



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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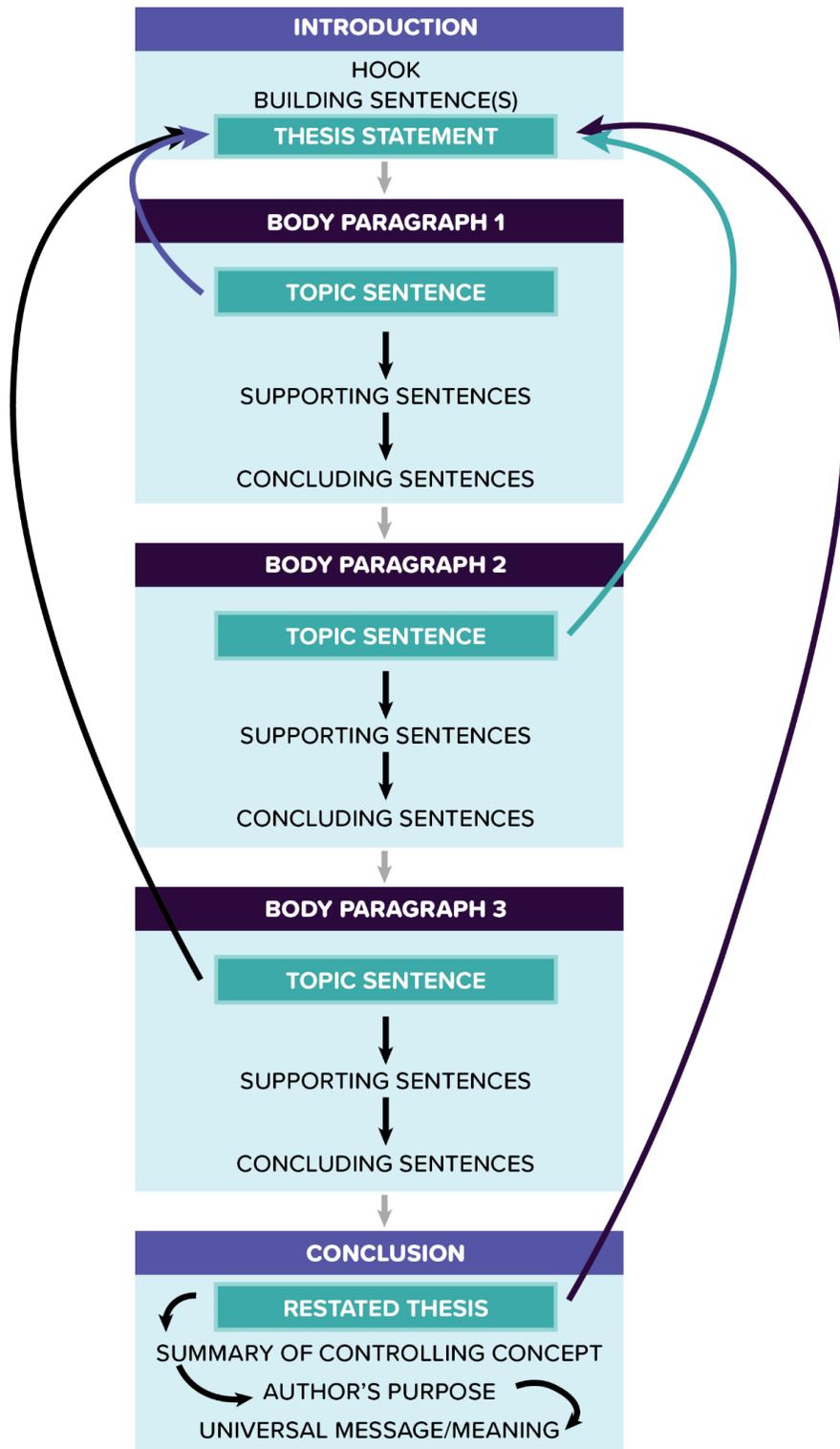
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100% ESSAY STRUCTURE OVERVIEW



