



## SOCIAL CLASS IN JANE EYRE

! 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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## CHAPTER 11 EXTRACT

I resisted all the way: a new thing for me, and a circumstance which greatly strengthened the bad opinion Bessie and Miss Abbot were disposed to entertain of me. The fact is, I was a trifle beside myself; or rather OUT of myself, as the French would say: I was conscious that a moment's mutiny had already rendered me liable to strange penalties, and, like any other rebel slave, I felt resolved, in my desperation, to go all lengths.

'Hold her arms, Miss Abbot: she's like a mad cat.'

'For shame! for shame!' cried the lady's-maid. 'What shocking conduct, Miss Eyre, to strike a young gentleman, your benefactress's son! Your young master.'

'Master! How is he my master? Am I a servant?'

'No; you are less than a servant, for you do nothing for your keep. There, sit down, and think over your wickedness.'

They had got me by this time into the apartment indicated by Mrs. Reed, and had thrust me upon a stool: my impulse was to rise from it like a spring; their two pair of hands arrested me instantly.

'If you don't sit still, you must be tied down,' said Bessie. 'Miss Abbot, lend me your garters; she would break mine directly.'

Miss Abbot turned to divest a stout leg of the necessary ligature. This preparation for bonds, and the additional ignominy it inferred, took a little of the excitement out of me.

'Don't take them off,' I cried; 'I will not stir.'

In guarantee whereof, I attached myself to my seat by my hands.

'Mind you don't,' said Bessie; and when she had ascertained that I was really subsiding, she loosened her hold of me; then she and Miss Abbot stood with folded arms, looking darkly and doubtfully on my face, as incredulous of my sanity.

'She never did so before,' at last said Bessie, turning to the Abigail.

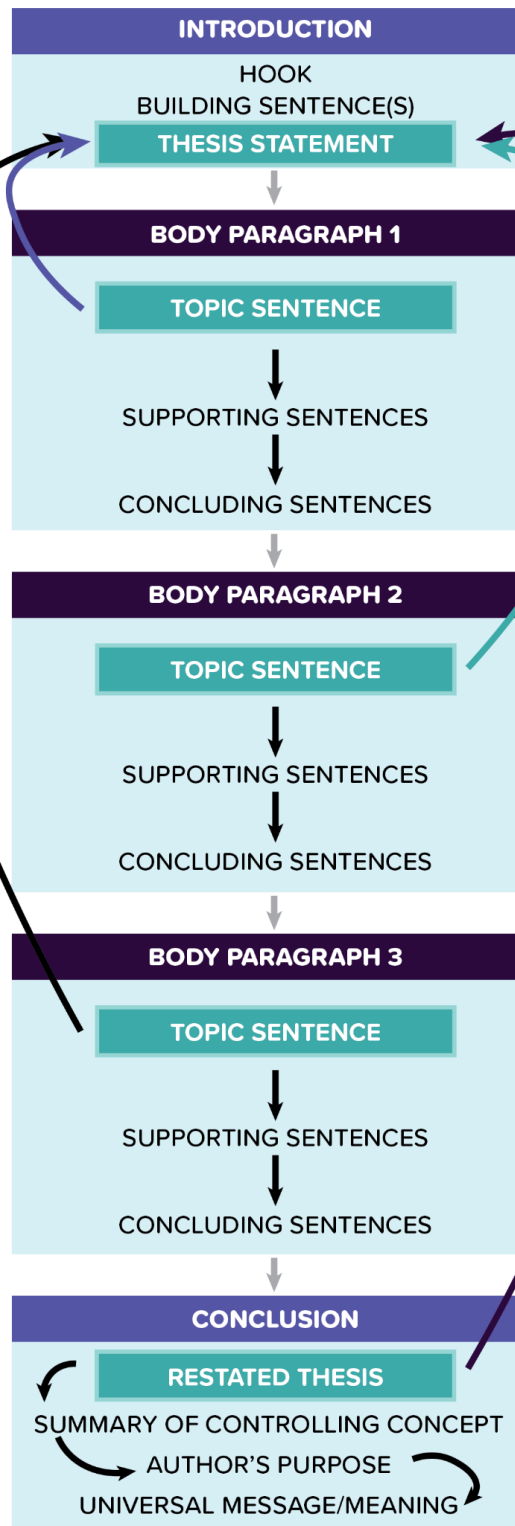
How does Charlotte Bronte present social class in this extract and in the novel as a whole?





