudice. Her refusal to join the group and subsequent playful dismissal—declaring that the "picturesque would be spoilt by admitting a fourth"—not only reflects her self-assuredness but also satirises the superficiality of the other characters.
<p><u>WHY? Concluding sentence(s) AO2/AO3</u></p> <p><input type="checkbox"/> author's purpose</p> <p><input checked="" type="checkbox"/> (final thought / context about the key idea)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	This moment evokes a sense of pride and delight in the reader, further deepening their emotional connection to Elizabeth.
Criteria	Status	CONCLUSION - CRUCIAL!





<p><u>Restated thesis AO1</u></p> <p>(Re-write your thesis statement in different words.)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>In conclusion, through an examination of the characters' interpersonal dynamics and their responses to instances of social exclusion, Austen encourages readers to contemplate the contrived nature of social norms and the potential for personal growth and self-realisation fostered by resilience and self-awareness.</p>
<p><u>Summary of controlling concept AO1</u></p> <p>How does your thesis link to the central theme of the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>The setting reflects the novel's explorations of the pitfalls of making hasty judgments based on appearances and social status, as well as the value of introspection, humility, and open-mindedness in fostering genuine connections with others.</p>
<p><u>Summary of author's central purpose AO1/AO3</u></p> <p>How does the controlling concept reflect the MAIN reason that the author wrote the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Through the journey of the protagonist, Elizabeth Bennet, and her eventual romantic relationship with Mr. Darcy, Austen emphasises the importance of looking beyond superficial qualities and initial impressions to truly understand and appreciate the character and worth of an individual.</p>
<p><u>Universal message AO1</u></p> <p>(What is the MAIN message of the text? Focus on the end.)</p>	<p>Not started ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	

