

# **GCE**

**AS and A Level Specification**

## **English Language and Literature A**

**AS exams 2009 onwards**

**A2 exams 2010 onwards**

A grayscale, close-up photograph of a dictionary page. The word 'achieve' is prominently displayed in a large, bold, serif font. Below it, the word 'get' followed by '(sth)' is visible in a smaller font. The background is slightly blurred, showing other words and the texture of the paper.

**achieve**

get (sth)

# Contents

<b>1</b>	<b>Introduction</b>	<b>2</b>
1.1	Why choose AQA?	2
1.2	Why choose GCE English Language and Literature A?	2
1.3	How do I start using this specification?	3
1.4	How can I find out more?	3
<b>2</b>	<b>Specification at a Glance</b>	<b>4</b>
<b>3</b>	<b>Subject Content</b>	<b>5</b>
3.1	Unit 1 ELLA1- Integrated Analysis and Text Production	5
3.2	Unit 2 ELLA2- Analysing Speech and Its Representation	5
3.3	Unit 3 ELLA3- Comparative Analysis and Text Adaptation	6
3.4	Unit 4 ELLA4- Comparative Analysis through Independent Study	6
<b>4</b>	<b>Scheme of Assessment</b>	<b>10</b>
4.1	Aims	10
4.2	Assessment Objectives	10
4.3	National Criteria	11
4.4	Prior Learning	11
4.5	Synoptic Assessment and Stretch and Challenge	11
4.6	Access to Assessment for Disabled Students	12
<b>5</b>	<b>Administration</b>	<b>13</b>
5.1	Availability of Assessment Units and Certification	13
5.2	Entries	13
5.3	Private Candidates	13
5.4	Access Arrangements and Special Consideration	14
5.5	Language of Examinations	14
5.6	Qualification Titles	14
5.7	Awarding Grades and Reporting Results	14
5.8	Re-sits and Shelf-life of Unit Results	14
<b>6</b>	<b>Coursework Administration</b>	<b>15</b>
6.1	Supervision and Authentication of Coursework	15
6.2	Malpractice	16
6.3	Teacher Standardisation	16
6.4	Internal Standardisation of Marking	17
6.5	Annotation of Coursework	17
6.6	Submitting Marks and Sample Work for Moderation	17
6.7	Factors Affecting Individual Candidates	17
6.8	Retaining Evidence and Re-using Marks	17
<b>7</b>	<b>Moderation</b>	<b>18</b>
7.1	Moderation Procedures	18
7.2	Post-moderation Procedures	18
	<b>Appendices</b>	<b>19</b>
A	Performance Descriptions	19
B	Spiritual, Moral, Ethical, Social and other Issues	22
C	Overlaps with other Qualifications	23
D	Key Skills - Teaching, Developing and Providing Opportunities for Generating Evidence	24

# 1 Introduction

1

## 1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

- **Support**

AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

- **Service**

We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

- **Ethics**

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose English Language and Literature A?

This specification is a development of the current 5721/6721 specification that has been running successfully for several years. The new specification aims to develop students' understanding of English Language and Literature as a combined discipline, drawing on their experiences at GCSE as well as offering a meaningful foundation for the study of English beyond GCE level. The specification aims to give students opportunities to play to their strengths and deepen their enjoyment by offering a great deal of choice within its parameters. To this end, there will be elements of choice within the specification that have hitherto been unavailable. These are listed below:

- maximisation of set text choice with set text lists being expanded wherever possible
- the facility to study either prose or drama as the foundation for AS textual and analytical study
- the facility to do both prose and drama at AS Level if centres or candidates so wish
- the opportunity to choose a meaningful comparative route through a coursework unit, to include the study of a poetry text.

In addition, there are other opportunities which will be beneficial to both students and teachers:

- the facility to study a piece of non-fiction writing as a set text at Advanced Level
- the support and guidance of a consortium system for both coursework and other specification issues.

There are also many aspects of the 5721/6721 specification which have been assimilated into the new specification because they have been enormously popular with students and teachers alike. The following elements have consequently been retained:

- the study of speech at both AS and Advanced Level
- the opportunity for comparative study where students can select their own route through which to meaningfully compare texts
- language production and re-casting
- unseen analysis
- the retention of popular texts to help the transition from the old specification to the new specification.

It should be noted that the new revised assessment objectives have meant that there are some areas which have needed to be accommodated. These are:

- the study of 3 set texts at both AS and Advanced Level, totalling 6 in all
- the introduction of coursework
- the necessity for comparative study at both AS and Advanced Level
- the study, at Advanced Level, of an additional and different genre from the genre(s) studied at AS Level.

