



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

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

Explore the ways Murdoch uses settings in the novel.

Focus

Various settings, hall, lake, gardens, abbey, London etc.

Key Words

Explore, ways, uses, settings.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
<ul style="list-style-type: none"> Simple telling of story/describing of settings with increasing accuracy. Asserts. Sometimes irrelevant. Lapses in technical accuracy. Little or no discussion of how language features shape meaning. 	<ul style="list-style-type: none"> Dependent on unassimilated notes. Unclear line of argument/poor deployment of knowledge. Little or no attention to <u>ways uses settings</u>. 	Band 1 1-6
<ul style="list-style-type: none"> Begins to address <u>ways uses settings</u> but in a general way at level of narration and description of setting and possible link to theme/character etc. Expression clear if limited by vocabulary. Some inaccuracies. General awareness of writer's technique. 	<ul style="list-style-type: none"> Some evidence of individual response with general reference. Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> Begins to consider Murdoch's use of <u>settings</u> and how choices of language, form and structure inform meaning. Supporting evidence increasingly based on close reading. <u>Explores ways settings used</u>. Expression controlled, vocabulary widening. Attention to whole. 	<ul style="list-style-type: none"> Coherent, informed individual response to text, based on command of appropriate detail. 	Band 3 11-15
<ul style="list-style-type: none"> Detailed analysis and <u>exploration of ways Murdoch uses settings</u>. Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> Mature and confident judgement. Clear, cogent argument. 	Band 4 16-20

The Bell

Question 2

Remind yourself of the following extract which describes Toby's decision to climb the Abbey wall. Consider the ways Murdoch presents Toby's intrusion and assess its importance in the novel.

Focus

Episode of climbing wall, and whole novel

Key Words

Find, interesting, ways, presents, episode

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
<ul style="list-style-type: none"> • Simple telling of story/describing of settings with increasing accuracy. • Asserts. • Sometimes irrelevant. • Lapses in technical accuracy. • Little or no discussion of how language features shape meaning. 	<ul style="list-style-type: none"> • Dependent on unassimilated notes. • Unclear line of argument/poor deployment of knowledge. • Little or no attention to <u>ways presents episode</u>. 	Band 1 1-6
<ul style="list-style-type: none"> • Begins to address <u>ways presents episode</u> but in a general way at level of narration and description of <u>episode</u> and possible link to theme/character etc. • Expression clear if limited by vocabulary. • Some inaccuracies. • General awareness of writer's technique. 	<ul style="list-style-type: none"> • Some evidence of individual response with general reference. • Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> • Begins to consider <u>Murdoch's presentation of episode</u> and how choices of language, form and structure inform meaning. • Supporting evidence increasingly based on close reading. • <u>Explores presentation of episode</u>. • Expression controlled, vocabulary widening. • Attention to whole. 	<ul style="list-style-type: none"> • Coherent, informed individual response to text, based on command of appropriate detail. 	Band 3 11-15
<ul style="list-style-type: none"> • Detailed analysis and exploration of <u>ways Murdoch presents episode</u>. • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • Mature and confident judgement. • Clear, cogent argument. 	Band 4 16-20

The Handmaid's Tale

Question 3

What do you consider to be the key message of Atwood's novel? How does she convey it to the reader?

Focus

Choice of key message, whole novel.

Key Words

Consider, key message, how, convey.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
<ul style="list-style-type: none"> Simple telling of story/describing of <u>novel</u> with increasing accuracy. Asserts. Sometimes irrelevant. Lapses in technical accuracy. Little or no discussion of how language features shape meaning. 	<ul style="list-style-type: none"> Dependent on unassimilated notes. Unclear line of argument/poor deployment of knowledge. Little or no attention to <u>how/convey</u>. 	Band 1 1-6
<ul style="list-style-type: none"> Begins to address <u>how/convey</u> but in a general way at level of narration and description of <u>events</u> and people. Expression clear if limited by vocabulary. Some inaccuracies. General awareness of writer's technique. 	<ul style="list-style-type: none"> Some evidence of individual response with general reference. Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> Begins to consider <u>Atwood's technique</u> and how choices of language, form and structure inform meaning. Supporting evidence increasingly based on close reading. <u>Considers how/convey</u>. Expression controlled, vocabulary widening. Attention to whole. 	<ul style="list-style-type: none"> Coherent, informed individual response to text, based on command of appropriate detail. 	Band 3 11-15
<ul style="list-style-type: none"> Detailed analysis and exploration of <u>how Atwood conveys message</u>. Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> Mature and confident judgement. Clear, cogent argument. 	Band 4 16-20

The Handmaid's Tale

Question 4

Remind yourself of the following extract. It is taken from Atwood's description of The Ceremony. What part is played in the novel by passion, love and romance?

