



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

English Language and Literature *Specification B*

Material accompanying this Specification

Specimen Assessment Units and Mark Schemes
Teachers' Guide

Further copies of this specification booklet are available from:

Publications Department, Stag Hill House, Guildford, Surrey, GU2 5XJ.

Or

Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4PB

© Assessment and Qualifications Alliance 2000

COPYRIGHT

The AQA retains the copyright on all its publications, including the specifications. However, the registered centres for the AQA are permitted to copy material from this specification booklet for their own internal use.

Set and published by the Assessment and Qualifications Alliance.

Printed in Great Britain by MPG Unwin Brothers, The Gresham Press, Old Woking, Surrey, GU22 9LH.

Assessment and Qualifications Alliance is an alliance of AEB/SEG, City & Guilds and NEAB and is a company limited by guarantee. Registered in England 3644723. Registered Charity 1073334
Registered address Addleshaw Booth & Co., Sovereign House, PO Box 8, Sovereign Street, Leeds LS1 1HQ.
Kathleen Tattersall, Director General.

Contents

Background Information

| | Page |
|---|------|
| 1 New Advanced Subsidiary and Advanced Level for 2001/2002 | 5 |
| 2 Specification at a Glance | 6 |
| 3 Availability of Assessment Units and Entry Details | 7 |

Scheme of Assessment

| | |
|--|----|
| 4 Introduction | 9 |
| 5 Aims | 10 |
| 6 Assessment Objectives | 11 |
| 7 Scheme of Assessment - <i>Advanced Subsidiary</i> | 12 |
| 8 Scheme of Assessment - <i>Advanced Level (AS+A2)</i> | 13 |

Subject Content

| | |
|---|----|
| 9 Summary of Subject Content | 16 |
| 10 AS Module 1 - Introduction to Language and Literature Study | 19 |
| 11 AS Module 2 - The Changing Language of Literature | 21 |
| 12 AS Module 3 - Coursework: Production of Texts | 23 |
| 13 A2 Module 4 - Coursework: Text Transformation | 26 |
| 14 A2 Module 5 - Talk in Life and Literature | 29 |
| 15 A2 Module 6 - Critical Approaches | 31 |

Key Skills and Other Issues

- | | | |
|----|--|----|
| 16 | Key Skills - Teaching, Developing and Providing Opportunities for Assessment | 33 |
| 17 | Spiritual, Moral, Ethical, Social, Cultural and Other Issues | 36 |

Centre-Assessed Component

- | | | |
|----|---|----|
| 18 | Nature of Centre-Assessed Component | 37 |
| 19 | Guidance on Setting Centre-Assessed Component | 37 |
| 20 | Assessment Criteria | 38 |
| 21 | Supervision and Authentication | 43 |
| 22 | Standardisation | 44 |
| 23 | Administrative Procedures | 45 |
| 24 | Moderation | 46 |

Awarding and Reporting

- | | | |
|----|---------------------------------|----|
| 25 | Grading, Shelf-Life and Re-Sits | 47 |
|----|---------------------------------|----|

Appendices

- | | | |
|---|--------------------------|----|
| A | Grade Descriptors | 48 |
| B | Candidate Record Forms | 49 |
| C | Centre Declaration Sheet | 53 |
| D | Links with GNVQ | 54 |

Background Information

1

New Advanced Subsidiary and Advanced Level for 2001/2002

Following the *Review of Qualifications for 16-19 Year Olds* and the subsequent consultation paper *Qualifying for Success*, all the unitary awarding bodies have introduced new Advanced Subsidiary and revised Advanced Level specifications for first certification in 2001 and 2002 respectively.

1.1 Advanced Subsidiary (AS)

Advanced Subsidiary courses will be introduced from September 2000 for first certification in August 2001. They may be used in one of two ways

- as a final qualification, allowing candidates to broaden their studies and to defer decisions about specialism
- as the first half (50%) of an Advanced Level qualification, which must be completed before an Advanced Level award can be made.

Advanced Subsidiary is designed to provide an appropriate assessment of knowledge, understanding and skills expected of candidates who have completed the first half of a full Advanced Level qualification. The level of demand of the AS examination is that expected of candidates half-way through a full A Level course of study.

1.2 Advanced Level (AS+A2)

The Advanced Level examination is in two parts

- Advanced Subsidiary (AS) - 50% of the total award
- Advanced (A2) - 50% of the total award.

Most Advanced Subsidiary and Advanced Level courses will be modular. The AS will comprise three teaching and learning modules and the A2 will comprise a further three teaching and learning modules. Each teaching and learning module will normally be assessed through an associated assessment unit. The specification gives details of the relationship between the modules and assessment units.

With the two-part design of Advanced Level courses, centres may devise an assessment schedule to meet their own and candidates' needs. For example

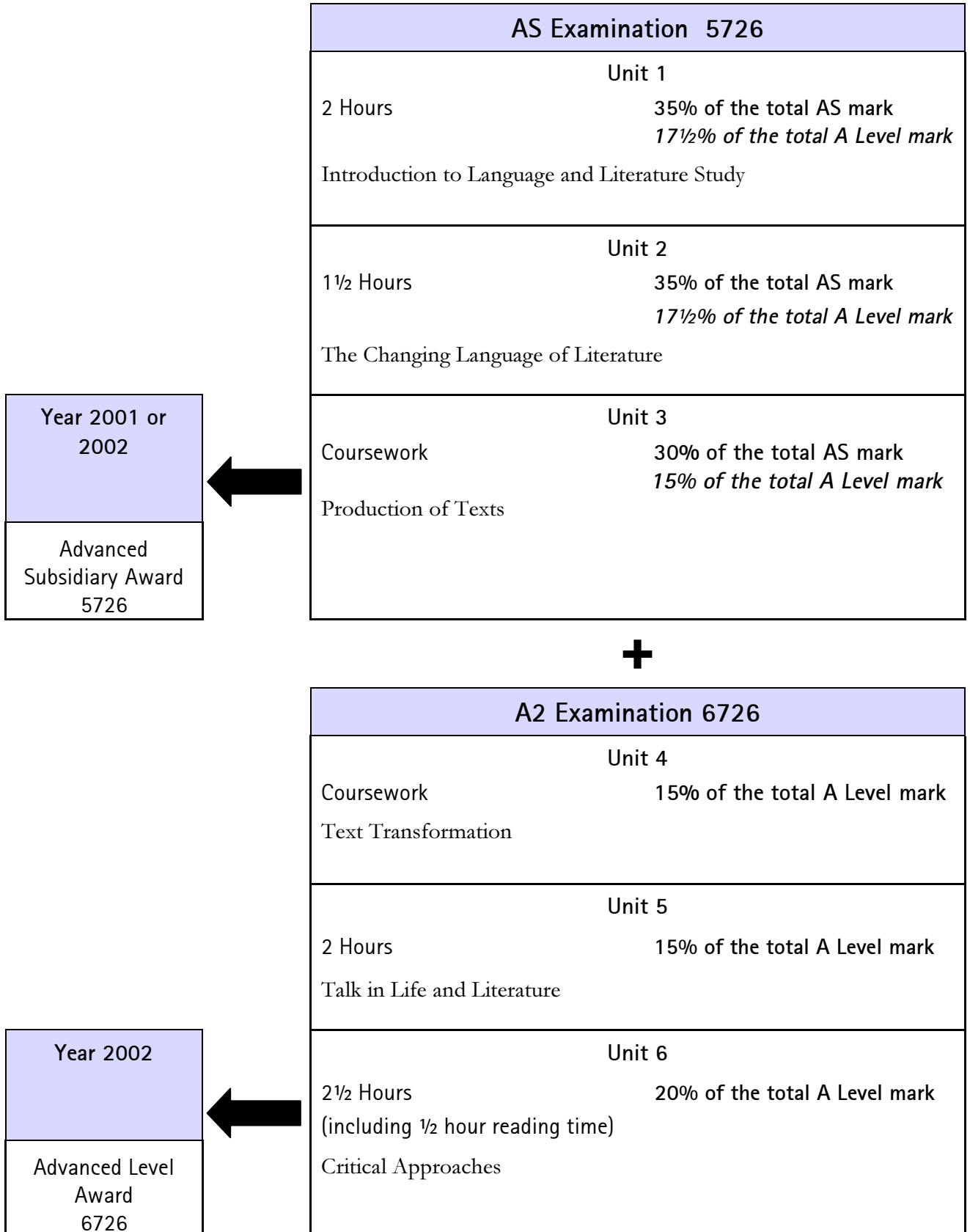
- assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course
- AS may be completed at the end of one year and A2 by the end of the second year
- AS and A2 may be completed at the end of the same year

Details of the availability of the assessment units are provided in Section 3.

