



General Certificate of Education

English Literature 5741 *Specification A*

LTA1 The Modern Novel

Mark Scheme

2005 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

LTA1 The Modern Novel

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

Question 1

Explore the ways in which Golding creates a sense of the medieval world in his novel.

Focus

Medieval setting throughout novel.

Key Words

Explore, ways creates, medieval world.

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 events 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 creates</u>. 	Band 1 0-6
<ul style="list-style-type: none"> • Begins to address <u>ways creates</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. 	<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 creates</u> and how choices of language, form and structure inform meaning. • Supporting evidence increasingly based on close reading. • <u>Analyses creation of medieval world</u> • Expression controlled, vocabulary widening. • Attention to <u>whole</u>. 	<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 creates medieval world</u>. • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • Mature and confident judgement. • Clear, cogent argument. 	Band 4 16-20

The Spire

Question 2

The following extract is the conclusion to the novel. How appropriate is this ending in terms of both subject matter and style?

Focus

Ending and whole novel.

Key Words

How appropriate, ending, subject matter and style.

<p style="text-align: center;">AOs 1-3</p> <p>Knowledge and understanding. Clear communication. Form, structure, language.</p>	<p style="text-align: center;">AO4</p> <p>Informed independent judgements.</p>	<p style="text-align: center;">Marks and Bands</p>
<ul style="list-style-type: none"> • 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. 	<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 appropriate</u>. 	<p style="text-align: center;">Band 1 0-6</p>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Some evidence of individual response with general reference. • Not always balanced or consistent. 	<p style="text-align: center;">Band 2 7-10</p>
<ul style="list-style-type: none"> • 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 ending/subject matter/style</u>. • Expression controlled, vocabulary widening. • Attention to <u>whole</u>. 	<ul style="list-style-type: none"> • Coherent, informed individual response to text, based on command of appropriate detail. 	<p style="text-align: center;">Band 3 11-15</p>
<ul style="list-style-type: none"> • Detailed analysis and exploration of <u>appropriateness of ending</u>. • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • Mature and confident judgement. • Clear, cogent argument. 	<p style="text-align: center;">Band 4 16-20</p>

The Handmaid's Tale

Question 3

Explore the ways Atwood uses Offred's memories of Luke and of their daughter in the novel.

Focus

Offred's memories of Luke and daughter.

Key Words

Explore, ways, uses, Offred's memories of Luke and daughter.

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 events 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 memories</u>. 	Band 1 0-6
<ul style="list-style-type: none"> • Begins to address <u>ways uses memories</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. 	<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 memories</u> and how choices of language, form and structure inform meaning. • Supporting evidence increasingly based on close reading. • <u>Analyses use of memories</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 uses memories</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

Using the following extract as a starting point, examine the ways Atwood presents the lives of women **other than** the handmaids.

Focus

Woman characters other than handmaids.

Key Words

Examine, ways, presents, lives of women.

<p style="text-align: center;">AOs 1-3</p> <p>Knowledge and understanding. Clear communication. Form, structure, language.</p>	<p style="text-align: center;">AO4</p> <p>Informed independent judgements.</p>	<p style="text-align: center;">Marks and Bands</p>
<ul style="list-style-type: none"> • 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. 	<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 women</u> 	<p style="text-align: center;">Band 1 0-6</p>
<ul style="list-style-type: none"> • Begins to address <u>ways presents women</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. 	<ul style="list-style-type: none"> • Some evidence of individual response with general reference. • Not always balanced or consistent. 	<p style="text-align: center;">Band 2 7-10</p>
<ul style="list-style-type: none"> • Begins to consider <u>ways presents women</u> and how choices of language, form and structure inform meaning. • Supporting evidence increasingly based on close reading. • <u>Analyses ways presents lives of women.</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. 	<p style="text-align: center;">Band 3 11-15</p>
<ul style="list-style-type: none"> • Detailed analysis and exploration of <u>ways presents women.</u> • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • Mature and confident judgement. • Clear, cogent argument. 	<p style="text-align: center;">Band 4 16-20</p>

Wise Children**Question 5**

Consider the importance and presentation of Perry in the novel.

Focus

Character of Perry in the novel.

Key Words

Consider, importance, presentation, Perry.

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 events 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 and presentation</u>. 	Band 1 0-6
<ul style="list-style-type: none"> • 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. 	<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 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</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 and 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

The following extract is taken from the novel after the fire at Melchior’s house when he believes his father’s paper crown is lost. Using the passage as a starting point, explore how the writer uses the idea of “flimsy bit of make-believe” through the novel.

Focus

Flimsy make-believe theme through novel.