## 1.3 How do I start using this specification?

### Already using the existing AQA English Language and Literature A specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**  
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website  
**[http://www.aqa.org.uk/admin/p\\_entries.html](http://www.aqa.org.uk/admin/p_entries.html)**

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How can I find out more?

### Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

### Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.html>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **[teachersupport@aqa.org.uk](mailto:teachersupport@aqa.org.uk)**

# 2 Specification at a Glance

2

**AS Examinations**

**Unit 1 - ELLA1**  
**Integrated Analysis and Text Production**  
 50% of AS, 25% of A Level  
 1 hour 30 minutes examination  
 75 marks

Two questions on two set texts: one will address literary and stylistic issues; one will be a language production task.  
 Available January and June

**Unit 2 - ELLA2**  
**Analysing Speech and Its Representation**  
 50% of AS, 25% of A Level  
 1 hour 30 minutes examination  
 75 marks

Two questions: one on a set text, one an unseen analysis  
 Available January and June

AS  
Award  
1721

**A2 Examinations**

**Unit 3 - ELLA3**  
**Comparative Analysis and Text Adaptation**  
 30% of A Level marks  
 2 hours 30 minutes examination  
 100 marks

Two questions: one an unseen analysis, one on a set text  
 Available January and June

**Unit 4 - ELLA4**  
**Comparative Analysis through Independent Study**  
 20% of A Level  
 Coursework Unit 60 marks

One coursework task to be completed on an aspect of two texts (one of which must be poetry) chosen from a list approved by AQA.  
 Available January and June

A2  
Award  
2721

AS + A2 = A Level

# 3 Subject Content

## 3.1 Unit 1 ELLA1 - Integrated Analysis and Text Production

This unit introduces the principles of integrated literary and linguistic analysis by developing the ability of candidates to:

- use terminology to support their analysis of a set text
- produce a piece of their own work, based on the study of a set text
- write fluently and coherently.

Candidates will be required to answer two questions. The first question will be an analytical question on one of the set texts; the second question a production task on a second set text. In each case, all texts will have an analysis task and a production task to maximise candidates' choice.

The analytical question focuses on the ways in which language and style help the writer to develop and explore issues within the text (such as theme and character). Candidates will be expected to produce an informed response underpinned by close textual reference and stylistic discussion.

The production task requires candidates to write in a particular style, register or voice, based on a thorough knowledge of the text. They will be assessed on language use appropriate to the set task and on technical accuracy.

Candidates are advised to spend approximately 40 minutes responding to the analytical task on their first set text, and then spend approximately 50 minutes planning and writing the production task linked to the other set text.

Candidates must choose **two** texts from the following list of prose and drama texts. Candidates are free to choose whichever texts they wish, and their choice has no implications for what they study on other units.

### Texts (Open book)

Texts taken into the examination must be clean, that is, free of annotation.

*Wuthering Heights*: Emily Brontë

*Property*: Valerie Martin

*Things Fall Apart*: Chinua Achebe

*The Kite Runner*: Khaled Hosseini

*Close Range*: Annie Proulx

*The Importance of Being Earnest*: Oscar Wilde

*The Rivals*: Richard Brinsley Sheridan

*A Streetcar Named Desire*: Tennessee Williams

*Murmuring Judges*: David Hare

*The History Boys*: Alan Bennett

## 3.2 Unit 2 ELLA2 - Analysing Speech and Its Representation

This unit will introduce candidates to the principles of the analysis of speech in a variety of situations. Their analysis will be supplemented by the frameworks learned on Unit 1. These questions test the ability of candidates to:

- use appropriate terminology to support their analysis
- compare different kinds of spoken texts
- analyse set texts with reference to representation of speech as well as exploration of stylistic and thematic issues
- write fluently and coherently.

Candidates will be required to answer two questions. The first question will require an analytical comparison of unseen spoken texts. The second section of the unit will focus on the study of a set text where the candidate will focus on the way speech is used and represented within that text as well as stylistic matters relevant to the particular text.

The first question will have two pieces of speech which could be transcribed spontaneous speech, prepared oratory or any other type of speech representation from a non-literary context. Candidates will be required to compare how the speech texts differ by focusing on features of spoken

English and how form and context can help to shape meaning. The second question will focus on speech representation and stylistic and linguistic issues within the set text, with a short section of the text printed to provide a basis for close analysis.

Candidates must choose **one** text from the following list of prose and drama texts. Candidates are free to choose whichever text they wish, and their choice has no implications for what they study on other units, allowing candidates to study either all prose or all drama or a mixture of the two at AS level.