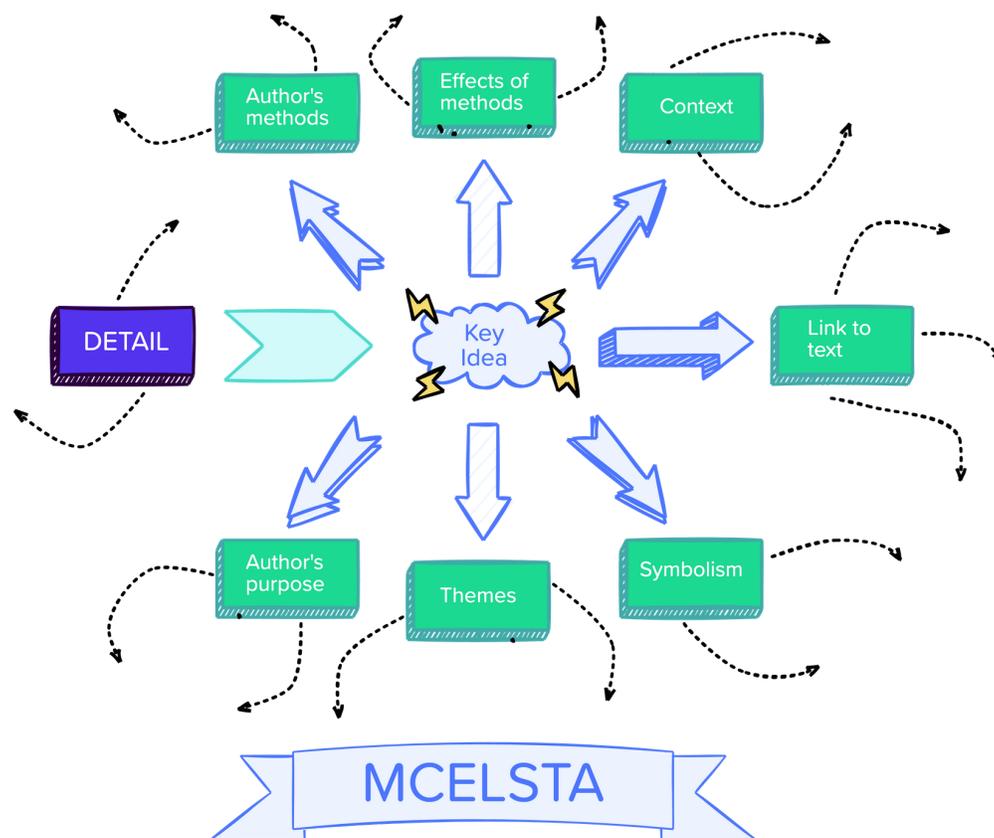




STEP 2: ADDING DETAIL-Complete the TTECEA Checklist for Detail

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 Jane Austen's renowned novel, "Pride and Prejudice," the author occasionally employs settings for symbolic and metaphorical purposes. Through these carefully crafted environments, Austen not only vividly conveys her characters' personalities and social standings but also effectively foreshadows upcoming developments in the narrative.

One such instance of metaphorical setting occurs in Chapter 10, during Elizabeth's stay at Netherfield while Jane recovers from her illness. Elizabeth, Mrs. Hurst, Caroline Bingley, and Mr. Darcy find themselves walking in the grounds, and Mrs. Hurst pointedly leaves Elizabeth out by taking Mr. Darcy's disengaged arm. The subsequent description of the path, which "admitted just three," serves as a symbolic representation of the social hierarchy at play. Darcy, Mrs. Hurst, and Miss Bingley, all of equal social standing, are poised to walk side by side, while Elizabeth, considered beneath them in terms of class, is expected to follow behind. However, Mr. Darcy's decision to take an alternate route where all can walk as equals exemplifies his kindness and foreshadows his eventual union with Elizabeth.

A particularly symbolic setting in "Pride and Prejudice" is Mr. Darcy's estate, Pemberley, introduced in Chapter 43. The description of Pemberley as a "large, handsome, stone building, standing well on rising ground, and backed by a ridge of high woody hills" with a stream of "natural importance" reflects Darcy's character. Both Pemberley and Darcy are described as being "without any artificial appearance" and not "falsely adorned," suggesting that Darcy, like his estate, is genuine and authentic. He may be blunt and abrupt, but his honesty and openness are commendable qualities. Elizabeth's delight in the setting foreshadows her eventual realization and acceptance of Darcy's true character.

The symbolic nature of Pemberley is further emphasized when Elizabeth jokingly tells Jane that she fell in love with Darcy upon "first seeing his beautiful grounds at Pemberley." While this statement can be interpreted as a playful remark about marrying for wealth, it holds a deeper meaning: Elizabeth's appreciation of Pemberley's natural beauty and authenticity is a testament to her recognition of Darcy's honesty, openness, and trustworthiness.

Through her use of symbolic settings, Austen enhances the reader's understanding of her characters and their relationships. The path at Netherfield highlights the prevailing social hierarchy and the obstacles Elizabeth and Darcy must overcome, while Pemberley, as a metaphor for its owner, showcases the virtues of honesty and authenticity, which ultimately win Elizabeth's heart.

In conclusion, the use of setting in "Pride and Prejudice" serves as a sophisticated tool through which Jane Austen enriches her narrative, adding layers of meaning and depth to her characters and their interactions. By employing symbolic and metaphorical settings, Austen offers readers a deeper understanding of the societal norms and constraints that shape her characters' lives, as well as a glimpse into the transformative power of love and self-discovery. As the novel unfolds, the importance of setting in conveying characters' personalities, values, and social standings becomes increasingly apparent, showcasing Austen's exceptional skill as a writer and keen observer of human nature.

