



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

English Literature A

Unit LTA1

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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 targetted 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 Bell

Question 1

What do you think are the key moral questions posed by Murdoch in *The Bell*, and how does she present them?

Focus

Key moral questions in novel.

Key Words

What - key moral questions - how presents.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing <u>dilemmas</u> 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.	Band 1 1-6
- Begins to address <u>presentation of questions</u> but in a general way at level of narration and description of <u>character</u>. - 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 of moral questions</u> and how choices of language inform meaning. - Supporting evidence increasingly based on close reading. - Expression controlled, vocabulary widening. - Attention to <u>whole</u>.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>presentation of moral questions</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

The Bell

Question 2

Using this short passage as a *starting point*, discuss the presentation and importance of Dora in the novel.

Focus

Character Dora in novel.

Key Words

Discuss – presentation – importance – Dora.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing <u>Dora</u> 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.	Band 1 1-6
- Begins to address <u>presentation/importance of Dora</u> but in a general way at level of narration and description of <u>character</u>. - 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/importance of Dora</u> and how choices of language inform meaning. - Supporting evidence increasingly based on close reading. - Expression controlled, vocabulary widening. - Attention to <u>whole</u>.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>presentation/importance of Dora</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

The Handmaid's Tale

Question 3

Explore the ways Atwood presents ideas of freedom and imprisonment in *The Handmaid's Tale*.

Focus

Themes of freedom and imprisonment through novel.

Key Words

Explore ways - presents - freedom - imprisonment.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing <u>themes</u> 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.	Band 1 1-6
- Begins to address <u>presentation of themes</u> but in a general way at level of narration and description of <u>character</u>. - 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 of themes</u> and how choices of language inform meaning. - Supporting evidence increasingly based on close reading. - Expression controlled, vocabulary widening. - Attention to <u>whole</u>.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>presentation of themes</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

The Handmaid's Tale

Question 4

In the following extract, Offred meets Moira at Jezebels. Consider the presentation of this episode and its importance in the novel.

Focus

Jezebel episode in whole novel.

Key Words

Consider - importance - presentation - episode.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing <u>episode</u> 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.	Band 1 1-6
- Begins to address <u>importance/presentation of episode</u> but in a general way at level of narration and description of <u>character</u>. - 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/presentation of episode</u> and how choices of language inform meaning. - Supporting evidence increasingly based on close reading. - Expression controlled, vocabulary widening. - Attention to <u>whole</u>.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>episode at Jezebels</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Knowledge of Angels

Question 5

What do you find interesting about the ways Paton Walsh tells the stories of Amara and Palinor?

Focus

Amara and Palinor through novel.

Key Words

What - interesting ways - tells stories - Amara Palinor.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Bands and Marks
- Simple telling of story/describing <u>Amara and Palinor</u> 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.	Band 1 1-6
- Begins to address <u>ways tells stories</u> but in a general way at level of narration and description of <u>character</u>. - 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 tells stories of Amara and Palinor</u> and how choices of language inform meaning. - Supporting evidence increasingly based on close reading. - Expression controlled, vocabulary widening. - Attention to <u>whole</u>.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>Amara and Palinor stories</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Knowledge of Angels

Question 6

Using the extract as a *starting point*, explore the presentation and importance of Josefa in the novel.

Focus

Presentation and importance of Josefa through novel.

Key Words

Explore - presentation - importance - Josefa.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing <u>Josefa</u> 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.	Band 1 1-6
- Begins to address <u>presentation/importance of Josefa</u> but in a general way at level of narration and description of <u>character</u>. - 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 of Josefa</u> and how choices of language inform meaning. - Supporting evidence increasingly based on close reading. - Expression controlled, vocabulary widening. - Attention to <u>whole</u>.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>Josefa and contribution to whole novel</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Snow Falling on Cedars

Question 7

Consider the ways Guterson explores the themes of forgiveness and tolerance in the novel.

Focus

Themes of forgiveness and tolerance through the novel.

Key Words

Consider ways - explore themes - forgiveness - tolerance.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing <u>themes</u> 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.	Band 1 1-6
- Begins to address <u>presentation of themes</u> but in a general way at level of narration and description of <u>characters</u>. - 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 of themes</u> and how choices of language inform meaning. - Supporting evidence increasingly based on close reading. - Expression controlled, vocabulary widening. - Attention to <u>whole</u>.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>themes and contribution to whole novel</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Snow Falling on Cedars

Question 8

This extract describes the moment that the young Hatsue ends her relationship with Ishmael.

Consider the ways Guterson presents this relationship throughout the novel.

Focus

The Hatsue/Ishmael relationship through the novel.

Key Words

Consider ways - present relationship - through novel.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing <u>relationship</u> 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.	Band 1 1-6
- Begins to address <u>presentation of relationship</u> but in a general way at level of narration and description of <u>characters</u>. - 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 of relationship</u> and how choices of language inform meaning. - Supporting evidence increasingly based on close reading. - Expression controlled, vocabulary widening. - Attention to <u>whole</u>.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>relationship and contribution to whole novel</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Enduring Love

Question 9

Consider the ways McEwan presents ideas about coincidence and fate in *Enduring Love*.

Focus

These themes in whole novel.

Key Words

Consider ways - presents ideas - coincidence - fate.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing <u>events</u> 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.	Band 1 1-6
- Begins to address <u>presentation of ideas</u> but in a general way at level of narration and description of <u>characters</u>. - 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 of ideas</u> and how choices of language inform meaning. - Supporting evidence increasingly based on close reading. - Expression controlled, vocabulary widening. - Attention to <u>whole</u>.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>ideas and contribution to whole novel</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20

Enduring Love

Question 10

Using the following extract as a *starting point*, explore the ways the writer presents the breakdown of Joe's and Clarissa's relationship.

Focus

The relationship of Joe and Clarissa in the novel.

Key Words

Explore ways - presents - breakdown - relationship.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
- Simple telling of story/describing <u>relationship</u> 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.	Band 1 1-6
- Begins to address <u>breakdown</u> but in a general way at level of narration and description of <u>Joe and Clarissa</u>. - 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 of relationship</u> and how choices of language inform meaning. - Supporting evidence increasingly based on close reading. - Expression controlled, vocabulary widening. - Attention to <u>whole</u>.	Coherent, informed individual response to text, based on command of appropriate detail.	Band 3 11-15
- Detailed analysis and exploration of <u>relationship and contribution to whole novel</u>. - Critical vocabulary tellingly used.	- Mature and confident judgement. - Clear, cogent argument.	Band 4 16-20