2

Specification at a Glance

English Language and English Literature B



3

Availability of Assessment Units and Entry Details

3.1 Availability of Assessment Units

Examinations based on this specification are available as follows:

| | Availability of Units | | Availability of Qualification | |
|---------------------|-----------------------|------------|-------------------------------|---------|
| | AS | A2 | AS | A Level |
| January 2001 | 1 and 2 | | — | — |
| June 2001 | 1, 2 and 3 | | ✓ | — |
| January 2002 | 1, 2 and 3 | 4 and 5 | ✓ | — |
| June 2002 | 1, 2 and 3 | 4, 5 and 6 | ✓ | ✓ |
| January 2003 | 1, 2 and 3 | 4, 5 and 6 | ✓ | ✓ |

3.2 Sequencing of Units

There is no constraint to follow units in the order given for assessment purposes, but the introduction to each individual module indicates its position in the overall design and progression of the specification. It is expected that candidates study the units from one to three or from one to six.

3.3 Entry Codes

Normal entry requirements apply, but the following information should be noted.

The following unit entry codes should be used:

| AS | A2 |
|---------------|---------------|
| Unit 1 - NTB1 | Unit 4 - NTB4 |
| Unit 2 - NTB2 | Unit 5 - NTB5 |
| Unit 3 - NTB3 | Unit 6 - NTB6 |

The **Subject Entry Code** for entry to the AS only award is 5726

The **Subject Entry Code** for entry to the Advanced Level award is 6726.

3.4 Prohibited Combinations

Candidates entered for Advanced Subsidiary or Advanced Level English Language and Literature B may not enter English Language and/or English Literature in the same examination series with the AQA.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables. The classification code for this specification is 5010.

3.5 Private Candidates

This specification is available to private candidates. Private candidates should write to the AQA for a copy of *'Supplementary Guidance for Private Candidates'*.

3.6 Special Consideration

Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances. The appropriate form and all relevant information should be forwarded to the AQA office which deals with such matters for the centre concerned. Special arrangements may be provided for candidates with special needs.

Details are available from the AQA.

Scheme of Assessment

4

Introduction

4.1 General

The study of English Language and Literature encourages students to develop their interest in both language and literature as interconnecting and mutually supportive disciplines. This course allows students to develop as independent, confident and reflective readers and writers, giving a variety of opportunities to explore the relationship of language and literature through a wide range of reading opportunities, critical reading of and response to both literary and non-literary texts, as well as writing for a variety of audiences and purposes.

This specification is one of a suite, which together with English Literature and English Language, is offered by the AQA in this subject area.

Each specification is completely free-standing, though centres which choose to enter candidates for two specifications in the suite will become aware of the similarities in terms of format and philosophy.

Courses based upon these specifications can follow a linear or modular progression, or a combination of both. A six module format has been adopted, in the belief that this is most conducive to effective learning in a subject where candidates demonstrate progression by gaining knowledge and skills cumulatively, rather than through the absorption of content. Coursework is required at both AS and A2 levels. The AQA believes that this form of assessment is the most effective in ensuring that certain Assessment Objectives are met. Each specification begins AS study with an introductory module, and ends A2 with a module which embraces synoptic assessment.

4.2 Underlying Principles

The introduction to each of the individual modules in the body of the specification indicates how the module builds on those which precede it and extends the range of assessment objectives which are at the heart of the assessment.

In the case of Language and Literature, a 'new' subject for many, the AQA is aware of the need to provide a systematic and coherent route through the specification. Central to this is the provision of an anthology of texts for the introductory AS module (Unit 1). This module is intended to allow candidates to acquire knowledge and skills within appropriate systematic frameworks and to develop an understanding of the interlinking between language and literature. To this end, the anthology concentrates on a single topic; it provides examples of literary works, including poetry, as well as journalism, letters, recollections and transcribed conversations, designed to give candidates an insight into the different linguistic experiences that bear upon this common theme.

By continuing the emphasis on a common theme, Module 2 looks at issues surrounding language change and development. Module 3 (coursework) requires candidates to produce new texts, thus testing their control over their own language and the importance of reflecting on it. At A Level, the first module (Module 4) develops Module 3 by requiring candidates to develop their control of language by means of a textual transformation. In this way, candidates are focused on a particular linguistic issue, that of genre. Module 5 focuses candidates further, requiring a deeper understanding of the connections between language and literature. Here, candidates look particularly at the spoken word and the transformations that take place when 'normal' spoken dialogue is embedded in literary works. Module 6 is synoptic, drawing together the assessment objectives of the specification. Using a common theme candidates are required to apply in a rigorous manner the linguistic frameworks with which they have become familiar, to see how form, style, vocabulary, context and values shape the meanings of texts.

4.3 Prior level of attainment

This specification assumes no prior knowledge or attainment but, clearly, candidates who have followed a course leading to GCSE English and/or English Literature will have attained valuable skills which can be further developed. This qualification will provide candidates with the necessary skills to continue study in this subject at a more advanced level.

5

Aims

- a. All AS and A Level courses in English Language and Literature should encourage students to study language and literature as interconnecting disciplines in ways which deepen their understanding and enjoyment.
- b. AS courses should encourage students to develop their ability to use linguistic and literary-critical concepts and analytical frameworks in commenting on a wide range of spoken language and written texts. Courses should encourage students to develop as independent, confident and reflective readers, enabling them to relate literary and non-literary texts to the contexts in which they were produced. AS courses should also enable students to develop their skills in speaking and writing for different purposes and audience.
- c. A Level courses in English Language and Literature should broaden and deepen students' knowledge and understanding, encouraging them to evaluate different analytical approaches to the interpretation of texts. A Level courses should enable students to make comparisons and connections between a range of texts, taking account of the social, cultural and historical factors which influenced them. A Level students should be able to select approaches most appropriate for their investigation and research.

- d. AS and A Level specifications in English Language and Literature should provide opportunities for producing evidence for assessing the Key Skills. Section 16 of the specification provides further details on teaching, developing and providing opportunities for producing evidence for Key Skills.

6

Assessment Objectives

- 6.1 The differences between AS and A Level assessment objectives reflect the differences in the depth and breadth of the requirements of the specifications.
- Knowledge, understanding and skills are closely linked. The specification requires that all candidates meet the following assessment objectives in the context of the content and skills prescribed.
- 6.2 The specification requires that the following Assessment Objectives are tested
- Assessment Objectives 1, 4, 5 and 6 apply to both AS and A Level
Assessment Objectives 2i and 3i apply only to AS
Assessment Objectives 2ii and 3ii apply only to A Level.
- 6.3 The examination will assess a candidate's ability to:
- At AS*
- A01 Communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression
- A02i in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form
- A03i respond to and analyse texts, using literary and linguistic concepts and approaches
- A04 show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts
- A05 identify and consider the ways attitudes and values are created and conveyed in speech and writing
- A06 demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made.
- At A Level*
- A01 communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression
- A02ii respond with knowledge and understanding of texts of different types and from different periods, exploring and commenting on relationships and comparisons between them
- A03ii use and evaluate different literary and linguistic approaches to the study of written and spoken language, showing how these approaches inform their readings

- A04 show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts
- A05 identify and consider the ways attitudes and values are created and conveyed in speech and writing
- A06 demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made.