Set texts which will be examined **for the final time in June 2011, with a final re-sit opportunity in January 2012** are indicated by a \*.

### Texts (Closed book)

*Great Expectations*: Charles Dickens

*Enduring Love*: Ian McEwan\*

*The Lovely Bones*: Alice Sebold

*Eden Close*: Anita Shreve

*Othello*: William Shakespeare

*Waiting For Godot*: Samuel Beckett\*

*Equus*: Peter Shaffer

*The Caretaker*: Harold Pinter

### 3.3 Unit 3 ELLA3 - Comparative Analysis and Text Adaptation

This unit focuses on integrated literary and linguistic study: firstly, by exploring the way that unseen texts can be analysed and compared; secondly, by taking the candidate's own production skills further by focusing on non-fiction writing. Analysis on this unit will draw together the frameworks learned throughout the course. Production on this unit will focus on the skills of textual re-casting so as to develop and strengthen candidates' production skills. This unit tests the ability of candidates to:

- use appropriate terminology to support their analysis
- compare different types of text including those from literary and non-literary contexts, and speech
- write a piece of their own work, based on the study of non-fiction writing
- write fluently and coherently.

Candidates are required to answer two questions. The first question will be an unseen analytical comparison of three texts of varying length, mode,

genre and/or historical period. The second question will focus on a production task linked to the study of a set text, which will be non-fiction writing. The production will include reference to their set text in the form of a printed extract which will then be used as the basis for a textual re-casting. Candidates will also be required to write a short commentary explaining the choices they made when writing the re-casting.

Candidates are advised to spend approximately 90 minutes reading, planning and writing their analytical response and then spend approximately 60 minutes planning and writing the production task and commentary linked to the non-fiction set text.

#### Texts (Closed book)

*Cupcakes and Kalashnikovs: 100 years of the Best Journalism by Women:* edited by Eleanor Mills

#### Or

*A House Somewhere: Tales of Life Abroad:* Don George and Anthony Sattin

### 3.4 Unit 4 ELLA4 - Comparative Analysis through Independent Study

This unit will extend the principles of integrated literary and linguistic analysis by testing the ability of candidates to:

- use appropriate terminology in their analysis
- make comparisons by sustaining a particular line of thinking in relation to the two chosen texts
- produce accurate, fluent and coherent written work.

Candidates are required to answer one question on two set texts: they have a free choice of question on the two texts that they have chosen to study but each question must be approved by the candidate's tutor. The question should focus on challenging comparative issues. **Candidates must show evidence of a drafting process in their coursework and it is therefore a requirement to submit one draft with their final assessed piece.** They must write between 2,000 and 2,500 words.

A consortium system operates for this specification, in line with the other AQA GCE English Specification A suites, where centres initially submit candidates' questions to consortium advisers for scrutiny, acceptance and moderation. These consortium advisers also act in an advisory capacity to centres throughout the year.

Candidates are required to study at least one poetry text, a genre not available at AS level. Candidates must choose **one text** from List A; they may then choose one other text from List A or one from List B.

The intention behind this constrained choice is to offer texts which have been externally verified for their suitability for this coursework unit. Centres should discourage candidates from writing at length about biographical details of any of the writers. The primary focus of candidates' work must be on literary and linguistic analysis and comparative issues within the texts.

#### List A (Poetry)

*Ariel:* Sylvia Plath

*The Whitsun Weddings:* Philip Larkin

*The Wife of Bath's Prologue and Tale:* Geoffrey Chaucer

*Selected Poems:* D.H. Lawrence

*Taking off Emily Dickinson's Clothes:* Billy Collins

*Selected Poems:* Robert Frost

*Songs of Innocence and of Experience:* William Blake

*Selected Poems 1965-75:* Seamus Heaney

*Selected Poems:* William Wordsworth

*Mean Time*: Carol Ann Duffy

*Selected Poems*: Emily Dickinson

*Selected Poems*: Elizabeth Jennings

### List B (Other Genres)

*A Handmaid's Tale*: Margaret Atwood

*Hamlet*: William Shakespeare

*As You Like It*: William Shakespeare

*The Penguin Book of Modern Short Stories*: ed. Malcolm Bradbury

*Small Island*: Andrea Levy

*The Accidental Tourist*: Anne Tyler

*Waterland*: Graham Swift

*A Prayer for Owen Meany*: John Irving

*Dubliners*: James Joyce

*Hotel World*: Ali Smith

*Death of a Salesman*: Arthur Miller

*Translations*: Brian Friel

### Some additional clarifications

The purpose of this unit is to show an ability to use literary and linguistic terminology for analysis (AO1) and to make comparisons considering context (AO3).