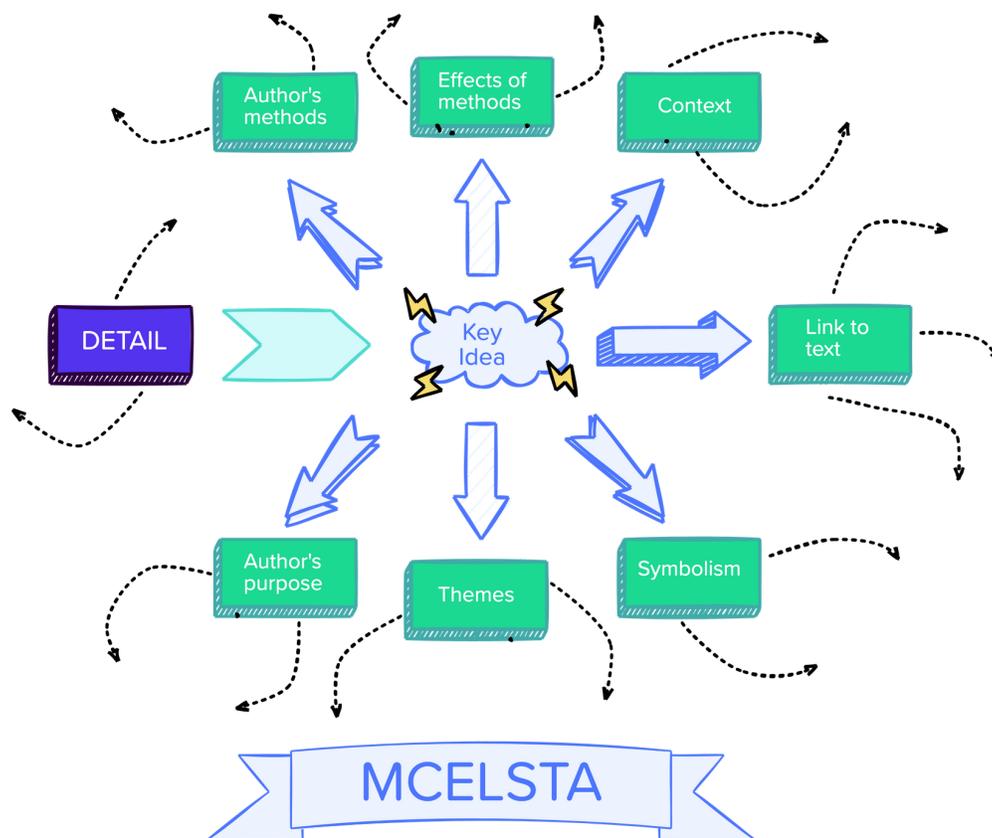




STEP 2: ADDING DETAIL-Complete the TTECEA Checklist for Detail

1. To achieve a grade 9 level of detail, ensure that you link your key idea in each of your body paragraphs to as many of the elements of the TTECEA mnemonic as possible (aim to write about 650-950 words maximum for the entire essay)
2. You do not need to have each of the TTECEA elements in each paragraph, but make sure you have all of them in the entirety of your essay.
3. Each item on the checklist should only have 2 main purposes:
 - a. **to link to your key idea in each paragraph**
 - b. **and support your argument.**

- ✓ **TOPIC SENTENCE:** Introduce the key idea of your body paragraph.
- ✓ **TECHNIQUE:** Select a key technique the author uses (one you can explore in detail, eg, metaphor, simile, etc):
- ✓ **EVIDENCE:** EMBED a quote to back up your ideas:
- ✓ **CLOSE ANALYSIS:** Break the technique into smaller pieces, zoom in and analyse them PERCEPTIVELY:
- ✓ **EFFECTS ON THE READER*:** Explore what the author's method makes us focus on, feel (emotionally) or think:
- ✓ **AUTHOR'S PURPOSE:** Explore why the might want to make us feel a certain way about certain ideas:





STEP 3: REVISING - Revise Your Essay

Ensure you have revised the following aspects of your essay:

- Removed/replaced ALL redundant repetition.
- Replaced ALL instances of the word 'shows' with more accurate and specific verbs for inferring effects of the author's methods (check toolkit).
- Revised essay for coherence: are the ideas in each of the paragraphs clearly connected to each other?
- Revised essay for cohesion: check the toolkit for help.
- Removed all instances of the following words and replace them with specific details of the topics you are exploring:
 - How
 - Shows
 - Some
 - Something
 - Thing
 - This
 - Way
 - What
- Your vocabulary is academic – no informal language unless quoting directly.
- Revised essay for clarity – is your essay easy to read? Ask a peer to read it and give you feedback.





STEP 4: EDITING - Edit Your Essay

Ensure you have edited the following aspects of spelling, punctuation, and grammar:

- All words are spelt correctly.
- All sentences and names begin with a capital see guidelines below 
- All sentences end with a full stop.
-  No sentences are separated with a comma  
- I used a comma before and after the following words or phrases:
 - for example,
 - however
- I have used ellipses to indicate missing words in quotes.
- I have used at least one semi-colon to separate or join closely related sentences:
 - The language paper focuses on various forms of writing; the literature paper focuses primarily on academic essay writing.
 - There are five keys to a grade 9 essay: structure, conceptualisation, context, detail, and convincing evidence.
- I have used a colon to introduce a quote, phrase, word, etc.

HOW TO REMEMBER CAPITALS - ABLE PRINTS:

- **Abbreviations: U.K., USA, UAE**
- **Beginnings of sentences: Nobody saw it coming.**
- **Languages: French, Spanish, Italian, Arabic,**
- **Emphasis - I LOVE CHEESE! (avoid this)**

- **Places: Africa, Mecca, London, Zimbabwe**
- **Religions and words related to them: Islam/Muslim, Christianity/Christian, Judaism/Jewish, Hinduism/Hindu**
- **I, as in me**
- **Names (specific) of people, places, businesses, e.g., Shakespeare, Apple, London.**
- **Titles of books, movies, or programmes, e.g., The Lion King, Macbeth,**
- **Special days: Eid, Christmas, Diwali**

SPAG RULES

<https://www.grammarly.com/blog/category/handbook/>





STEP 5: COMPLETE - Put Your Essay Together as One Complete Piece

In this extract from Jane Austen's celebrated novel, the author employs setting, dialogue, and characterisation to explore themes of social class, prejudice, and the nature of genuine relationships. By analysing the characters' interactions and their reactions to social exclusion, Austen invites the reader to reflect on the artificiality of societal conventions and the transformative power of resilience and self-awareness.