6.4 Quality of Written Communication

The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Candidates will be assessed according to their ability to

- select and use a form and style of writing appropriate to purpose and complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment of the quality of written communication is included in Assessment Objective A01.

7

Scheme of Assessment - *Advanced Subsidiary (AS)*

The Scheme of Assessment permits either staged assessment or assessment at the end of the course. The Advanced Subsidiary (AS) award comprises three compulsory assessment units.

7.1 Assessment Units

| | | |
|---|---------------|----------|
| Unit 1 <i>35% of the total AS marks</i> | Written Paper | 2 hours |
| Introduction to Language and Literature Study | | |
| Unit 2 <i>35% of the total AS marks</i> | Written Paper | 1½ hours |
| The Changing Language of Literature | | |
| Unit 3 <i>30% of the total AS marks</i> | Coursework | |
| Production of Texts | | |

7.2 Weighting of Assessment Objectives for AS

The approximate relationship between the relative percentage weighting of the Assessment Objectives and the overall Scheme of Assessment is shown in the following table.

| Assessment Objectives | Unit Weightings (%) | | | Overall Weighting of AOs (%) |
|---------------------------------------|---------------------|----|----|------------------------------|
| | 1 | 2 | 3† | |
| A01 | 5 | 5 | – | 10 |
| AO2i | 10 | 10 | – | 20 |
| AO3i | 10 | 10 | – | 20 |
| AO4 | 5 | 5 | 10 | 20 |
| AO5 | 5 | 5 | 5 | 15 |
| AO6 | – | – | 15 | 15 |
| Overall Weighting of Units (%) | 35 | 35 | 30 | 100 |

† centre assessed

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

8

Scheme of Assessment - *Advanced Level (AS+A2)*

The Scheme of Assessment permits either staged assessment or assessment at the end of the course. The A Level award comprises three compulsory assessment units from the AS scheme of assessment and three compulsory assessment units from the A2 scheme of assessment.

8.1 AS Assessment Units

Unit 1
17½% of the total A Level marks

Written Paper 2 hours

Unit 2
17½% of the total A Level marks

Written Paper 1½ hours

Unit 3
15% of the total A Level marks

Coursework

8.2 A2 Assessment Units

Unit 4 Coursework
15% of the total A Level marks

Text Transformation

Unit 5 Written Paper 2 hours
15% of the total A Level marks

Talk in Life and Literature

Unit 6 Written Paper 2½ hours
20% of the total A Level marks (including ½ hour reading time)

Critical Approaches

8.3 Synoptic Assessment

The Advanced Subsidiary and Advanced Level Criteria state that A Level specifications must include synoptic assessment. This specification allocates 20% of the total marks to synoptic assessment in Unit 6.

8.4 Weighting of Assessment Objectives for A Level

The approximate relationship between the relative percentage weighting of the Assessment Objectives and the overall Scheme of Assessment is shown in the following table.

A Level Assessment Units (AS + A2)

| Assessment Objectives | Unit Weightings (%) | | | | | | Overall Weighting of AOs (%) |
|--------------------------------|---------------------|-----|----|----|----|----|------------------------------|
| | 1 | 2 | 3† | 4† | 5 | 6 | |
| AO1 | 2½ | 2½ | – | 2½ | 2½ | 2½ | 12½ |
| AO2i | 5 | 5 | – | – | – | – | 10 |
| AO2ii | – | – | – | – | 2½ | 7½ | 10 |
| AO3i | 5 | 5 | – | – | – | – | 10 |
| AO3ii | – | – | – | – | 5 | 5 | 10 |
| AO4 | 2½ | 2½ | 5 | 2½ | 2½ | 2½ | 17½ |
| AO5* | 2½ | 2½ | 2½ | 2½ | 2½ | 2½ | 15 |
| AO6 | – | – | 7½ | 7½ | – | – | 15 |
| Overall Weighting of Units (%) | 17½ | 17½ | 15 | 15 | 15 | 20 | 100 |

† Centre assessed

*AO5 Those aspects concerned with speech are tested in Units 2, 3 and 4; those aspects concerned with writing are tested in Units 1, 5 and 6.

In order to achieve the weightings for the specification as a whole, Units will be scaled as shown below:

| Unit | Total Raw Mark | Scaled Mark | Overall% |
|------|----------------|-------------|----------|
| 1 | 70 | 35 | 17½% |
| 2 | 35 | 35 | 17½% |
| 3 | 60 | 30 | 15% |
| 4 | 60 | 30 | 15% |
| 5 | 70 | 30 | 15% |
| 6 | 70 | 40 | 20% |

Mark allocations for the Assessment Units have been determined to make subject aggregation straightforward.

Subject Content

9 Summary of Subject Content

9.1 AS Modules

MODULE 1 - Introduction to Language and Literature Study

This module is intended as an introduction to a range of literary and non-literary texts in a small anthology. It also meets one of the literary genre requirements of the Subject Criteria (poetry).

MODULE 2 - The Changing Language of Literature

This module meets the genre requirements of pre-twentieth-century prose and requires candidates to look at the way language has changed through the study of a pair of texts.

MODULE 3 - Production of Texts

A coursework module, which requires candidates to engage in the production of their own texts for particular purposes and audiences.

9.2 A2 Modules

MODULE 4 - Text Transformation

A further coursework module, which requires candidates to choose a literary work of any genre and transform it into a different genre or for a different purpose. This enables candidates to meet one of the A Level genre requirements.

MODULE 5 - Talk in Life and Literature

The study of a Shakespeare play here allows candidates to meet the A Level literary genre requirements (pre-1770 text). Emphasis is on spoken language in the Shakespeare play and in a range of unseen texts.

MODULE 6 - Critical Approaches

The final module is synoptic and tests candidates' perception of the connection between texts and the validity of various approaches, both literary and linguistic. The assessment unit uses pre-release material.

9.3 General Introduction

The AQA Advanced Subsidiary and Advanced Level courses are designed in a way that will allow candidates to acquire and demonstrate skills in a stepped and coherent system, with the discrete

AS qualification (Modules 1-3) introducing the skills to be developed in the second year at A Level (Modules 4 – 6).

Candidates are required to study at least two texts from two literary genres (including one published before 1900) at AS Level. At A Level, candidates are required to study two further texts (including one published before 1770). The texts at A Level, together with those studied at AS Level, must ensure coverage of the major literary genres (prose, poetry, drama). Also, and of greatest importance, specifications must require candidates to show understanding of the ways in which the study of language and of literature inform each other.

There are six Assessment Objectives in which candidates will be required to demonstrate their skills. These are a development from skills acquired at GCSE Level, with AS as the intermediate stage leading up to A Level, if the candidate chooses to continue studying. The objectives are framed in such a way that candidates will approach the study of language and literature, not as separate entries, but in an integrated way. All modules have been designed to require candidates to approach their studies in this way.

- A01 Clearly this objective is central to any specification in English. It is therefore specifically tested in five of the six units, with those at A Level (including coursework) building on the insights gained in the first two units of AS.
- A02i At AS Level candidates will be expected to ‘respond to literary and non-literary texts’ and to ‘distinguish, describe and interpret variation in meaning and form’ through a study of literary texts (poetry and prose) and a variety of other materials (Modules 1 and 2). At A Level this study will be deepened and candidates will focus in Module 5 on the effects of imposing a literary form on spoken dialogue.
- A02ii This objective is treated more rigorously at A Level where the relationships between texts of different types and from different periods are examined and discussed. As such both parts form a significant part of the synoptic module (Module 6) where candidates are required to look at a range of texts on a common theme and to apply different approaches to explain and interpret them.
- A03i This objective is tested only at AS Level in Modules 1 and 2. Module 1, based on a small anthology on a common theme, will introduce candidates to the use of both literary and linguistic concepts at a basic level. Module 2 requires them to focus this learning into a more concentrated study of language change and development.
- A03ii Tested only at A Level, this objective requires a rigorous appraisal of the appropriateness of different frameworks in different contexts. Its testing is confined to Modules 5 and 6 which deal with both spoken and written language.
- A04 This objective is concerned with the importance of context and its centrality is denoted by its appearance in every Module at both A and AS. It should be emphasised that context is not confined merely to historical perspective but embodies also the psychological, sociological and cultural contexts which shape meaning and form.