Each AO is weighted equally (30 marks).

The coursework is **not** an opportunity to write broadly on general themes or to relate them to the lives of the poets / writers. Rather, it is a chance to show the skills of close technical analysis in a comparative format. The essay should be concerned with the question of **how / in what ways** writers create their effects in order to focus on a particular theme.

Unless the candidate chooses two poets, comparisons will inevitably need to explain the different demands of the genre used (poetry, drama, short story, novel) but these should be confined to the specific differences of the texts chosen rather than a more generalised approach to genre difference. Similarly, though context may be important in explaining language change or specific historical attitudes, candidates should give a lesser emphasis to these areas than they do to technical analysis.

Typically, a good coursework title will be 'Compare the ways in which X and Y write about loneliness / death / the countryside etc.' while an unsuitable title might be 'Is X better than Y?' or 'How typical are X and Y of the periods in which they were writing?'

### List A / List B examples

#### 1. *The Whitsun Weddings*: Philip Larkin / *Dubliners*: James Joyce

Compare the ways in which Larkin and Joyce portray family relationships.

#### 2. *Mean Time*: Carol Ann Duffy / *Hotel World*: Ali Smith

Compare the ways in which Duffy and Smith use different narrative points of view.

#### 3. *Taking Off Emily Dickinson's Clothes*: Billy Collins / *The Accidental Tourist*: Anne Tyler

Compare the ways in which Collins and Tyler present ideas about travel.

### List A only examples

#### 1. *Selected Poems*: Robert Frost / *Selected Poems*: William Wordsworth

Compare the ways in which Frost and Wordsworth write about friendship.

#### 2. *Taking Off Emily Dickinson's Clothes*: Billy Collins / *Mean Time*: Carol Ann Duffy

Compare the ways in which Collins and Duffy use irony.

#### 3. *Selected Poetry*: D.H. Lawrence / *Selected Poems*: Emily Dickinson

Compare the ways in which Lawrence and Dickinson make use of the natural world.

In the production of their coursework candidates are encouraged to read widely, to include at the end of their essays a bibliography of works read and to make appropriate reference to them, where relevant, in the body of the coursework. However, it must be stressed that a personal response is what is required and an inclusion of critical references is not essential.

## Assessment Criteria for Coursework

### MARK BAND DESCRIPTORS (AO1)

**To be placed in a particular mark band, it is not necessary for a candidate to demonstrate achievement under every point. Internal assessment should therefore assess a candidate's work under the 'best fit' principle.**

#### Band 5 (26-30)

- use of framework(s) enhances and illuminates textual interpretation
- has an overview of the text
- engages closely with the meaning of the texts; patterns analysed
- conceptualised analysis
- fluent, cogent writing

#### Upper band 4 (23 – 25)

- coherent analysis through the framework(s); some analytical probing of features and patterns
- thoughtful engagement with texts
- interpretation evident through approach taken
- fluent writing

#### Lower band 4 (20 – 22)

- uses framework(s) to highlight reading
- describes significant features/patterns
- awareness of stylistic and linguistic features
- engages with texts through explanation of features; possibly under-developed in places
- clear and appropriate writing

#### Upper band 3 (16 – 19)

- uses a suitable framework(s)
- evidence of some range
- sense of patterns may emerge in places; likely to be under-developed
- may use different approaches for literary/linguistic study; able to distinguish between different features fairly accurately but may be unable to comment on effect of features
- clear, but straightforward, expression

#### Lower band 3 (12 – 15)

- identification through framework(s) shows some of writer's choices within the text
- list-like but sound ideas
- broad comments on effects and stylistic points
- aware different modes need approaching in different ways but may do so in simplistic fashion
- straightforward expression with some errors

#### Upper band 2 (9 – 11)

- simplistic
- attempts to use framework(s) but likely to be limited
- identifies some points
- limited analysis occurs
- some awareness of the focus of a text
- common sense approach but does not discuss how language works
- underdeveloped writing

#### Lower band 2 (7 – 8)

- scattergun approach to analysis
- little apparent planning with probably no use of framework(s)
- implicit views of language use
- superficial ideas
- muddled expression with very few relevant ideas

#### Band 1 (1 – 6)

- little awareness
- possible framework misconceptions
- weak writing
- no apparent direction
- very wayward
- persistent misuse of terms
- inaccuracies abound

**MARK BAND DESCRIPTORS (AO3)**

**To be placed in a particular mark band, it is not necessary for a candidate to demonstrate achievement under every point. Internal assessment should therefore assess a candidate's work under the 'best fit' principle.**