## 100% ESSAY STRUCTURE OVERVIEW





## ESSAY PLAN



## I. Introduction

- A. Background: Charlotte Bronte's life and the impact of social class on her education and literary exposure
- B. Thesis: Examining how Bronte addresses the impact of social class on identity, love, and happiness through literary methods, challenging Victorian norms, and promoting personal fulfilment

## II. Chapter 11 - Jane's struggle with identity and social class

- A. Literary techniques: diction, syntax, rhetorical questions, and simile
- B. First-person narrative voice
- C. Dialogue revealing power dynamics
- D. Critiquing the social hierarchy and advocating for change

## III. Chapter 23 - Social class as an obstacle to love and happiness

- A. Metaphor and juxtaposition
- B. Dialogue emphasising class differences
- C. Challenging the notion of social class as a determinant of personal worth
- D. Encouraging readers to reevaluate social class in their lives

## IV. Chapter 27 - The revelation of Mr. Rochester's previous marriage and the influence of social class

- A. Irony and symbolism
- B. Attic symbolising confinement and restrictions
- C. Juxtaposition of Bertha and Jane
- D. Critiquing social hierarchy and its consequences

## V. Conclusion

- A. Summary of Bronte's exploration of social class impact on identity, love, and happiness
- B. Bildungsroman structure and critique of societal norms
- C. Jane's resilience, self-discovery, and personal agency
- D. The importance of self-respect and self-reliance





## STEP 1: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
<u>Hook AO1</u>  fact/statistic ▾	Complete ▾  (only mark complete when steps 1-5 are ALL complete)	Growing up in early 19th-century England as the daughter of an obscure clergyman, Charlotte Bronte grappled with economic constraints and societal expectations that shaped her education and literary exposure, leading to her reliance on modest lending libraries and restricted access to contemporary works.
<u>Building sentence(s) AO3</u>  <input type="checkbox"/> counter-argument <b>OR</b> <input checked="" type="checkbox"/> some contextual info	Complete ▾  (only mark complete when steps 1-5 are ALL complete)	Amidst these challenges, she endured personal hardships such as losing her siblings and her own health struggles. She also defied conventions by pursuing a career in writing as a woman, ultimately channelling her experiences into her novels. Bronte's works vividly capture the essence of social class and its impact on individual lives, highlighting issues like limited educational opportunities and gender constraints during the Victorian era.
<u>Thesis statement AO1</u>  <input checked="" type="checkbox"/> key-idea-1 <input checked="" type="checkbox"/> key-idea-2 <input checked="" type="checkbox"/> key-idea-3	Complete ▾  (only mark complete when steps 1-5 are ALL complete)	Consequently, this essay will examine how Charlotte Bronte addresses the impact of social class on identity, love, and happiness through effective literary methods, challenging Victorian norms and urging readers to reassess social class in their lives, ultimately promoting personal fulfilment beyond social hierarchy constraints.
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
<u>WHAT? Topic sentence AO1</u>  <input checked="" type="checkbox"/> key-idea-1	Complete ▾  (only mark complete when steps 1-5 are ALL complete)	Chapter 11 of "Jane Eyre" delves into the protagonist Jane's struggle with her identity in relation to her benefactress's son, poignantly exploring the theme of social class.
<u>HOW? Supporting sentences AO2</u>  <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close-analysis <input checked="" type="checkbox"/> effects*	Complete ▾  (only mark complete when steps 1-5 are ALL complete)	Bronte employs diction and syntax to highlight the tension between Jane's perceived social standing and her sense of self. As Jane defiantly questions, "Master! How is he my master? Am I a servant?", she confronts the expectations and boundaries dictated by her social position. Bronte's use of rhetorical questions in this context accentuates Jane's internal conflict, marked by indignation and confusion. Furthermore, the simile "like a mad cat" vividly conveys the emotional intensity of the scene and Jane's dehumanising experiences. The narrative voice, in first-person perspective, provides a powerful lens into Jane's marginalised status by immersing readers in her emotions and thoughts, fostering empathy and a deeper understanding of