In the opening lines, the setting is established through the characters' conversation about the placement of portraits in the gallery at Pemberley. Austen's use of irony and wit, particularly in Elizabeth's suggestion to place her middle-class relatives' portraits alongside Mr. Darcy's distinguished great-uncle, serves to highlight the disparity in social class between the two families. For example, the opening exclamation, "Oh yes," is a prime example of Austen's use of irony. The seemingly enthusiastic agreement is, in fact, a prelude to a sardonic proposal that underscores the speaker's disdain for the social disparity between the two families. By suggesting that the portraits of Mr. Darcy's lower-class relatives, the Philipses, be placed alongside his prestigious great-uncle, the judge, the speaker subtly mocks the notion of social equality between them. Austen's use of sarcasm in this passage is also evident in the phrase, "They are in the same profession, you know, only in different lines." The statement highlights the superficial similarities between the two families while simultaneously emphasising the gulf between their social standings. This sarcasm serves to expose the artificiality of societal conventions that dictate the importance of social class and lineage.

As the scene unfolds, Austen introduces an element of tension through the unexpected arrival of Mrs. Hurst and Elizabeth. To illustrate, Austen's choice of diction in the phrase "met from another walk" also contributes to the creation of anticipation and tension. The verb "met" suggests a sense of convergence, with the characters coming together from different paths, both literally and metaphorically. This convergence highlights the differing perspectives, social standings, and motivations of the characters, setting the stage for potential conflict or resolution in their interactions. Miss Bingley's reaction, marked by confusion and concern about being overheard, further emphasises the awkwardness of the situation. The reader is made to feel a sense of sympathy for Elizabeth, who is left to walk alone after Mrs. Hurst takes Mr. Darcy's arm. This sense of exclusion is heightened when Austen describes the path as "just admitting three," underscoring Elizabeth's social isolation. Austen's use of vivid imagery in the metaphor "taking the disengaged arm of Mr. Darcy" paints a clear picture of the physical act, which reflects the social maneuvering and exclusion occurring within the scene. This action effectively separates Mr. Darcy from Elizabeth, leaving her to walk alone. The reader can visualise the deliberate act of possession and exclusion, highlighting the power play and social stratification that is central to the novel's themes. Mr. Darcy's swift response to the rudeness exhibited by Miss Bingley and Mrs. Hurst demonstrates his genuine concern for Elizabeth's feelings. By suggesting that the party move to a wider avenue, he attempts to rectify the situation and include Elizabeth. His recognition of their rudeness and the immediate proposal of an alternative path reveal his sensitivity and empathy toward Elizabeth, qualities that endear him to the reader and contribute to the development of his character throughout the novel.

Elizabeth's spirited response to Mr. Darcy's proposal, however, showcases her independent spirit and wit. For example, Austen's use of irony is evident in Elizabeth's response: "No, no; stay where you are. You are charmingly grouped and appear to uncommon advantage. The picturesque would be spoilt by admitting a fourth. Good-bye." While the words themselves seem complementary, the tone and context suggest subtle sarcasm. By describing the others as "charmingly grouped" and appearing to "uncommon advantage," Elizabeth is, in fact, highlighting their exclusionary behaviour and asserting her independence in the face of social prejudice. Her refusal to join the group and subsequent playful dismissal—declaring that the "picturesque would be spoilt by admitting a fourth"—not only





reflects her self-assuredness but also satirises the superficiality of the other characters. This moment evokes a sense of pride and delight in the reader, further deepening their emotional connection to Elizabeth.

In conclusion, through an examination of the characters' interpersonal dynamics and their responses to instances of social exclusion, Austen encourages readers to contemplate the contrived nature of social norms and the potential for personal growth and self-realisation fostered by resilience and self-awareness. The setting reflects the novel's explorations of the pitfalls of making hasty judgments based on appearances and social status, as well as the value of introspection, humility, and open-mindedness in fostering genuine connections with others. Through the journey of the protagonist, Elizabeth Bennet, and her eventual romantic relationship with Mr. Darcy, Austen emphasises the importance of looking beyond superficial qualities and initial impressions to truly understand and appreciate the character and worth of an individual.