**Band 5 (26 – 30)**

- assimilates and contextualises references with originality
- total overview that may offer observations on wider contexts
- exploratory
- significant similarities and differences are analysed and in an original, personal, or conceptual, manner
- texts effortlessly integrated

**Upper band 4 (23 – 25)**

- skilful and secure analysis and commentary
- clear sense of context/variation/contextual influences underpins reading
- close focus on texts
- coherently compares and contrasts writer's choices of form, structure, mode, language
- confident comparison

**Lower band 4 (20 – 22)**

- expresses clearly comparisons and contrasts between two texts
- clear interplay between text and context/sense of contextual variation
- comments clearly on a variety of points/areas
- analysis may be imbalanced; may use anchor text; possible imbalance in text coverage

**Upper band 3 (16 – 19)**

- context commented on
- points are made but not clearly developed
- analysis may show implicit meanings
- some comment on language use in texts
- imbalance in coverage or only two texts compared

**Lower band 3 (12 – 15)**

- comparative framework(s) used but may be partial/simplistic
- develops a line of argument underpinned by comment on overall context
- probably list-like in construction
- imbalance in coverage of texts
- lacks evidence in places

**Upper band 2 (9 – 11)**

- may see how context influences language use
- general awareness of writer's techniques and impact on meaning
- responds to obvious or broad links or comparisons
- sometimes comments on less important links
- may lack detail and evidence

**Lower band 2 (7 – 8)**

- superficial idea of context
- occasional insight but not sustained
- one area of study noted, others are ignored
- lacks detail and probably little evidence used

**Band 1 (1 – 6)**

- very little awareness of context
- very limited ideas
- very superficial
- contextual features identified erroneously/misreads
- weak ideas

# 4 Scheme of Assessment

## 4.1 Aims

AS and A Level courses based on this specification should encourage candidates to:

- use integrated linguistic and literary approaches in their reading and interpretation of texts
- engage creatively and independently with a wide range of spoken, written and multimodal texts, exploring the relationships between texts
- undertake independent and sustained studies to develop their skills as producers and interpreters of language.

## 4.2 Assessment Objectives (AOs)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following Assessment Objectives in the context of the content and skills set out in Section 3 (Subject Content).

- AO1 Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression
- AO2 Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts
- AO3 Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception
- AO4 Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies

### Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English, candidates must:

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

In this specification QWC will be assessed by means of AO1.

### Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO1	20	10	30
AO2	10	20	30
AO3	0	20	20
AO4	20	0	20
Overall weighting of units (%)	50	50	100

## Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the Assessment Objectives in the AS and A2 units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	10	5	4.5	10	29.5
AO2	5	10	13.5	0	28.5
AO3	0	10	4.5	10	24.5
AO4	10	0	7.5	0	17.5
Overall weighting of units (%)	25	25	30	20	100

## 4.3 National Criteria

This specification complies with the following.

- The Subject Criteria for GCE English Language and Literature
- The Code of Practice for GCE
- The GCE AS and A Level Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria

## 4.4 Prior Learning

There are no prior learning requirements.

We recommend that candidates should have acquired the skills and knowledge associated with a GCSE English course or equivalent. It must

be emphasised that this is not a requirement for candidates wishing to study the course offered through this specification. Any requirements are set at the discretion of centres.

## 4.5 Synoptic Assessment and Stretch and Challenge

Synoptic assessment in GCE English Language and Literature requires candidates to synthesise the insights they have gained from studying a range of texts, both spoken and written, and to show evidence of being able to select appropriate analytical tools to assess the validity of different views expressed about those texts and contexts. They are required to show skills of interpretation and expression to give insightful, accurate and well-argued responses to texts.

Synoptic assessment in English Language and Literature A is assessed in the A2 units, which are designed to draw upon all the skills acquired throughout the course, and which are evidenced by candidates' abilities to use accurate, written expression, to demonstrate critical understanding in their analysis of the relationships between texts, and in their ability to demonstrate creativity in using language appropriately for audience and purpose. Unit 3, 'Comparative Analysis and Text Adaptation',

tests candidates' skills of critical analysis and understanding, and use of appropriate terminology by their comparison of different types of text including those from literary and non-literary contexts, and speech. They are then required to complete a production task and accompanying commentary based on the study of non-fiction writing which will test their abilities to judge mode and context, to write fluently, and to demonstrate creativity in using language appropriately for audience and purpose.

Unit 4, 'Comparative Analysis through Independent Study', requires the production of a tailored, individual response to a carefully delineated area of study, which extends the principles of integrated literary and linguistic analysis by testing the ability of candidates to use appropriate terminology in their analysis. They are required to make comparisons by sustaining a particular line of thinking in relation to their two chosen texts, and to produce accurate, fluent and coherent written work.

