

GCE 2005
January Series



Mark Scheme

English Literature A

LTA1

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Dr Michael Cresswell Director General

January 2005**LTA1****The Assessment Objectives**

- Assessment in English Literature is unlike that in most other subjects where Assessment Objectives can be assessed discretely.
- Experience of examining in this subject along with research conducted into how candidates approach answering questions show that there is never an occasion where one can assess a single assessment objective discretely.
- Some assessment objectives, such as AO1, 2 and 3 are always present.
- In this specification, the Assessment Objectives do have different weightings in different units.
- In some modules the AOs are more or less equal; in others there is a dominant AO.
- The specification and its units have been constructed and the questions have been framed so that the Assessment Objectives are targeted in the proportions set out in the specification.

Unit 1

- In this unit, the weightings of the AOs are:

AO1 7%
AO2i 10%
AO3 8%
AO4 5%

How to use the Grids and the marking scheme

- For this unit, AOs 1, 2i and 3 are presented together in the grid because they are of approximately equal weighting; please consider this column first in order to reach your mark out of 20.
- Verify this mark by then considering the column that relates to AO4.

The Spire – William Golding

Question 1

Explore the ways in which Golding presents Jocelin in the novel.

Focus

Character of Jocelin

Key Words

Explore, ways, presents, Jocelin.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>ways presents</u>.	Band 1 1-6
- Begins to address <u>ways presents</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer's technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>ways presents</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses ways character presented</u>. - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>presentation of Jocelin</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

The Spire – William Golding

Question 2

Using the following extract as a starting point, explore the ways Golding presents the relationship between Goody Pangall and Roger Mason.

Focus

Relationship between Goody Pangall and Roger Mason.

Key Words

Explore, ways, presents, relationship, Goody Pangall and Roger Mason.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>ways presents</u>.	Band 1 1-6
- Begins to address <u>ways presents</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer's technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>ways presents</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses ways relationship presented</u>. - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>presentation of relationship</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

The Handmaid's Tale – Margaret Atwood

Question 3

Consider the importance and presentation of Serena Joy in the novel.

Focus

Character of Serena Joy in novel.

Key Words

Consider, importance, presentation, Serena Joy.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>importance and presentation</u>.	Band 1 1-6
- Begins to address <u>importance and presentation</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer's technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>importance and presentation</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses importance and presentation of Serena Joy</u>. - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>importance and presentation of Serena Joy</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

The Handmaid's Tale – Margaret Atwood

Question 4

Using the following extract as a starting point, write about the ways the writer explores the theme of corruption in the novel.

Focus

Theme of corruption in novel.

Key Words

Ways, explores, theme, corruption.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>ways explores</u>.	Band 1 1-6
- Begins to address <u>ways explores</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer's technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>ways explores</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses ways writer explores theme of corruption.</u> - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>exploration of theme</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Wise Children – Angela Carter**Question 5**

Examine the ways Carter presents the theme of what Dora calls “the wrong side of the tracks”.

Focus

Theme of wrong side of the tracks through novel.

Key Words

Examine, ways, presents, theme of wrong side of the tracks.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Bands and Marks
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>ways presents</u>.	Band 1 1-6
- Begins to address <u>ways presents</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer’s technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>ways presents</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses ways presents theme.</u> - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>presentation of theme.</u> - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Wise Children – Angela Carter**Question 6**

The following extract is the ending of *Wise Children*. How appropriate do you find it as the conclusion to the novel?

Focus

Ending and whole.

Key Words

How appropriate, conclusion.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>how appropriate</u>.	Band 1 1-6
- Begins to address <u>how appropriate</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer's technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>how appropriate</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses appropriateness of ending.</u> - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>appropriateness of ending.</u> - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Possession – A. S. Byatt**Question 7**

Byatt calls her novel “Possession, a romance”. How appropriate is the title of the novel?

Focus

Title and whole.