Focus

Passion, love and romance in novel.

Key Words

Part, played, passion, love, romance.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
<ul style="list-style-type: none"> Simple telling of story/describing of <u>novel</u> with increasing accuracy. Asserts. Sometimes irrelevant. Lapses in technical accuracy. Little or no discussion of how language features shape meaning. 	<ul style="list-style-type: none"> Dependent on unassimilated notes. Unclear line of argument/poor deployment of knowledge. Little or no attention to <u>part played</u>. 	Band 1 1-6
<ul style="list-style-type: none"> Begins to address <u>part played</u> but in a general way at level of narration and description of <u>events</u> and people. Expression clear if limited by vocabulary. Some inaccuracies. General awareness of writer's technique. 	<ul style="list-style-type: none"> Some evidence of individual response with general reference. Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> Begins to consider <u>part played</u> and how choices of language, form and structure inform meaning. Supporting evidence increasingly based on close reading. <u>Analyses part played</u>. Expression controlled, vocabulary widening. Attention to whole. 	<ul style="list-style-type: none"> Coherent, informed individual response to text, based on command of appropriate detail. 	Band 3 11-15
<ul style="list-style-type: none"> Detailed analysis and exploration of <u>part played by passion, romance, love</u>. Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> Mature and confident judgement. Clear, cogent argument. 	Band 4 16-20

Wise Children

Question 5

Consider the importance of Melchior and the ways in which Carter presents this character.

Focus

Character of Melchior in whole novel.

Key Words

Consider, importance, ways presents, Melchior.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Bands and Marks
<ul style="list-style-type: none"> Simple telling of story/describing of <u>character</u> with increasing accuracy. Asserts. Sometimes irrelevant. Lapses in technical accuracy. Little or no discussion of how language features shape meaning. 	<ul style="list-style-type: none"> Dependent on unassimilated notes. Unclear line of argument/poor deployment of knowledge. Little or no attention to <u>importance/presentation</u>. 	Band 1 1-6
<ul style="list-style-type: none"> Begins to address <u>importance/presentation</u> but in a general way at level of narration and description of <u>events</u> and character. Expression clear if limited by vocabulary. Some inaccuracies. General awareness of writer's technique. 	<ul style="list-style-type: none"> Some evidence of individual response with general reference. Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> Begins to consider <u>importance/presentation</u> and how choices of language, form and structure inform meaning. Supporting evidence increasingly based on close reading. <u>Analyses presentation/importance</u>. Expression controlled, vocabulary widening. Attention to whole. 	<ul style="list-style-type: none"> Coherent, informed individual response to text, based on command of appropriate detail. 	Band 3 11-15
<ul style="list-style-type: none"> Detailed analysis and exploration of <u>importance/presentation</u>. Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> Mature and confident judgement. Clear, cogent argument. 	Band 4 16-20

Wise Children

Question 6

Using the following extract as a starting point, consider the ways Carter uses Grandma Chance and Kitty in the novel.

Focus

Grandma and Kitty in novel.

Key Words

Starting point, consider, ways uses, Grandma, Kitty.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
<ul style="list-style-type: none"> Simple telling of story/describing of <u>characters</u> with increasing accuracy. Asserts. Sometimes irrelevant. Lapses in technical accuracy. Little or no discussion of how language features shape meaning. 	<ul style="list-style-type: none"> Dependent on unassimilated notes. Unclear line of argument/poor deployment of knowledge. Little or no attention to <u>ways uses</u>. 	Band 1 1-6
<ul style="list-style-type: none"> Begins to address <u>ways uses</u> but in a general way at level of narration and description of <u>events</u> and people. Expression clear if limited by vocabulary. Some inaccuracies. General awareness of writer's technique. 	<ul style="list-style-type: none"> Some evidence of individual response with general reference. Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> Begins to consider <u>ways uses</u> and how choices of language, form and structure inform meaning. Supporting evidence increasingly based on close reading. <u>Analyses ways characters used</u>. Expression controlled, vocabulary widening. Attention to whole. 	<ul style="list-style-type: none"> Coherent, informed individual response to text, based on command of appropriate detail. 	Band 3 11-15
<ul style="list-style-type: none"> Detailed analysis and exploration of <u>ways Grandma and Kitty used</u>. Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> Mature and confident judgement. Clear, cogent argument. 	Band 4 16-20