- A05 There is also a great emphasis on the ways in which values and attitudes are conveyed. Again, this objective is tested in all units. More basic treatment is required in the introductory modules but in Module 4 (Text Transformation) a key factor will be the way values and attitudes are conveyed through the creation of tone and mood. The nature and functions of texts will also be examined more deeply in Modules 5 and 6.
- A06 Assessment of this objective is concentrated on the coursework modules (3 and 4) where candidates are in control of the production of their own language. In Module 3, the concentration is on writing for specific purposes and audiences and candidates have a wide choice of possible subject matter. A reflective commentary is also required. In Module 4 the focus is on literary works which require transformation of either genre or purpose. Again, candidates will need to reflect on their work 'to explain and comment on the choices made'.

AS Module 1

Introduction to Language and Literature Study

10.1 Introduction

The aim of this module is to introduce candidates to the critical assessment of a range of literary and non-literary texts. The central poetry text enables candidates to meet one of the AS Subject Criteria literary genre requirements.

10.2 Assessment Objectives

This module requires candidates to

- A01 communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression (5% AS, 2½% AL)
- A02i in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form (10% AS, 5% AL)
- A03i respond to and analyse texts, using literary and linguistic concepts and approaches (10% AS, 5% AL)
- A04 show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts (5% AS, 2½% AL)
- A05 identify and consider the ways attitudes and values are created and conveyed in speech and writing (5% AS, 2½% AL).

10.3 Content

At the start of the course candidates will be presented with a small anthology. The anthology will contain a range of literary and non-literary texts on a common theme. For the 2001 and 2002 examinations the theme is 'War'.

The central text of the anthology is a collection of prescribed poems by Wilfred Owen. This text meets one of the genre requirements (poetry) of the Subject Criteria for English Language and Literature for AS Level.

Questions will require candidates to deal with

- the ways that attitudes and values are created
- the importance of context
- the description and interpretation of variation in meaning and form.

The level of awareness required of candidates for assessment purposes will recognise that candidates are at the start of the course.

10.4 Mode of Assessment

Assessment will be by one written paper of 2 hours' duration. Candidates will be required to answer **one** question which will include a consideration of the central text. They will answer a second question which may involve them using a text or texts of their own choice from the Anthology as illustration.

The Anthology taken into the examination room may contain only brief marginal annotation. Such annotation should amount to no more than cross-references and/or the glossing of individual words or phrases. Highlighting and underlining is permitted. Annotations going beyond individual words or phrases, or amounting to *aides-memoire* or notes towards the planning of essays are not permitted. Insertion of pages, loose sheets, 'post-its' or any other form of notes or additional material is not permitted.

AS Module 2

The Changing Language of Literature

11.1 Introduction

Language changes notably over time, but also from one cultural context to another. This module presents candidates with five pairs of texts, separated by at least 100 years, which will enable them to focus on (a) language changes over time (b) the different ways authors treat similar themes. The pre-twentieth-century prose text meets one of the AS literary genre requirements.

11.2 Assessment Objectives

This module requires candidates to

- A01 communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression (5% AS, 2½% AL)
- A02i in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form (10% AS, 5% AL)
- A03i respond to and analyse texts, using literary and linguistic concepts and approaches (10% AS, 5% AL)
- A04 show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts (5% AS, 2½% AL)
- A05 identify and consider the ways attitudes and values are created and conveyed in speech and writing (5% AS, 2½% AL).

11.3 Content

1. More – *Utopia*
Huxley – *Brave New World*
 2. Johnson – *Rasselas*
Bryson – *The Lost Continent*
 3. Twain – *Huckleberry Finn*
Steinbeck – *The Grapes of Wrath*
 4. Carroll – *Alice's Adventures in Wonderland*
Dahl – *The BFG*
 5. Grossmith – *The Diary of a Nobody*
Townsend – *The Secret Diary of Adrian Mole Aged 13¾*
- In preparing their chosen texts candidates will be expected to study
- changes in lexis, grammar and semantics
 - text structure

- presentation of ideas, themes and characters
- purpose and audience
- presentation of attitudes and values
- variation in meaning according to context.

The Teacher's Guide provides further guidance on the levels of demand of the various pairs of texts.

11.4 Mode of Assessment

Assessment will be by one written paper of 1½ hour's duration. Candidates will be required to answer **one** compulsory question on their chosen pair of texts. Candidates will not be allowed to take their texts into the examination.

AS Module 3

Production of Texts

12.1 Introduction

The aim of this coursework module is to develop students' own expertise as writers, from the level achieved at the GCSE, by requiring them to write for different audiences and purposes. Although the specification avoids prescribing any single model or definition, the following are examples of the types of original writing which candidates might choose to submit.

| | |
|----------------------------|---|
| Writing to entertain | <ul style="list-style-type: none"> - a short story - a stand-up comedy routine - a radio script |
| Writing to persuade | <ul style="list-style-type: none"> - a piece of journalism - a moral fable - texts for an advertising campaign |
| Writing to inform | <ul style="list-style-type: none"> - an account of an event - an explanation of a process - an article about an area of special interest |
| Writing to advise/instruct | <ul style="list-style-type: none"> - planning for an event or occasion - making better use of computer software - advice on managing money |

Candidates are advised to choose tasks that reflect their own interests and for which they perceive a realistic audience. The tasks chosen should allow candidates to demonstrate achievement in AO4 and AO6. The accompanying commentaries should be sufficiently detailed to demonstrate conceptual understanding of the methods used to create and convey specific attitudes and values.

12.2 Assessment Objectives

| | |
|-----|--|
| | This module requires candidates to |
| A04 | show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts (10% AS, 5% AL) |
| A05 | identify and consider the ways attitudes and values are created and conveyed in speech and writing (5% AS, 2½% AL) |
| A06 | demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made (15% AS, 7½% AL). |

12.3 Content

Candidates will choose their own programme of coursework in consultation with their teachers. In support of that programme and in order to develop their own styles of writing both for readers and listeners they will study

- the use of appropriate registers and styles
- characteristics of genres and sub-genres
- the purposes and skills of drafting and re-drafting
- appropriate choices of lexis, syntax and discourse strategies
- the skills involved in analysing and reviewing the production of their own texts in the form of a commentary
- some of the differences and interconnections between speech and writing.

Candidates will be required to submit a commentary with their writing for which they should adopt a form which will permit them to analyse and review

- their choices of vocabulary and syntactic structures
- their styles of writing
- the overall structure and organisation of their texts
- any changes made during drafting and re-drafting.

12.4 Mode of Assessment

Assessment will be by the production of a coursework folder. The work will be assessed by the candidate's teacher and these assessments will be moderated by the AQA. The coursework folder will contain **two** pieces of work and the associated commentary and will exhibit the following features

- one piece must be written primarily for a reading audience and one piece must be written primarily for a listening audience
- the total length of the two pieces should be between 1500 and 3000 words
- the total length of the commentary should be approximately 1000 words
- each piece of work should be differentiated in terms of primary purpose, audience and form
- the adoption of any form or genre.

The coursework folder and the commentary carry equal weighting as represented in the following table.

| | Coursework Folder | Commentary |
|-----|-------------------|------------|
| AO4 | 2½ | 2½ |
| AO5 | | 2½ |
| AO6 | 5 | 2½ |

The final mark (out of 60) will be scaled to achieve the correct weighting for the module (see para 8.4).