Key Words

How appropriate, possession, a romance, title.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>how appropriate</u>.	Band 1 1-6
- Begins to address <u>how appropriate</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer's technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent	Band 2 7-10
- Begins to consider <u>how appropriate</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses appropriateness of title.</u> - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>appropriateness of title.</u> - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Possession - A. S. Byatt**Question 8**

Using the following extract as a starting point, discuss the presentation and importance of the scenes in the churchyard towards the end of the novel.

Focus

Scenes in churchyard.

Key Words

Discuss, presentation, importance, scenes in churchyard.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>presentation and importance</u>.	Band 1 1-6
- Begins to address <u>presentation and importance</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer's technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>presentation and importance</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses presentation and importance of scenes</u>. - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>presentation and importance of scenes</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Enduring Love – Ian McEwan**Question 9**

Examine the ways McEwan presents the fragility of love in the novel.

Focus

Theme of fragility of love in novel.

Key Words

Examine, ways, presents, fragility, love.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>ways presents</u>.	Band 1 1-6
- Begins to address <u>ways presents</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer's technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>ways presents</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses ways presents theme of fragility</u>. - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>presentation of theme of fragility</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Enduring Love - Ian McEwan**Question 10**

The following extract is the first paragraph of *Enduring Love*. How appropriate is this as the introduction to the whole novel? You should consider both subject matter and style.

Focus

Introduction and whole.

Key Words

How appropriate, introduction, subject matter, style.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>how appropriate</u>.	Band 1 1-6
- Begins to address <u>how appropriate</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer's technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>how appropriate</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses appropriateness of introduction.</u> - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>appropriateness of introduction.</u> - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

The Bell – Iris Murdoch**Question 11**

Toby arrives at Imber expecting to enjoy “the clean, simple, vigorous life” of the religious community. Explore the ways Murdoch presents the disruption of his expectations.

Focus

Disruption of religious community.

Key Words

Clean, simple, vigorous, explore, ways, presents, disruption, expectations.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>ways presents</u>.	Band 1 1-6
- Begins to address <u>ways presents</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer's technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>ways presents</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses ways disruption presented</u>. - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>presentation of disruption</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

The Bell - Iris Murdoch**Question 12**

Read the following extract carefully and then write about its significance in the novel.

Focus

Passage where Catherine embraces Michael.

Key Words

Significance in novel.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>significance</u>.	Band 1 1-6
- Begins to address <u>significance</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer's technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>significance</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses subject matter and style/structure.</u> - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of significance. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Snow Falling on Cedars – David Guterson**Question 13**

Is the novel merely a ‘murder mystery’? Examine what you consider to be Guterson’s purpose in writing the novel.

Focus

Whole novel.

Key Words

Merely, murder mystery.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>merely</u>.	Band 1 1-6
- Begins to address <u>murder mystery</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer’s technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>definition of genre</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses subject matter and style/structure.</u> - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of murder mystery and merely. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Snow Falling on Cedars - David Guterson**Question 14**

Using the following extract as a starting point, explore the ways the writer uses the theme of racism in the novel.

Focus

Theme of racism in whole novel.

Key Words

Starting point, explore, ways, uses, theme, racism, novel.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing of events with increasing accuracy. - Asserts. - Sometimes irrelevant. - Lapses in technical accuracy. - Little or no discussion of how language features shape meaning.	- Dependent on unassimilated notes. - Unclear line of argument/poor deployment of knowledge. - Little or no attention to <u>use of racism</u>.	Band 1 1-6
- Begins to address <u>theme of racism</u> but in a general way at level of narration and description of events and character. - Expression clear if limited by vocabulary. - Some inaccuracies. - General awareness of writer's technique.	- Some evidence of individual response with general reference. - Not always balanced or consistent.	Band 2 7-10
- Begins to consider <u>ways uses racism</u> and how choices of language, form and structure inform meaning. - Supporting evidence increasingly based on close reading. <u>Analyses subject matter and style/structure</u>. - Expression controlled, vocabulary widening. - Attention to whole.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>writer's use of theme of racism</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20