		her struggle. Bronte's use of dialogue between Jane, Bessie, and Miss Abbot effectively exposes the power dynamics at play. When Miss Abbot admonishes Jane with an accusatory tone, "For shame! for shame!", the words not only shame Jane but also reveal the societal expectation for her to remain subservient. Bronte's purpose in eliciting these emotional and psychological effects is to critique the rigid social hierarchy prevalent in Victorian England. By emphasising Jane's struggle with identity, the author challenges conventional assumptions of her era, advocating for a reevaluation of societal norms. The novel's 1847 publication contextualises Bronte's views on the broader struggle for women's rights, highlighting the limitations imposed on them by societal expectations.
<a href="#">WHY? Concluding sentence(s) AO2/AO3</a>  <input checked="" type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<b>Complete</b> ▾  (only mark complete when steps 1-5 are ALL complete)	In this way, Chapter 11 stands as a testament to the pervasive impact of social class and the need for change in both perception and practice.
<b>Criteria</b>	<b>Status</b>	<b>BODY PARAGRAPH 2 - only focus on KEY IDEA #2</b>
<a href="#">WHAT? Topic sentence AO1</a>  <input checked="" type="checkbox"/> key-idea-2	<b>Complete</b> ▾  (only mark complete when steps 1-5 are ALL complete)	Building on this exploration of social class, Chapter 23 examines the theme as an obstacle to love and happiness, delving into the complexities that arise from Jane and Mr. Rochester's differing social statuses.
<a href="#">HOW? Supporting sentences AO2</a>  <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects*	<b>Complete</b> ▾  (only mark complete when steps 1-5 are ALL complete)	The author employs metaphor and juxtaposition to convey the conflict between the characters' romantic feelings and societal expectations. For example, when Jane asserts her individuality in relation to Mr. Rochester, she declares, "I am not an angel...and I will not be one till I die: I will be myself". This angel metaphor contrasts Jane's defiance of social norms and the chasm between her humble origins and Mr. Rochester's wealth and status. Bronte further accentuates the characters' struggle with societal norms through the use of dialogue. As Mr. Rochester passionately exclaims, "You—you strange, you almost unearthly thing!—I love as my own flesh. You—poor and obscure, and small and plain as you are—I entreat to accept me as a husband" (Bronte), the repetition of "you" serves to underscore the seemingly insurmountable differences between Jane and Mr. Rochester, rooted in their social class. This exchange highlights





		the emotional turmoil stemming from the constraints imposed by class divisions. The author's intention in evoking these emotional effects is to challenge the notion of social class as a determinant of personal worth and happiness.
<p><u>WHY? Concluding sentence(s) AO2/AO3</u></p> <p><input checked="" 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>	By portraying Jane and Mr. Rochester's love as an act of defiance against societal expectations, Bronte encourages readers to reevaluate the significance of social class within their own lives and relationships, prompting introspection and reconsideration of deeply ingrained norms.
<b>Criteria</b>	<b>Status</b>	<b>BODY PARAGRAPH 3 - only focus on KEY IDEA #3</b>
<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>	As the narrative progresses, Chapter 27 revisits the theme of social class when Jane contends with the revelation of Mr. Rochester's previous marriage to the mentally ill Bertha Mason. Bronte masterfully employs irony and symbolism to delineate the influence of social class on the characters' lives and choices.
<p><u>HOW? Supporting sentences AO2</u></p> <p><input type="checkbox"/> terminology</p> <p><input type="checkbox"/> evidence</p> <p><input type="checkbox"/> close analysis</p> <p><input type="checkbox"/> effects*</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	The discovery that Mr. Rochester is already wed to a woman of higher social standing, who is wealthy in her own right, accentuates the irony of his relationship with Jane, as she embodies the polar opposite regarding social standing. The "attic" in Thornfield Hall is a potent symbol, encapsulating the confinement and restrictions imposed by social class on the characters. Although Bertha possesses wealth and status, she remains imprisoned within the mansion's confines. In stark contrast, Jane, who has defied societal expectations, ultimately opts to leave Thornfield Hall and Mr. Rochester. This juxtaposition underscores the limitations of social class in determining happiness and freedom. Bronte's objective in evoking these emotional and psychological effects is to critique the inflexible social hierarchy of Victorian England, shedding light on its detrimental consequences.
<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>	By portraying the tragic impact of social class on her characters' lives, Bronte urges readers to question the significance of social class in their own lives, fostering a pursuit of personal fulfilment that transcends the constraints of societal norms.