The requirement that Stretch and Challenge is included at A2 is met by the following requirements within the Specification:

- dealing with complex comparative issues across genres and modes, and studied and unseen texts.
- making literary and linguistic connections across all units
- developing skills of creativity and of critical analysis and understanding of literary and non-literary texts
- developing skills in language use appropriate for audience and purpose of the task in hand.

---

## 4.6 Access to Assessment for Disabled Students

AS/A Levels often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates

will have a complete barrier to any part of the assessment.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all the competences had been addressed. The use of the term “spoken” in AO2 can mean a written record of speech. The subject does not therefore require listening skills. Reading independently may be problematic for some students but should not be a barrier to assessment. This will be kept under review and may be amended in the future.

# 5 Administration

## 5.1 Availability of Assessment Units and Certification

Examinations and certification for this specification are available as follows:

	Availability of units		Availability of certification	
	AS	A2	AS	A Level
January 2009	✓			
June 2009	✓		✓	
January 2010	✓	✓	✓	
June 2010	✓	✓	✓	✓
January 2011 onwards	✓	✓	✓	✓
June 2011 onwards	✓	✓	✓	✓

## 5.2 Entries

Please refer to the current version of Entry Procedures and Codes for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – ELLA1

Unit 2 – ELLA2

Unit 3 – ELLA3

Unit 4 – ELLA4

AS certification – 1721

A Level certification – 2721

## 5.3 Private Candidates

This specification is available to Private Candidates. Private Candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*. Arrangements must be agreed with AQA for the assessment and authentication of coursework.

## 5.4 Access Arrangements and Special Consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

### Access Arrangements

We can make arrangements so that candidates with disabilities can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

### Special Consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

## 5.5 Language of Examinations

We will provide units for this specification in English only.

## 5.6 Qualification Titles

Qualifications based on this specification are:

- AQA Advanced Subsidiary GCE in English Language and Literature A, and
- AQA Advanced Level GCE in English Language and Literature A.

## 5.7 Awarding Grades and Reporting Results

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full A Level qualification will be graded on a six-point scale: A\*, A, B, C, D and E. To be awarded an A\*, candidates will need to achieve a grade A on the full A Level qualification and an A\* on the aggregate of the A2 units.

For AS and A Level, 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.

## 5.8 Re-sits and Shelf-life of Unit Results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates who wish to repeat a

qualification may do so by re-taking one or more units. The appropriate subject award entry, as well as the unit entry/entries, must be submitted in order to be awarded a new subject grade.

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

# 6 Coursework Administration

The Head of Centre is responsible to AQA for ensuring that coursework/portfolio work is conducted in accordance with AQA's instructions and JCQ instructions.

This specification operates a consortium network and all centres following the specification belong to a local consortium managed by a consortium adviser appointed by AQA. The purpose of the consortium network is to support teachers with all aspects of the specification but particularly with the coursework units.

Centres wishing to enter candidates for this specification should request permission to join a local consortium by contacting, in writing, the subject department at AQA.

Upon joining a local consortium, centres will be sent details of their consortium adviser, including a contact address and telephone number. The consortium adviser will be the principal source of guidance and support for not only the coursework elements of

this specification, but will also offer advice on other aspects of the specification. Teachers may contact their consortium adviser at any time during the course.

The consortium adviser will:

- help centres identify appropriate tasks
- offer advice and support, particularly on the coursework components, but on all aspects of the specification
- assist in the training of members of the consortium in the assessment of coursework
- conduct standardising meetings to ensure consistency and reliability of marking, using the booklet of standardisation material issued free of charge to every centre
- provide guidance on ensuring effective internal standardisation of marking within centres.

## 6.1 Supervision and Authentication of Coursework

The Code of Practice for GCE requires:

- **candidates** to sign the Candidate Record Form (CRF) to confirm that the work submitted is their own, and
- **teachers/assessors** to confirm on the CRF that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification.

The completed CRF for each candidate must be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the candidates' results.

The teacher should be sufficiently aware of the candidate's standard and level of work to appreciate if the coursework submitted is beyond the talents of the candidate.

In most centres teachers are familiar with candidates' work through class and homework assignments. Where this is not the case, teachers should make sure that coursework is completed under direct supervision.

In all cases, some direct supervision is necessary to ensure that the coursework submitted can be confidently authenticated as the candidate's own.