A mark (out of 30) should be awarded to the coursework folder as a whole, making allowance for balancing strengths and weaknesses within each of the two pieces of work.

The commentary carries equal weighting with the written pieces so that candidates may be appropriately assessed on their ability to identify and consider the ways attitudes and values are created and conveyed in speech and writing.

It is expected that candidates following a two year course would spend approximately 30 hours of study time on this module. This would normally include time for class contact, individual contact, private study, research, drafting and redrafting. It is recognised, however, that the amount of study time available to candidates will vary from one centre to another.

Assessment criteria may be found in Section 20.2 of this specification.

A2 Module 4

Text Transformation

13.1 Introduction

In this coursework module candidates are required to take a literary work of any genre, and apply the knowledge, understanding and insights gained from the AS modules in order to transform the original work into a different genre. Its transformation may also involve a different purpose and/or audience.

In particular, the module builds on the skills acquired in Module 3, the skills of writing for a particular audience and purpose, by requiring candidates to focus the stimulus on a literary text.

13.2 Assessment Objectives

This module requires candidates to

- A01 communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression (2½%)
- A04 show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts (2½%)
- A05 identify and consider the ways attitudes and values are created and conveyed in speech and writing (2½%)
- A06 demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made (7½%).

13.3 Content

The candidates' finished work will demonstrate achievement in the four Assessment Objectives, thus showing a developed understanding of the craft of writing in different genres. **The following list is intended to demonstrate some of the tasks candidates might undertake, but it is neither prescriptive nor exhaustive. It is a very small selection from an extremely wide range of possibilities.** Candidates will choose their programme of coursework in consultation with their teachers.

Poetry

The Pardoner's Tale → a modern morality play
Chaucer

Selections from Robert Frost's Poetry (e.g. 'Out, Out', 'Mending Wall') → newspaper stories

One of the *Tales from Ovid* → a dialect version
T. Hughes

Rising Damp → documentary film script
U.A. Fanthorpe

| | | | |
|---------------|--|---|---|
| Drama | <i>A Streetcar Named Desire</i> Tennessee Williams | → | magazine article on inner city poverty |
| | <i>An Inspector Calls</i> J.B. Priestley | → | detective short story |
| | <i>Light Shining in Buckinghamshire</i> Caryl Churchill | → | short story |
| | <i>Twelfth Night</i> Shakespeare | → | script for thirty minute cartoon version |
| | <i>Volpone</i> Ben Jonson | → | script for puppet show |
| | <i>A Taste of Honey</i> Shelagh Delaney | → | newspaper stories in <i>Manchester Evening News</i> |
| | <i>Hindle Wakes</i> Stanley Houghton | → | written accounts to accompany a series of photos in <i>The Way We Lived</i> |
| Prose Fiction | <i>A Suitable Boy</i> Vikram Seth | → | TV/radio script of the visit to shoe factory |
| | <i>The Child in Time</i> Ian McEwan | → | TV radio serial |
| | <i>Moon Tiger</i> Penelope Lively | → | film script |
| | <i>Jane Eyre</i> Charlotte Brontë | → | musical |
| | <i>Little Dorrit</i> Charles Dickens | → | series of 'Book at Bedtime' readings |
| | <i>Fatherland</i> Robert Harris | → | edited for reluctant readers |
| | <i>The Go-Between</i> L. P. Hartley | → | diary form |

Candidates may also choose to represent and transform narratives such as the Faust Story or the Arthurian legends from different points of view, with different emphases and for different audiences.

It is, of course, not necessary for candidates to use the whole of the selected literary work as the basis for their transformation.

Candidates must also write a commentary on their work and for this they should adopt a form which will permit them to analyse and review

- their choices of text and genre
- the selection of material from the original text
- the structure and organisation of their transformation
- the linguistic choices in their transformation.

13.4 Mode of Assessment

Assessment will be by the production of a coursework folder. The work will be assessed by the candidate's teacher and these assessments will be moderated by the AQA. The coursework folder will contain **one** or **two** pieces of work and the associated commentary and will exhibit the following features

- the total length of the submission should be between 1500 and 2500 words
- the total length of the commentary should be approximately 1500 words.

The coursework folder and the commentary carry equal weighting as represented in the following table.

| | Coursework Folder | Commentary |
|-----|-------------------|------------|
| AO1 | 2½ | |
| AO4 | | 2½ |
| AO5 | | 2½ |
| AO6 | 5 | 2½ |

The final mark (out of 60) will be scaled to achieve the correct weighting for the module (see para 8.4).

A mark (out of 30) should be awarded to the coursework folder as a whole.

The commentary carries equal weighting with the written piece(s) so that candidates may be appropriately assessed on their ability to understand the ways in which contextual variation and choices of form, style and vocabulary shape meanings; and on their ability to identify and consider the ways attitudes and values are created and conveyed in speech and writing.

It is expected that candidates following a two year course would spend approximately 30 hours of study time on this module. This would normally include time for class contact, individual contact, private study, research, drafting and redrafting. It is recognised, however, that the amount of study time available to candidates will vary from one centre to another.

Assessment criteria may be found in Section 20.2 of this specification.

A2 Module 5

Talk in Life and Literature

14.1 Introduction

The aim of this module is to encourage candidates to apply their skills and knowledge of literary and linguistic concepts and approaches gained in earlier modules to a focused area of study, that of spoken language.

14.2 Assessment Objectives

This module requires candidates to

- | | |
|-------|---|
| A01 | Communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression (2½%) |
| A02ii | Respond with knowledge and understanding of texts of different types and from different periods, exploring and commenting on relationships and comparisons between them (2½%) |
| A03ii | use and evaluate different literary and linguistic approaches to the study of written and spoken language, showing how these approaches inform their readings (5%) |
| A04 | show understanding of the ways contextual variation and choices of form style and vocabulary shape the meanings of texts (2½%) |
| A05 | identify and consider the ways attitudes and values are created and conveyed in speech and writing (2½%). |

14.3 Content

There are four approaches to the analysis of spoken language. The examination will test candidates' ability to apply their knowledge to these approaches:

- the influence of context upon what is said and understood in conversations (e.g. situational factors; status and relationships; discourse conventions; purposes)
- phonological features (e.g. intonation; word stress; tone of voice; accent; pace; volume)
- interactional features (e.g. turn-taking; pauses; talk as action; agenda-setting in conversation; modes of address)
- lexico-grammatical features (e.g. type of utterance; figurative language; rhetorical strategies).

All of these contribute to the ways in which meanings are constructed and interpreted by participants in real-life conversations and by actors, spectators and readers of literary and dramatic dialogue. The essential connection between language and literature in this module lies in a study of the methods whereby content, strategies and forms of everyday conversation undergo imaginative construction and representation in playscripts and prose fiction.

The study of these aspects will be contextualised by a study of the following:

- a variety of transcripts of real-life, spoken situations (unseen texts)
examples of dialogue in prose fiction (unseen texts)
- **one** of the following Shakespeare plays

Othello

Richard II

The Winter's Tale

Much Ado About Nothing

14.4 Mode of Assessment

Assessment will be by one written paper of two hours' duration. Candidates will be required to answer **one** compulsory question on their chosen Shakespeare play and **one** question on unseen texts. Candidates are not permitted to take their chosen Shakespeare text into the examination.

There will be no choice of questions.

A2 Module 6

Critical Approaches

15.1 Introduction

The aim of this module is to test how the concepts and approaches for the systematic frameworks with which candidates have become familiar, can be applied to show how meaning is constructed in different generic modes.

This module is synoptic and as such will enable candidates to develop a deeper and broader understanding of the subject as a whole and to be able to produce a range of written work which is accurate, well structured and appropriate to its purpose. Synoptic assessment will enable candidates to synthesise explicitly insights gained from a range of texts, both spoken and written, and to develop the ability to analyse and comment on a range of texts both familiar and unfamiliar from the past and the present. Synoptic assessment will also ensure that candidates draw on linguistic and literary approaches in articulating critical, informed readings, showing that they understand how the contextual factors can influence interpretations.