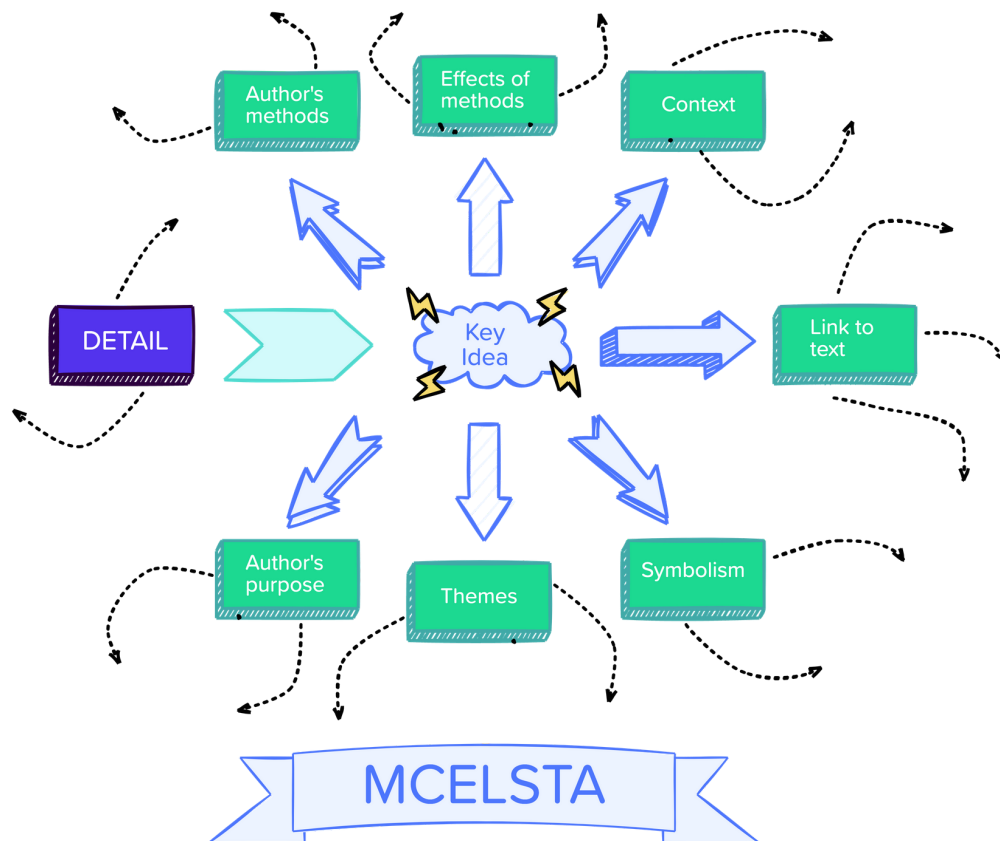
Criteria	Status	CONCLUSION - <u>CRUCIAL!</u>
<u>Restated thesis AO1</u>  (Re-write your thesis statement in different words.)	Complete ▾  (only mark complete when steps 1-5 are ALL complete)	In conclusion, Charlotte Bronte delves into the far-reaching impact of social class on aspects such as identity, love, and happiness, employing potent literary devices and stirring scenes to question Victorian-era societal expectations and inspire readers to reevaluate the role of social class in their own lives, ultimately promoting the pursuit of personal fulfilment beyond the constraints of a strict social hierarchy.
<u>Summary of controlling concept AO1</u>  How does your thesis link to the central theme of the text?	Complete ▾  (only mark complete when steps 1-5 are ALL complete)	By utilising the 'bildungsroman' plot structure, Bronte not only showcases Jane's personal growth and transformation but also provides a platform for critiquing societal norms and expectations, particularly those regarding women's roles and opportunities. Jane's determination to overcome societal constraints and forge her own path underscores the novel's message of resilience, self-discovery, and the importance of personal agency.
<u>Summary of author's central purpose AO1/AO3</u>  How does the controlling concept reflect the MAIN reason that the author wrote the text?	Complete ▾  (only mark complete when steps 1-5 are ALL complete)	Therefore, perhaps, Bronte's novel serves as a critique of what she saw as oppressive societal norms and advocates for a more equitable and just society where women have the freedom to define their own lives and destinies. Moreover, Jane's journey throughout the novel demonstrates the importance of maintaining self-respect and relying on oneself in the face of adversity, such as when she says, 'I care for myself. The more solitary, the more friendless, the more unsustained I am, the more I will respect myself.'
<u>Universal message AO1</u>  (What is the MAIN message of the text? Focus on the end.)	Complete ▾  (only mark complete when steps 1-5 are ALL complete)	Despite the many challenges she encounters, Jane stays true to her convictions and never compromises her principles. This message underscores the value of personal integrity and the strength derived from self-reliance.