## 6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently-sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research);
- include work copied directly from books, the internet or other sources without acknowledgement or an attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in coursework/ portfolios is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in coursework/portfolios discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

## 6.3 Teacher Standardisation

This specification operates a consortium network and all centres following the specification belong to a local consortium managed by a consortium adviser appointed by AQA. The purpose of the consortium network is to support teachers with all aspects of the specification but particularly with the coursework units.

The consortium adviser will hold an annual standardising meeting for teachers in the consortium, usually in the autumn term. At that meeting the adviser will provide support in developing appropriate coursework tasks and using the marking criteria. The focus of the standardising meetings will be a booklet of standardisation materials issued prior to that meeting by AQA.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an estimate of entry or by contacting the

subject team, we will contact you to invite you to a meeting.

We will also contact centres to invite them to send a representative if:

- the moderation of coursework from the previous year has identified a serious misinterpretation of the coursework requirements,
- inappropriate tasks have been set, or
- a significant adjustment has been made to a centre's marks.

For all other centres, attendance is optional. However, centres are strongly advised to attend their local consortium meetings. Consortium meetings provide valuable support and training for teachers, offer opportunities to meet other teachers within the consortium and enable the useful exchange of ideas and sharing of good practice.

## 6.4 Internal Standardisation of Marking

Centres must standardise marking within the centre to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation involves:

- all teachers marking some trial pieces of work and identifying differences in marking standards;

- discussing any differences in marking at a training meeting for all teachers involved in the assessment;
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

## 6.5 Annotation of Coursework

The Code of Practice for GCE states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text;
- summative comments on the work, referencing precise sections in the work.

## 6.6 Submitting Marks and Sample Work for Moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided or by Electronic Data Interchange (EDI) by

the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

## 6.7 Factors affecting 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.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Candidate Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the CRF so that such help can be taken into account when moderation takes 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 arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

## 6.8 Retaining Evidence and Re-using Marks

The centre must retain the work of all candidates, with CRFs attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned

to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

# 7 Moderation

## 7.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work by a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline. We will let centres know which candidates' work will be required in the sample to be submitted for moderation.

Centres are offered a choice of moderation method. They can opt for:

EITHER Postal Moderation

The selected sample of candidates' coursework is posted to the moderator at home. The sample is then re-marked by the moderator.

OR Consortium Moderation

Consortium Moderation replaces Postal Moderation of those centres that prefer this method. Teachers from a consortium attend a moderation meeting in their consortium area, supervised by their consortium

adviser. The samples of coursework are taken to the moderation meeting by the centre and are re-marked at the meeting.

For both moderation methods, following the re-marking of the sample work, the moderator's marks are compared with the centre 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 the centre. In order to meet this possible request, centres must retain under secure conditions and have available the coursework and the CRF 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, we reserve the right to alter the order of merit.

## 7.2 Post-moderation Procedures

On publication of the AS/A level results, we will provide centres with details of the final marks for the coursework unit.

The candidates' work will be returned to the centre after the examination. The centre will receive a report

giving feedback on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may retain some candidates' work for archive or standardising purposes.

# Appendices

---

## A Performance Descriptions

These performance descriptions show the level of attainment characteristic of the grade boundaries at A Level. They give a general indication of the required learning outcomes at the A/B and E/U boundaries at AS and A2. The descriptions 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 (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

## AS performance descriptions for English Language and Literature

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
<b>Assessment Objectives</b>	Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression.	Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts.	Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.	Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies.
<b>A/B boundary performance descriptions</b>	Candidates characteristically: a) communicate wide knowledge and understanding of linguistic and literary texts b) present relevant responses, using appropriate terminology to support informed interpretations c) structure and organise their writing well d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of linguistic approach, structure, form and language in literary texts b) explore, through critical analysis, how writers use specific aspects to shape meaning c) generally use specific references to texts to support their responses.	Candidates characteristically: a) explore connections and points of comparison between texts and the contexts that have shaped them b) communicate clear understanding of the views expressed in different interpretations or readings c) communicate a clear understanding of issues and concepts relating to language in use.	Candidates characteristically: a) write effectively in a form and style matched to audience, purpose and genre b) select and order relevant content in creative ways c) identify where and suggest how linguistic and literary features are used in their writing to create specific effects.
<b>E/U boundary performance descriptions</b>	Candidates characteristically: a) communicate some knowledge and understanding of linguistic and literary texts b) make some use of appropriate terminology or examples to support interpretations c) communicate meaning using straightforward language.	Candidates characteristically: a) identify some aspects of linguistic approach, structure, form, or language b) describe some aspects with reference to how they shape meaning c) make some related references to texts to support their responses.	Candidates characteristically: a) identify some connections and points of comparison between texts and the contexts that have shaped them b) show some appreciation of the views expressed in other interpretations of texts c) reflect some understanding of issues relating to language in use.	Candidates characteristically: a) demonstrate some ability to write in a form or style matched to audience or purpose b) order content in creative ways c) identify where some linguistic and literary features are used in their writing to create effects.

