



General Certificate of Education

English Literature 5741

Specification A

LTA1 The Modern Novel

Mark Scheme

2007 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.

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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 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%

The Spire- William Golding

Question 1

In what ways does Golding enable the reader to understand and feel involved in the processes of constructing a medieval building?

Focus

Descriptions of building processes

Key Words

What ways, enable reader, understand, feel involved in, processes, constructing, medieval building

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>building</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 of involving reader</u>. 	Band 1 0-6
<ul style="list-style-type: none"> • Begins to address <u>ways of involving reader in building process</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>writer's methods</u> and how choices of language, form and structure inform meaning. • Supporting evidence increasingly based on close reading. • <u>Analyses ways reader involved in descriptions of building</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 writer presents building processes</u>. • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • Mature and confident judgement. • Clear, cogent argument. 	Band 4 16-20

The Spire- William Golding

Question 2

Remind yourself of the following extract, then assess its importance in the novel as a whole.

Focus

Extract of interview with Aunt

Key Words

Assess, importance, 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>meeting</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 in novel</u>. 	Band 1 0-6
<ul style="list-style-type: none"> • Begins to address <u>importance of meeting</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 of extract</u> and how choices of language, form and structure inform meaning. • Supporting evidence increasingly based on close reading. • <u>Analyses presentation of Jocelin and Aunt</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 of meeting with Aunt</u>. • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • Mature and confident judgement. • Clear, cogent argument. 	Band 4 16-20

Cold Mountain- Charles Frazier**Question 3**

Explore the ways Frazier presents the character Stobrod.

Focus

Presentation of Stobrod

Key Words

Explore, ways, presents, Stobrod

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

Cold Mountain- Charles Frazier**Question 4**

Using the following extract as a **starting point**, explore the ways the writer uses descriptions of the natural world in the novel.

Focus

Descriptions of natural world

Key Words

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

Wise Children- Angela Carter**Question 5**

What do you find interesting about the ways Carter tells Dora and Nora's story?

Focus

Ways of telling

Key Words

Find interesting, ways, tells Dora and Nora's story

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

Wise Children- Angela Carter**Question 6**

Using the following extract as a **starting point**, explore the ways Carter presents Tiffany and Tristram in her novel.

Focus

Presentation of Tiffany and Tristram

Key Words

Starting point, explore, ways, presents, Tiffany, Tristram

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>Tristram and Tiffany</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 0-6
<ul style="list-style-type: none"> • Begins to address <u>presentation of two characters</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 Carter presents the two characters</u> and how choices of language, form and structure inform meaning. • Supporting evidence increasingly based on close reading. • <u>Analyses presentation through novel</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 Carter presents two characters</u>. • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • Mature and confident judgement. • Clear, cogent argument. 	Band 4 16-20

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

Explore the ways Byatt presents the male academics, researchers and biographers in the novel.

Focus

Male academics

Key Words

Explore, ways, presents, male academics

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>male academics</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 0-6
<ul style="list-style-type: none"> • Begins to address <u>presentation of male academics</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>presentation of male academics</u> and how choices of language, form and structure inform meaning. • Supporting evidence increasingly based on close reading. • <u>Analyses a range of characters.</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>presentation of male academics.</u> • Critical vocabulary tellingly used. 	<ul style="list-style-type: none"> • 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**, write about the ways Byatt interweaves the lives of Roland, Maud, Christabel and Ash in her novel.

Focus

Four characters in the novel

Key Words

Starting point, ways, interweaves, lives, Roland, Maud, Christabel, Ash

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

Spies- Michael Frayn**Question 9**

Explore the ways Frayn tells Stephen's story.

Focus

Ways of telling story

Key Words

Explore, ways, tells story

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

Spies- Michael Frayn**Question 10**

Remind yourself of the following extract which is the conclusion of the novel. How appropriate is this extract as the ending?

Focus

End of novel (and whole)

Key Words

How appropriate, ending

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