## 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:** **N**obody saw it coming.
- **Languages:** **F**rench, **S**panish, **I**talian, **A**rabic,
- **Emphasis -** **I LOVE CHEESE!** (avoid this)
  
- **Places:** **A**frica, **M**ecca, **L**ondon, **Z**imbabwe
- **Religions and words related to them:** **I**slam/**M**uslim, **C**hristianity/**C**hristian, **J**udaism/**J**ewish, **H**induism/**H**indu
- **I**, as in me
- **Names (specific) of people, places, businesses, e.g.,** **S**hakespeare, **A**pple, **L**ondon.
- **Titles of books, movies, or programmes, e.g.,** **T**he **L**ion **K**ing, **M**acbeth,
- **Special days:** **E**id, **C**hristmas, **D**iwali

### SPAG RULES

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





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

Growing up in early 19th-century England as the daughter of an obscure clergyman, Charlotte Bronte grappled with economic constraints and societal expectations that shaped her education and literary exposure, leading to her reliance on modest lending libraries and restricted access to contemporary works. Amidst these challenges, she endured personal hardships such as losing her siblings and her own health struggles. She also defied conventions by pursuing a career in writing as a woman, ultimately channelling her experiences into her novels. Bronte's works vividly capture the essence of social class and its impact on individual lives, highlighting issues like limited educational opportunities and gender constraints during the Victorian era. Consequently, this essay will examine how Charlotte Bronte addresses the impact of social class on identity, love, and happiness through effective literary methods, challenging Victorian norms and urging readers to reassess social class in their lives, ultimately promoting personal fulfilment beyond social hierarchy constraints.

Chapter 11 of "Jane Eyre" delves into the protagonist Jane's struggle with her identity in relation to her benefactress's son, poignantly exploring the theme of social class. Bronte employs diction and syntax to highlight the tension between Jane's perceived social standing and her sense of self. As Jane defiantly questions, "Master! How is he my master? Am I a servant?", she confronts the expectations and boundaries dictated by her social position. Bronte's use of rhetorical questions in this context accentuates Jane's internal conflict, marked by indignation and confusion. Furthermore, the simile "like a mad cat" vividly conveys the emotional intensity of the scene and Jane's dehumanising experiences. The narrative voice, in first-person perspective, provides a powerful lens into Jane's marginalised status by immersing readers in her emotions and thoughts, fostering empathy and a deeper understanding of her struggle. Bronte's use of dialogue between Jane, Bessie, and Miss Abbot effectively exposes the power dynamics at play. When Miss Abbot admonishes Jane with an accusatory tone, "For shame! for shame!", the words not only shame Jane but also reveal the societal expectation for her to remain subservient. Bronte's purpose in eliciting these emotional and psychological effects is to critique the rigid social hierarchy prevalent in Victorian England. By emphasising Jane's struggle with identity, the author challenges conventional assumptions of her era, advocating for a reevaluation of societal norms. The novel's 1847 publication contextualises Bronte's views on the broader struggle for women's rights, highlighting the limitations imposed on them by societal expectations. In this way, Chapter 11 stands as a testament to the pervasive impact of social class and the need for change in both perception and practice.