This synoptic assessment will draw upon all of the assessment objectives and covers specifically those listed below.

15.2 Assessment Objectives

This module requires candidates to

- | | |
|-------|---|
| A01 | communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate |
| A02ii | respond with knowledge and understanding of texts of different types and from different periods, exploring and commenting on relationships and comparisons between them (7½%) |
| A03ii | use and evaluate different literary and linguistic approaches to the study of written and spoken language, showing how these approaches inform their readings (5%) |
| A04 | show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts (2½%) |
| A05 | identify and consider the ways attitudes and values are created and conveyed in speech and writing (2½%) |

15.3 Subject Content

In order to demonstrate that they can deal with any kind of text and how it constructs meaning, candidates should be able to

- choose appropriate literary and linguistic concepts and frameworks and know how to apply them
- make connections between linguistic and literary studies, showing understanding of these inter-connections by their choice of appropriate literary and linguistic concepts
- use appropriate vocabulary to discuss different kinds of text

- analyse the difference between spoken and written language
- explore the importance of audience, purpose and context in the production of literary and non-literary texts
- evaluate methods and approaches to studying language and literature
- analyse and evaluate the ways in which attitudes and values are presented or implied in texts, and the ways in which readers might perceive them.

In order to demonstrate these skills candidates will be required to work on specific material. This material will consist of different kinds of pre-release literary and non-literary texts, including drama extracts, poetry and transcripts of speech on a common theme.

15.4 Mode of Assessment

Assessment will be by one written paper of 2½ hours' duration, including ½ hour reading time. It will be based upon unseen material and a set of pre-released source material distributed approximately three days before the examination.

The pre-release material taken into the examination may contain only brief marginal annotation. Such annotation should amount to no more than cross-reference and/or the glossing of individual words or phrases. Highlighting and underlining is permitted. Annotations going beyond individual words or phrases, or amounting to *aides-memoire* or notes towards the planning of essays are not permitted. Insertion of pages, loose sheets, 'post-its' or any other form of notes or additional material is not permitted.

Discussion of the pre-release material with teachers is forbidden.

Key Skills and Other Issues

16

Key Skills – Teaching, Developing and Providing Opportunities for Assessment

16.1 Introduction

The National Qualification in Key Skills requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number, Communication and Information Technology*. These are the ‘main’ Key Skills.

The units for the wider Key Skills of *Improving own Learning and Performance, Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be downloaded from the QCA website (<http://www.qca.org.uk/keyskills>)

The units for each Key Skill comprise three sections

- A What you need to know
- B What you must do
- C Guidance.

Candidates following a course of study based on this specification for English Language and Literature can be offered opportunities to produce evidence of attainment in aspects of the Key Skills of Communication, Information Technology, Working with Others, Improving own Learning and Performance and Problem Solving. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to produce evidence for Part B of the units, are indicated below. More specific guidance on integrating the provision of Key Skills in courses based upon this specification are given in the Teacher’s Guide.

16.2 Key Skills Opportunities in English Language and Literature

The extent to which the English Language and Literature course will provide evidence of the application of Key Skills will depend to a degree on the way in which the course is organised. All courses in English Language and Literature will involve a great deal of discussion and many opportunities can be created for candidates to give presentations, but teachers must make sure that the required evidence is kept and recorded. In order to fulfil the Key Skills requirement for writing, candidates must be aware of the need to include an image in one of their pieces of writing. Research via the Internet and computer generated assignments will provide candidates with the necessary evidence for Information Technology, as long as one of the pieces of writing includes an image.

Communication

| What you must do: | Opportunities for Producing Evidence in Modules | | | | | |
|---|---|----------|----------|----------|----------|----------|
| | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
| C3.1a Contribute to discussions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C3.1b Make a presentation | | | ✓ | ✓ | | |
| C3.2 Read and synthesise information | ✓ | | ✓ | ✓ | | ✓ |
| C3.3 Write different types of documents | | | ✓ | ✓ | | |

Information Technology

| What you must do: | Opportunities for Producing Evidence in Modules | | | | | |
|----------------------------------|---|----------|----------|----------|----------|----------|
| | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
| IT3. Plan and select information | ✓ | ✓ | ✓ | | | |
| IT3.2 Develop information | | | ✓ | ✓ | | |
| IT3.3 Present information | | | ✓ | ✓ | | |

Working with Others

| What you must do: | Opportunities for Producing Evidence in Modules | | | | | |
|--------------------------------------|---|----------|----------|----------|----------|----------|
| | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
| WO3.1 Plan the activity | ✓ | ✓ | ✓ | ✓ | ✓ | |
| WO3.2 Work towards agreed objectives | | | ✓ | ✓ | | |
| WO3.3 Review the activity | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Improving own Learning and Performance

| What you must do: | Opportunities for Producing Evidence in Modules | | | | | |
|---------------------------------|---|----------|----------|----------|----------|----------|
| | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
| LP3.1 Agree and plan targets | | | ✓ | ✓ | | |
| LP3.2 Seek feedback and support | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| LP3.3 Review progress | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Problem Solving

| What you must do: | Opportunities for Producing Evidence in Modules | | | | | |
|---|---|----------|----------|----------|----------|----------|
| | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
| PS3.1 Recognise, explain and describe the problem | ✓ | | ✓ | ✓ | | |
| PS3.2 Generate and compare different ways of solving problems | | | ✓ | ✓ | | ✓ |
| PS3.3 Plan and implement options | | | ✓ | ✓ | | |
| PS3.4 Agree and review approaches to tackling problems | ✓ | | ✓ | ✓ | | ✓ |

N.B. The ticks recorded in the tables above, represent the opportunities to produce evidence of the Key Skills seen to be achievable through the specification. There may be further opportunities to produce evidence of these and other aspects of Key Skills, but these are dependent on the detailed course of study provided within centres.

16.3 Key Skills in the Assessment of English Language and Literature

The Reading and Writing parts of the Key Skill of Communication contribute to the assessment of English Language and Literature. This Key Skill will, therefore, be a part of the scheme of assessment of this specification and will be assessed in all units.

16.4 Further Guidance

More specific guidance on examples of composite tasks that can provide evidence of more than one Key Skill are given in the Teacher's Guide.

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

17.1 Spiritual, Moral, Ethical, Social and Cultural Issues

The study of this subject will allow for the treatment of spiritual, moral, ethical and cultural issues (as specified in the Subject Criteria requirements); this will be achieved by the testing of those assessment objectives specifically concerned with the influences on, and the contexts in which texts are produced and interpreted.

These issues may be addressed in any of the modules; for example Module 1 introduces the central role of language in social, cultural, moral and ethical issues;

Module 2 addresses how spiritual moral, ethical and socio-cultural issues are encoded in literary work;

Module 3 give candidates the opportunity to engage with spiritual, moral and ethical issues of their own choice;

Module 4 give candidates the opportunity to engage with spiritual, moral and ethical issues of their own choice;

Module 5 addresses the social, cultural, moral and ethical implications encoded in dramatic works;

Module 6 requires candidates to respond to the social, cultural, moral and ethical implications encoded in a variety of literary and non-literary texts.

17.2 European Dimension

The AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers.

17.3 Environmental Education

The AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report *“Environmental Responsibility: An Agenda for Further and Higher Education”* 1993 in preparing this specification and associated specimen papers. Where appropriate, students should be given the opportunity to develop their understanding of the environment, the European dimension in education and health education in connection with the report *Environmental Responsibility. An agenda for further and higher education* (HMSO, 1993) and the Resolutions of the Council of Ministers (EC, 1996).