Snow Falling on Cedars

Question 7

Explore the ways Guterson presents the theme of desire in the novel.

Focus

Theme of desire in novel.

Key Words

Explore, ways, presents, theme, desire, novel.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
<ul style="list-style-type: none"> Simple telling of story/describing of <u>theme</u> with increasing accuracy. Asserts. Sometimes irrelevant. Lapses in technical accuracy. Little or no discussion of how language features shape meaning. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Begins to address <u>ways presents</u> but in a general way at level of narration and description of <u>events</u> and character. Expression clear if limited by vocabulary. Some inaccuracies. General awareness of writer's technique. 	<ul style="list-style-type: none"> Some evidence of individual response with general reference. Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> 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 theme of desire presented</u>. Expression controlled, vocabulary widening. Attention to whole. 	<ul style="list-style-type: none"> Coherent, informed individual response to text, based on command of appropriate detail. 	Band 3 11-15
<ul style="list-style-type: none"> Detailed analysis and exploration of <u>ways theme of desire presented</u>. Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> Mature and confident judgement. Clear, cogent argument. 	Band 4 16-20

Snow Falling on Cedars

Question 8

Remind yourself of the following extract where Kabuo has paid a visit to Carl to request that he sell him seven acres.

Using the passage as a starting point, explore the ways Guterson presents the relationship between Kabuo and Carl in the novel.

Focus

Relationship of Kabuo and Carl in novel.

Key Words

Starting point, explore, ways presents, relationship, Kabuo and Carl, novel.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
<ul style="list-style-type: none"> Simple telling of story/describing of <u>characters</u> with increasing accuracy. Asserts. Sometimes irrelevant. Lapses in technical accuracy. Little or no discussion of how language features shape meaning. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Begins to address <u>ways presents</u> but in a general way at level of narration and description of <u>events</u> and character. Expression clear if limited by vocabulary. Some inaccuracies. General awareness of writer's technique. 	<ul style="list-style-type: none"> Some evidence of individual response with general reference. Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Coherent, informed individual response to text, based on command of appropriate detail. 	Band 3 11-15
<ul style="list-style-type: none"> Detailed analysis and exploration of <u>ways relationship presented</u>. Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> Mature and confident judgement. Clear, cogent argument. 	Band 4 16-20

Enduring Love

Question 9

How does McEwan use Keats and science in his novel?

Focus

Keats and science in novel.

Key Words

How, use, Keats, science, novel.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
<ul style="list-style-type: none"> • Simple telling of story/describing of <u>Keats/science</u> with increasing accuracy. • Asserts • Sometimes irrelevant. • Lapses in technical accuracy. • Little or no discussion of how language features shape meaning. 	<ul style="list-style-type: none"> • Dependent on unassimilated notes. • Unclear line of argument/poor deployment of knowledge. • Little or no attention to <u>how/use</u>. 	Band 1 1-6
<ul style="list-style-type: none"> • Begins to address <u>how/use</u> but in a general way at level of narration and description of <u>events</u> and character. • Expression clear if limited by vocabulary. • Some inaccuracies. • General awareness of writer's technique. 	<ul style="list-style-type: none"> • Some evidence of individual response with general reference. • Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> • Begins to consider <u>how/use</u> and how choices of language, form and structure inform meaning. • Supporting evidence increasingly based on close reading. • <u>Analyses use of Keats/science</u>. • Expression controlled, vocabulary widening. • Attention to whole. 	<ul style="list-style-type: none"> • Coherent, informed individual response to text, based on command of appropriate detail. 	Band 3 11-15
<ul style="list-style-type: none"> • Detailed analysis and exploration of <u>how uses Keats/science</u>. • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • Mature and confident judgement. • Clear, cogent argument. 	Band 4 16-20

Enduring Love

Question 10

Remind yourself of this extract which consists of the last few sentences of Appendix II, the ending of the novel.