Building on this exploration of social class, Chapter 23 examines the theme as an obstacle to love and happiness, delving into the complexities that arise from Jane and Mr. Rochester's differing social statuses. The author employs metaphor and juxtaposition to convey the conflict between the characters' romantic feelings and societal expectations. For example, when Jane asserts her individuality in relation to Mr. Rochester, she declares, "I am not an angel...and I will not be one till I die: I will be myself". This angel metaphor contrasts Jane's defiance of social norms and the chasm between her humble origins and Mr. Rochester's wealth and status. Bronte further accentuates the characters' struggle with societal norms through the use of dialogue. As Mr. Rochester passionately exclaims, "You—you strange, you almost unearthly thing!—I love as my own flesh. You—poor and obscure, and small and plain as you are—I entreat to accept me as a husband" (Bronte), the repetition of "you" serves to underscore the seemingly insurmountable differences between Jane and Mr. Rochester, rooted in their social class. This exchange highlights the emotional turmoil stemming from the constraints imposed by class divisions. The author's intention in evoking these emotional effects is to challenge the notion of social class as a determinant of personal worth and happiness. By portraying Jane and Mr. Rochester's love as an act of defiance against societal expectations, Bronte encourages readers to reevaluate the significance of social class within their own lives and relationships, prompting introspection and reconsideration of deeply ingrained norms.





As the narrative progresses, Chapter 27 revisits the theme of social class when Jane contends with the revelation of Mr. Rochester's previous marriage to the mentally ill Bertha Mason. Bronte masterfully employs irony and symbolism to delineate the influence of social class on the characters' lives and choices. The discovery that Mr. Rochester is already wed to a woman of higher social standing, who is wealthy in her own right, accentuates the irony of his relationship with Jane, as she embodies the polar opposite regarding social standing. The "attic" in Thornfield Hall is a potent symbol, encapsulating the confinement and restrictions imposed by social class on the characters. Although Bertha possesses wealth and status, she remains imprisoned within the mansion's confines. In stark contrast, Jane, who has defied societal expectations, ultimately opts to leave Thornfield Hall and Mr. Rochester. This juxtaposition underscores the limitations of social class in determining happiness and freedom. Bronte's objective in evoking these emotional and psychological effects is to critique the inflexible social hierarchy of Victorian England, shedding light on its detrimental consequences. By portraying the tragic impact of social class on her characters' lives, Bronte urges readers to question the significance of social class in their own lives, fostering a pursuit of personal fulfilment that transcends the constraints of societal norms.

In conclusion, Charlotte Bronte delves into the far-reaching impact of social class on aspects such as identity, love, and happiness, employing potent literary devices and stirring scenes to question Victorian-era societal expectations and inspire readers to reevaluate the role of social class in their own lives, ultimately promoting the pursuit of personal fulfilment beyond the constraints of a strict social hierarchy. By utilising the 'bildungsroman' plot structure, Bronte not only showcases Jane's personal growth and transformation but also provides a platform for critiquing societal norms and expectations, particularly those regarding women's roles and opportunities. Jane's determination to overcome societal constraints and forge her own path underscores the novel's message of resilience, self-discovery, and the importance of personal agency. Therefore, perhaps, Bronte's novel serves as a critique of what she saw as oppressive societal norms and advocates for a more equitable and just society where women have the freedom to define their own lives and destinies. Moreover, Jane's journey throughout the novel demonstrates the importance of maintaining self-respect and relying on oneself in the face of adversity, such as when she says, 'I care for myself. The more solitary, the more friendless, the more unsustained I am, the more I will respect myself.' Despite the many challenges she encounters, Jane stays true to her convictions and never compromises her principles. This message underscores the value of personal integrity and the strength derived from self-reliance.