Key Words

Explore, how uses, theme, flimsy make-believe.

<p style="text-align: center;">AOs 1-3</p> <p>Knowledge and understanding. Clear communication. Form, structure, language.</p>	<p style="text-align: center;">AO4</p> <p>Informed independent judgements.</p>	<p style="text-align: center;">Marks and Bands</p>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Dependent on unassimilated notes. • Unclear line of argument/poor deployment of knowledge. • Little or no attention to <u>use of theme</u>. 	<p style="text-align: center;">Band 1 0-6</p>
<ul style="list-style-type: none"> • Begins to address <u>use of theme</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. 	<ul style="list-style-type: none"> • Some evidence of individual response with general reference. • Not always balanced or consistent. 	<p style="text-align: center;">Band 2 7-10</p>
<ul style="list-style-type: none"> • Begins to consider <u>use of theme</u> and how choices of language, form and structure inform meaning. • Supporting evidence increasingly based on close reading. • <u>Analyses use of theme of flimsy make-believe.</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. 	<p style="text-align: center;">Band 3 11-15</p>
<ul style="list-style-type: none"> • Detailed analysis and exploration of <u>theme of flimsy make-believe.</u> • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • Mature and confident judgement. • Clear, cogent argument. 	<p style="text-align: center;">Band 4 16-20</p>

Possession**Question 7**

Paying attention to structure and style, explore the ways Byatt tells the story of *Possession*.

Focus

Narrative method.

Key Words

Explore, ways, tells story.

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 events 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 tells story</u>. 	Band 1 0-6
<ul style="list-style-type: none"> • Begins to address <u>ways tells story</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. 	<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 tells story</u> and how choices of language, form and structure inform meaning. • Supporting evidence increasingly based on close reading. • <u>Analyses ways tells story</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 tells story</u>. • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • Mature and confident judgement. • Clear, cogent argument. 	Band 4 16-20

Possession

Question 8

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

Focus

Introduction and whole novel.

Key Words

How appropriate, introduction, subject matter, style.

<p style="text-align: center;">AOs 1-3</p> <p>Knowledge and understanding. Clear communication. Form, structure, language.</p>	<p style="text-align: center;">AO4</p> <p>Informed independent judgements.</p>	<p style="text-align: center;">Marks and Bands</p>
<ul style="list-style-type: none"> • 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. 	<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>. 	<p style="text-align: center;">Band 1 0-6</p>
<ul style="list-style-type: none"> • Begins to address <u>appropriateness</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. 	<ul style="list-style-type: none"> • Some evidence of individual response with general reference. • Not always balanced or consistent. 	<p style="text-align: center;">Band 2 7-10</p>
<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/subject/style</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. 	<p style="text-align: center;">Band 3 11-15</p>
<ul style="list-style-type: none"> • Detailed analysis and exploration of <u>appropriateness/subject/style</u>. • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • Mature and confident judgement. • Clear, cogent argument. 	<p style="text-align: center;">Band 4 16-20</p>

Enduring Love**Question 9**

Explore the ways McEwan presents danger in the novel. You may wish to consider **two** episodes in detail or to range more widely through the novel.

Focus

Theme of danger through the novel.

Key Words

Explore, ways, presents, danger.

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 events 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 0-6
<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 events 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 theme of danger</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>theme of danger</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

The following extract is taken from the beginning of Chapter 9, a chapter told from Clarissa’s point of view. How important is this chapter in the novel?

Focus

Chapter 9 and whole.

Key Words

How important, Chapter 9.

<p style="text-align: center;">AOs 1-3</p> <p>Knowledge and understanding. Clear communication. Form, structure, language.</p>	<p style="text-align: center;">AO4</p> <p>Informed independent judgements.</p>	<p style="text-align: center;">Marks and Bands</p>
<ul style="list-style-type: none"> • 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. 	<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 important</u>. 	<p style="text-align: center;">Band 1 0-6</p>
<ul style="list-style-type: none"> • Begins to address <u>how important</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. 	<ul style="list-style-type: none"> • Some evidence of individual response with general reference. • Not always balanced or consistent. 	<p style="text-align: center;">Band 2 7-10</p>
<ul style="list-style-type: none"> • Begins to consider <u>how important</u> and how choices of language, form and structure inform meaning. • Supporting evidence increasingly based on close reading. • <u>Analyses importance of Chapter 9.</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. 	<p style="text-align: center;">Band 3 11-15</p>
<ul style="list-style-type: none"> • Detailed analysis and exploration of <u>importance of Chapter 9.</u> • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • Mature and confident judgement. • Clear, cogent argument. 	<p style="text-align: center;">Band 4 16-20</p>