17.4 Avoidance of Bias

The AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

Centre-Assessed Component

18

Nature of Centre-Assessed Component

The skills to be assessed in coursework are listed in the Assessment Objectives (paras. 6.2 and 6.3) and Scheme of Assessment (paras 7.2 and 8.4) sections of the specification. Specifically, these objectives assess candidates' ability to

- A01 communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression (Module 4)
- A04 show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts (Module 3,4)
- A05 identify and consider the ways attitudes and values are created and conveyed in speech and writing (Modules 3,4)
- A06 demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made (Modules 3,4).

It is intended that the coursework submitted should be an integral part of the scheme for the AS and the A2. It is, therefore, important that the type of activity be chosen carefully to provide valid evidence of the candidates' positive achievement of the assessment criteria. These activities should also make reasonable demands on candidates.

Guidance on the subject content, outlining suitable activities, is given in paras 12.3 and 13.3 above. Individual activities will depend on the scheme of work adopted by a centre. Guidance on the mode of assessment is given in paras. 12.4 and 13.4 above.

19

Guidance on Setting Centre-Assessed Component

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when the AQA knows which centres are following the specification.

Assessment Criteria

20.1 Introduction

Both coursework modules are marked according to criteria based on the appropriate assessment objectives. The descriptors at the various mark bands are related directly to the appropriate assessment objectives for the module. The general marking criteria for this subject have been adapted to meet the needs of the individual modules. The relevant mark band descriptors relating to the assessment objectives for Module 3 (Production of Texts) and Module 4 (Text Transformation) are given below.

20.2 Criteria

Unit 3: Production of Texts

A mark out of 30 should be awarded to the coursework folder as a whole, making allowance for balancing strengths and weaknesses within each of the two pieces of work.

0-5 marks

- A04 some evidence of considered choices of form and meanings
- A06 some rudimentary knowledge of genre requirements, some identifiable features of writing for different purposes and audiences

6-10 marks

- A04 some awareness of variation in some aspect of form and style which have an effect on meaning
- A06 some awareness of genre requirements and of variables when writing for different audiences and purposes

11-15 marks

- A04 awareness and some understanding of variation in some aspects of form and style which have an effect or meaning
- A06 some control of genre requirements and of variables when writing for different audiences and purposes

16-20 marks

- A04 shows an informed understanding of form and style which have an effect on meaning
- A06 control of genre requirements and of variables when writing for different audiences and purposes

21-25 marks

- A04 shows and informed understanding of form and style which have an effect on meaning
- A06 firm control of genre requirements and of variables when writing for different audiences and purposes

Commentary

26-30 marks

- A04 consistent and sophisticated control of form and style to create some subtle meanings
- A06 very assured control of genre and of variables when writing for different audiences and purposes

0-5 marks

- A04 rudimentary awareness of choices of form and style
- A05 attempts to comment on attitudes and values
- A06 some attempt to consider purpose, audience and own use of language

6-10 marks

- A04 some awareness of choices of form and style and how they shape meaning
- A05 some awareness of how attitudes and values are created and conveyed
- A06 comments on own language use

11-15 marks

- A04 some comment on own choices of form and style and how they shape meanings
- A05 identification of attitudes and values in the two pieces and consideration of how these are created and conveyed
- A06 comments on own language use by drawing on linguistic knowledge

16-20 marks

- A04 description of own choices of form and style and how they shape meanings
- A05 understanding of some methods used to create and convey specific attitudes and values
- A06 some developed comment on own language use, based on linguistic knowledge

21-25 marks

- A04 Understanding and explanation of choices of form and style and how they shape meaning
- A05 Some description and explanation of specific methods used to create and convey attitudes and values
- A06 Detailed comments on own language use, drawing on linguistic knowledge

26-30 marks

- A04 Assured understanding and explanation of choices of form and style and how they shape meaning
- A05 Sustained and assured discussion of specific choices made to create and convey attitudes and values
- A06 Comments effectively and in detail on a range of features of own choices and language use

Unit 4: Text Transformation A mark out of 30 should be awarded to the coursework folder as a whole.

0-5 marks

- A01 Frequent lapses in control of written English
- A06 Rudimentary control of genre transformation and little sense of purpose and audience
Limited knowledge of the literary text and limited ability to transform it

6-10 marks

- A01 some lapses in control of written English
- A06 some awareness of genre transformation and some sense of purpose and audience
some evidence of drawing on literary sources and some ability to make appropriate changes

11-15 marks

- A01 General accuracy and clarity in written English
- A06 some control of genre transformation and an awareness of purpose and audience
Sufficient evidence of drawing on literary sources and ability to make appropriate changes

16-20 marks

- A01 Accurate and clear use of written English
- A06 Control of genre transformation and a sound awareness of audience and purpose
clear evidence of thoughtful reworking of source material with intended audience in mind

17-21 marks

- A01 very controlled and accurate use of written English
- A06 effective control of genre transformation and a sure sense of audience and purpose
assured reworking of source material with intended audience always in mind

26-30 marks

- A01 exemplary use of written English
- A06 sophisticated and assured control of genre transformation and an exemplary sense of audience and purpose
sophisticated and assured reworking of source material with intended audience always in mind

Commentary

0-5 marks

- A04 rudimentary awareness of choices of form and style
- A05 attempts to comment on attitudes and values
- A06 some attempt to consider purpose, audience and own use of language

6-10 marks

- A04 some awareness of choices of form and style and how they shape meaning
- A05 some awareness of how attitudes and values are created and conveyed
- A06 comments on own language use

11-15 marks

- A04 some comment on own choices of form and style and how they shape meanings
- A05 identification of attitudes and values in the two pieces and consideration of how these are created and conveyed
- A06 comments on own language use by drawing on linguistic knowledge

16-20 marks

- A04 description of own choices of form and style and how they shape meanings
- A05 understanding of some methods used to create and convey specific attitudes and values
- A06 some developed comment on own language use, based on linguistic knowledge

21-25 marks

- A04 understanding and explanation of choices of form and style and how they shape meaning
- A05 some description and explanation of specific methods used to create and convey attitudes and values
- A06 detailed comments on own language use, drawing on linguistic knowledge

26-30 marks

- A04 assured understanding and explanation of choices of form and style and how they shape meaning
- A05 sustained and assured discussion of specific choices made to create and convey attitudes and values
- A06 comments effectively and in detail on a range of features of own choices and language use

20.3 Evidence to Support the Award of Marks

Teachers should keep records of their assessment during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the final marks awarded under each of the assessment criteria must be entered on the *Candidate Record Form*, with supporting information given in the spaces provided. A specimen *Candidate Record Form* appears as Appendix B; the exact design may be modified before the operational version is issued.

Supervision and Authentication

21.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to enable the teacher to authenticate with confidence the work of each candidate.

21.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the *Candidate Record Form*. If parts of a candidate's coursework is taken from other sources, all such cases must be identified clearly in the text and fully acknowledged either on the *Candidate Record Form* or in the supporting evidence. Where phrases, sentences or longer passages are quoted directly from a source, candidates must use quotation marks.

It is expected that teachers supervising candidates' work will conduct periodic reviews to ensure that the coursework is meeting the AQA's requirements.

21.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to the AQA. The penalties for malpractice are set out in the AQA Regulations.

21.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher must declare that the work was conducted under the specified conditions, and record details of any additional assistance.

Standardisation

22.1 Standardisation Meetings

Annual standardisation meetings will be held, usually in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases

- where there has been a serious misinterpretation of the specification requirements
- where the nature of coursework tasks set by a centre has been inappropriate
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

22.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by the AQA. The centre is required to send to the moderator the *Centre Declaration Sheet* (Appendix C) duly signed to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Administrative Procedures

23.1 Recording Assessments

The candidates' work must be marked according to the assessment criteria set out in section 20.2. The marks and supporting information must be recorded in accordance with the instructions in Section 20.3. The completed *Candidate Record Form* for each candidate must be attached to the work and made available to the AQA on request.