## A2 performance descriptions for English Language and Literature

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
<b>Assessment Objectives</b>	Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression.	Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts.	Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.	Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies.
<b>A/B boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate extensive knowledge and understanding of linguistic and literary texts</li> <li>b) create and sustain well-organised and coherent arguments, using appropriate terminology to support informed interpretations</li> <li>c) structure and organise their writing using an appropriate register</li> <li>d) communicate content and meaning through expressive and accurate writing.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate relevant understanding of linguistic approaches, structure, form and language in a range of spoken and written texts</li> <li>b) explore, through detailed analysis, how writers use these aspects to create meaning</li> <li>c) consistently make reference to texts and sources to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) analyse and evaluate connections or points of comparison between texts and the contexts that have shaped them</li> <li>b) engage sensitively and with understanding with different readings and interpretations of texts</li> <li>c) communicate an informed understanding of issues and concepts relating to language in use.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) write effectively in a form and style matched to audience and purpose</li> <li>b) manipulate complex relevant content in creative ways</li> <li>c) identify where and explain how key linguistic and literary features are used in their writing to create specific effects.</li> </ul>
<b>E/U boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate knowledge and some understanding of linguistic and literary texts</li> <li>b) present responses making some use of appropriate terminology and examples to support interpretations</li> <li>c) communicate content and meaning using straightforward language accurately.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate some understanding of linguistic approaches or of structure, form and language in spoken and written texts</li> <li>b) comment on specific aspects with reference to how they shape meaning</li> <li>c) make some reference to authorities, texts or sources to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) make connections between texts and the contexts that have shaped them</li> <li>b) communicate understanding of the views expressed in other interpretations or readings of texts</li> <li>c) communicate an understanding of issues relating to language in use.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) demonstrate some ability to write in a form and style matched to audience or purpose</li> <li>b) manipulate relevant content in creative ways</li> <li>c) identify where key linguistic and literary features are used in their writing to create specific effects.</li> </ul>

---

## B Spiritual, Moral, Ethical, Social and other Issues

### European Dimension

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

### Environmental Education

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 units.

### Avoidance of Bias

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

---

## C Overlaps with other Qualifications

There are no overlaps with other GCE qualifications.

---

## D Key Skills - Teaching, Developing and Providing Opportunities for Generating Evidence

### Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information Technology.

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 QCA's website:

**[www.qca.org.uk/qca\\_6455.aspx](http://www.qca.org.uk/qca_6455.aspx)**.

The units for each Key Skill comprise three sections:

- What you need to know.
- What you must do.
- Guidance.

Candidates following a course of study based on this specification for GCE English Language and Literature A can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving own Learning and Performance
- 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 generate evidence for Part B of the units, are signposted below.

### Key Skills Opportunities in GCE English Language and Literature A

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Communication</b>				
C3.1a	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓
C3.2	✓	✓	✓	✓
C3.3	✓	✓	✓	✓
<b>Application of Number</b>				
N3.1	✓	✓	✓	✓
N3.2	✓	✓	✓	✓
N3.3	✓	✓	✓	✓
<b>Information Technology</b>				
ICT3.1	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓
ICT3.3	✓	✓	✓	✓
<b>Working With Others</b>				
WO3.1	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓
<b>Improving Own Learning and Performance</b>				
LP3.1	✓	✓	✓	✓
LP3.2	✓	✓	✓	✓
LP3.3	✓	✓	✓	✓
<b>Problem Solving</b>				
PS3.1	✓	✓	✓	✓
PS3.2	✓	✓	✓	✓
PS3.3	✓	✓	✓	✓



## GCE English Language and Literature A (2720) 2009 onwards

Qualification Accreditation Number: AS 500/2665/3 - A Level 500/2661/6

To obtain free specification updates and support material or to ask us a question register with Ask AQA:

**[www.aqa.org.uk/ask-aqa/register](http://www.aqa.org.uk/ask-aqa/register)**

Free launch meetings are available in 2007/8 followed by further support meetings through the life of the specification. Further information is available at:

**<http://events.aqa.org.uk/ebooking>**

Copyright © 2007 AQA and its licensors. All rights reserved.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Devas Street, Manchester M15 6EX.

*Dr Michael Cresswell*, Director General.



Corporate member of  
Plain English Campaign  
Committed to clearer communication.

342