Consider the appropriateness of this ending in terms of both subject matter and style.

Focus

Final few sentences of Appendix II and the whole novel.

Key Words

Consider appropriateness, ending, subject matter, style.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
<ul style="list-style-type: none"> Simple telling of <u>story</u>/describing of <u>Jed</u> with increasing accuracy. Asserts. Sometimes irrelevant. Lapses in technical accuracy. Little or no discussion of how language features shape meaning. 	<ul style="list-style-type: none"> Dependent on unassimilated notes. Unclear line of argument/poor deployment of knowledge. Little or no attention to <u>appropriateness</u>. 	Band 1 1-6
<ul style="list-style-type: none"> Begins to address <u>appropriateness</u> but in a general way at level of narration and description of <u>events and character</u>. Expression clear if limited by vocabulary. Some inaccuracies. General awareness of writer's technique. 	<ul style="list-style-type: none"> Some evidence of individual response with general reference. Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> Begins to consider <u>appropriateness</u> and how choices of language, form and structure inform meaning. Supporting evidence increasingly based on close reading. <u>Analyses appropriateness</u>. Expression controlled, vocabulary widening. Attention to whole. 	<ul style="list-style-type: none"> Coherent, informed individual response to text, based on command of appropriate detail. 	Band 3 11-15
<ul style="list-style-type: none"> Detailed analysis and exploration of <u>appropriateness</u>. Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> Mature and confident judgement. Clear, cogent argument. 	Band 4 16-20

Knowledge of Angels

Question 11

Examine the ways Paton Walsh presents the themes of tolerance and intolerance in the novel.

Focus

Themes of tolerance and intolerance through novel.

Key Words

Examine, ways, presents, themes, tolerance, intolerance, novel.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Bands and Marks
<ul style="list-style-type: none"> Simple telling of story/describing of <u>events</u> with increasing accuracy. Asserts. Sometimes irrelevant. Lapses in technical accuracy. Little or no discussion of how language features shape meaning. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Begins to address <u>ways presents</u> but in a general way at level of narration and description of <u>events</u> and character. Expression clear if limited by vocabulary. Some inaccuracies. General awareness of writer's technique. 	<ul style="list-style-type: none"> Some evidence of individual response with general reference. Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> 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 use of tolerance/intolerance.</u> Expression controlled, vocabulary widening. Attention to whole. 	<ul style="list-style-type: none"> Coherent, informed individual response to text, based on command of appropriate detail. 	Band 3 11-15
<ul style="list-style-type: none"> Detailed analysis and exploration of <u>ways presents tolerance/intolerance.</u> Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> Mature and confident judgement. Clear, cogent argument. 	Band 4 16-20

Knowledge of Angels

Question 12

Using the following extract as a starting point, write about the ways the writer presents **sin** and **churchmen** in the novel.

Focus

Themes of sin and churchmen in novel.

Key Words

Ways, presents, sin, churchmen, novel.

AOs 1-3 Knowledge and understanding. Clear communication. Form, structure, language.	AO4 Informed independent judgements.	Marks and Bands
<ul style="list-style-type: none"> Simple telling of story/describing of <u>events</u> with increasing accuracy. Asserts. Sometimes irrelevant. Lapses in technical accuracy. Little or no discussion of how language features shape meaning. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Begins to address <u>ways presents</u> but in a general way at level of narration and description of <u>events</u> and character. Expression clear if limited by vocabulary. Some inaccuracies. General awareness of writer's technique. 	<ul style="list-style-type: none"> Some evidence of individual response with general reference. Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> 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 presentation of sin and churchmen</u>. Expression controlled, vocabulary widening. Attention to whole. 	<ul style="list-style-type: none"> Coherent, informed individual response to text, based on command of appropriate detail. 	Band 3 11-15
<ul style="list-style-type: none"> Detailed analysis and exploration of <u>ways presents sin and churchmen</u>. Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> Mature and confident judgement. Clear, cogent argument. 	Band 4 16-20