23.2 Submitting Marks and Sample Work for Moderation

The total component mark for each candidate must be submitted to the AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the sample to be submitted to the moderator.

23.3 Problems with Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

If work is lost, the AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. The AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, the AQA must be informed so that such help can be taken into account when assessment and moderation take place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact the AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

23.4 Retaining Evidence and Re-Using Marks

The centre must retain the work of all candidates, with *Candidate Record Forms* attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by the AQA.

Candidates repeating the examination may carry forward their moderated mark for the coursework component once only and within a 12-month period.

24

Moderation

24.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by the AQA.

The AQA will notify the centre of the required composition of the sample.

Following the re-marking of the sample work, the moderator's marks are compared with the centre's marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and *Candidate Record Form* of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, the AQA reserves the right to alter the order of merit.

24.2 Post-Moderation Procedures

On publication of the GCE results, the centre is supplied with details of the final marks for the coursework component(s).

The candidates' work is returned to the centre after the examination. The centre receives a report giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by the AQA for archive purposes.

Awarding and Reporting

25

Grading, Shelf-Life and Re-Sits

25.1 Grading System

Both the AS and the A Level qualifications will be graded on a five-grade scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for Grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

Individual assessment unit results will be certificated.

25.2 Shelf-Life of Unit Results

The shelf-life of individual unit results, prior to certification of the qualification, is limited only by the shelf-life of the specification.

25.3 Assessment Unit Re-Sits

Each assessment unit may be re-sat once only. The better result will count towards the final award. Candidates may, however, re-sit the whole qualification more than once.

An AS award can be converted into an A Level award by taking the A2 examination at any examination series when English Language and Literature is available.

Marks for individual AS or A2 units may be counted once only towards an AS and/or an A Level award.

25.4 Carrying Forward of Coursework Marks

Candidates who wish to re-sit the whole qualification and carry forward the mark for the coursework assessment units must do so within a twelve month period of the original award.

25.5 Minimum Requirements

Candidates will be graded on the basis of work submitted for the award of the qualification.

Appendices

A

Grade Descriptors

The following grade descriptors (given by the QCA and common to all awarding bodies) indicate the level of attainment characteristic of the given grade at A Level. They give a general indication of the required learning outcomes at Grades E, C and A. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

- Grade E Candidates demonstrate some knowledge and understanding of concepts and frameworks relevant to the study of English Language and Literature in their observations and comments on literary and non-literary texts from different periods, in response to the tasks set. They are able to point out links between texts based on a general understanding of background factors and literary influences, and draw on knowledge of the differences between spoken and written English. Candidates' detailed reading of texts shows response to literary features and patterns of language use, occasionally making links between approaches. Their writing is generally accurate in expression, and conveys basic ideas, showing some variation in response to audience and purpose.
- Grade C Candidates demonstrate a secure knowledge and understanding of the interrelationships between the study of English Language and Literature drawing on some of the concepts and frameworks underlying them, in response to the tasks set. They make thoughtful comparisons between a range of texts and draw sound conclusions which make use of their awareness of the influences of contextual factors. Candidates are sensitive to the use of different approaches to the analysis of spoken and written texts and comment on the value of some of these from the perspective of their own independent study. They write accurately and can sustain a line of argument supporting this by relevant illustration, appropriate for the audience and purpose.
- Grade A Candidates demonstrate a thorough and wide ranging knowledge and understanding of the concepts and frameworks used in the study of English Language and English Literature, and the connections and links across a range of texts and present thoughtful distinctions and convincing judgements which draw on their appreciation of the influences of social, cultural and historical contexts. Candidates show critical awareness of different approaches to the analysis of spoken and written texts, and write in a fluent, precise and accurate style, adapted to audience and purpose. In their independent studies of literary and non-literary texts, they support well-organised and coherent arguments with effectively chosen examples.

B



Candidate Record Forms

Centre-assessed work
Candidate Record Form
June 2001

AS Level English Language and Literature(B) 5726

Centre Name..... Centre No.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Candidate Name..... Candidate No.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

This side is to be completed by the candidate

Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO)
2. If you have answered YES, give details. Continue on a separate sheet if necessary.
.....
3. If you have used **any** books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.
.....
.....

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the **Notice to Candidates** (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

Signed..... Date.....
 (Candidate)

This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.

This side is to be completed by the teacher.

Marks must be awarded in accordance with the instructions and criteria in Section 20 of the specification.

Supporting information to show how the marks have been awarded should be given [in the form of annotations on the candidate's work / in the spaces provided below].

| | Title | Present in Folder (✓) |
|-------------------|-------|-----------------------|
| Piece 1 | | |
| Piece 2 | | |
| Commentary | | |

Please complete the boxes to show the marks awarded and the word count. Use the spaces to make any summative comments which seem appropriate.

| | Word count | Max Mark | Mark Awarded | Teacher's Supporting Statement |
|-------------------|------------|----------|--------------|--------------------------------|
| Coursework Folder | | 30 | | |
| Commentary | | 30 | | |
| Total | | 60 | | |

Concluding Comments

Details of additional assistance given (if any)

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher's signature

Date.....



Centre-assessed work
Candidate Record Form
June 2002

A Level English Language and Literature(B) 6726

Centre Name.....Centre No.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Candidate Name.....Candidate No.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

This side is to be completed by the candidate

Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO)
2. If you have answered YES, give details. Continue on a separate sheet if necessary.
.....
3. If you have used **any** books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.
.....
.....

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the **Notice to Candidates** (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

Signed..... Date.....
 (Candidate)

This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.

This side is to be completed by the teacher.

Marks must be awarded in accordance with the instructions and criteria in Section 20 of the specification.

Supporting information to show how the marks have been awarded should be given [in the form of annotations on the candidate's work / in the spaces provided below].

| | Title | Present in folder (✓) |
|-------------------------------|-------|-----------------------|
| Piece 1 | | |
| Piece 2 (optional) | | |
| Commentary | | |

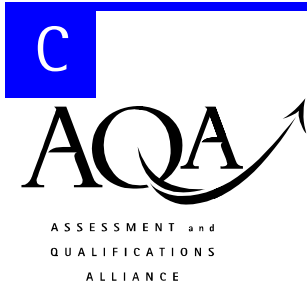
Please complete the boxes to show the marks awarded and the word count. Use the spaces to make any summative comments which seem appropriate.

| | Word count | Max Mark | Mark Awarded | Teacher's Supporting Statement |
|-------------------|------------|----------|--------------|--------------------------------|
| Coursework Folder | | 30 | | |
| Commentary | | 30 | | |
| Total | | 60 | | |

| |
|--|
| <p>Concluding Comments</p> |
| <p>Details of additional assistance given (if any)</p> <p>Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.</p> |

Teacher's signature.....

Date



Centre-assessed work
Centre Declaration Sheet
 June 2001

Specification Title..... Unit Code.....

Centre Name..... Centre No.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Authentication

This is to certify that marks have been awarded in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the *Candidate Record Form(s)* and has been taken into account. The marks given reflect accurately the unaided achievement of the candidates.

Signature(s) of teacher(s) responsible for assessment

Teacher 1 Teacher 2
 Teacher 3 Teacher 4
 Teacher 5 Teacher 6

(continue overleaf if necessary)

Internal standardisation of marking

Each centre must standardise the assessments for this unit across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a unit, one of them must be designated as responsible for standardising the marking of all teachers at the centre who mark that unit.

The following declaration must be signed by the teacher responsible for ensuring standardisation. If all the work has been marked by the same person, that person should sign below.

I confirm that

- (a) *I have marked the work of all candidates for this component
- (b) *the procedure described in the specification has been followed at this centre to ensure that the marking is of the same standard for all candidates.
 (*delete as applicable)

Signed.....Date.....

Signature of Head of Centre.....Date.....

This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.

D

Links with GNVQ

Information about links with GNVQ will be made available when the final versions of the GNVQ specifications are published.