

version 1.2



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

English Language and Literature 2007 *Specification A*

This specification should be read in conjunction with:

Past Papers and Mark Schemes
Reports on Examination

AQA ADVANCED SUBSIDIARY GCE 5721
AQA ADVANCED GCE 6721

The specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the website. In the case of any difference between the printed and the website version of the specification, the version with the highest number, as currently published on the AQA Website, is the definitive one.

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Background Information

1

Advanced Subsidiary and Advanced Level Specifications

1.1 Advanced Subsidiary (AS)

Advanced Subsidiary courses were introduced in September 2000 for the award of the first qualification 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;
- a second examination, called A2 – 50% of the total award.

Most Advanced Subsidiary and Advanced Level courses are modular. The AS comprises three teaching and learning modules and the A2 comprises a further three teaching and learning modules. Each teaching and learning module is normally 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:

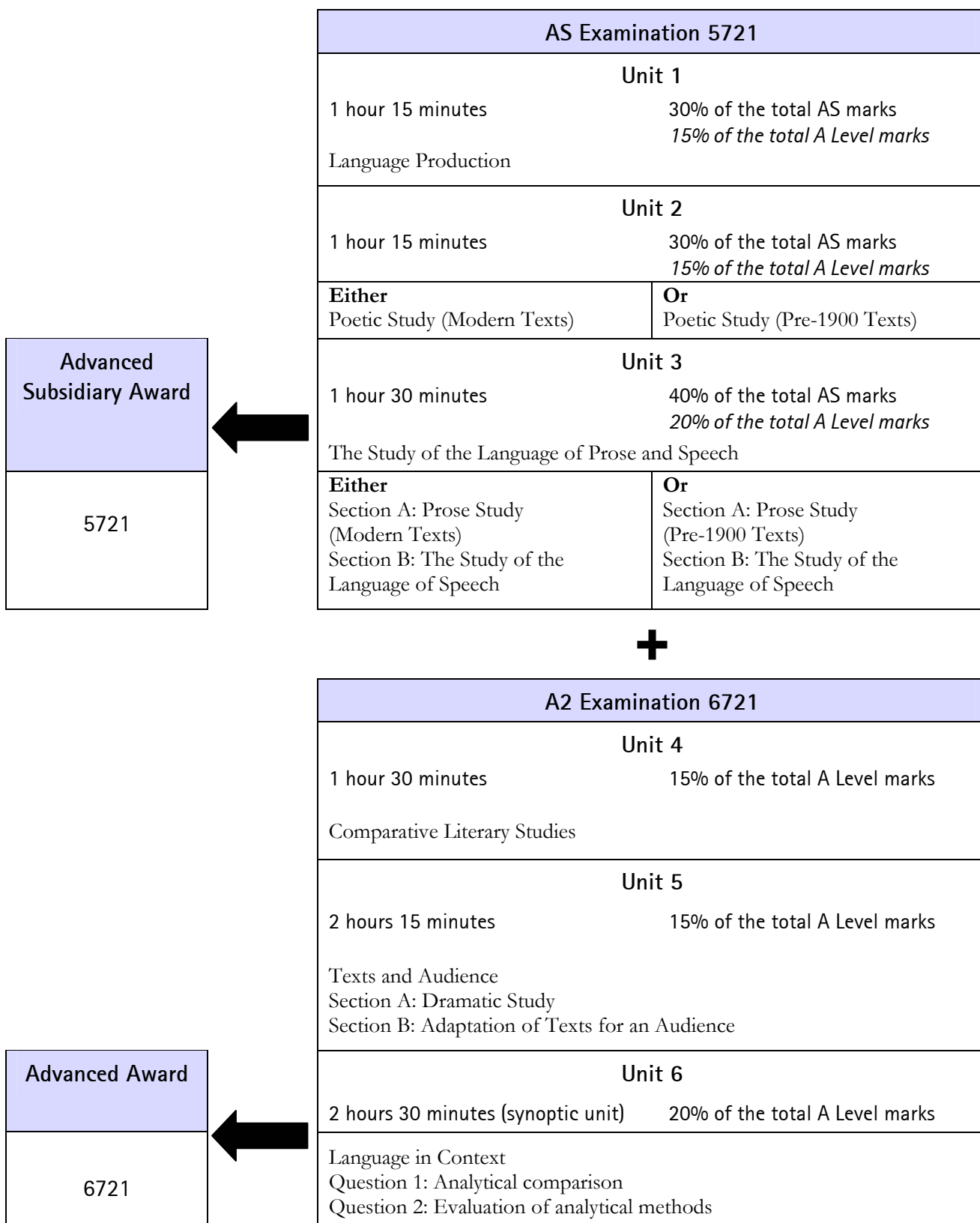
- assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course;
- AS may be completed at the end of one year and A2 by the end of the second year;
- AS and A2 may be completed at the end of the same year.

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

2

Specification at a Glance

English Language & Literature A



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 | Advanced |
| January | 1, 2 and 3 | 4 and 5 | ✓ | ✓ |
| June | 1, 2 and 3 | 4, 5 and 6 | ✓ | ✓ |

3.2 Sequencing of Units

In English Language and Literature, it is recommended that the units are taken in the sequence 1, 2, 3, 4, 5 and 6. Unit 6 is the synoptic unit for the whole A Level course, which draws on all the A Level assessment objectives of English Language and Literature.

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 - <i>NTA1</i> | Unit 4 - <i>NTA4</i> |
| Unit 2 - <i>NA2M or NA2P</i> | Unit 5 - <i>NTA5</i> |
| Unit 3 - <i>NA3M or NA3P</i> | Unit 6 - <i>NTA6</i> |

The **Subject Code** for entry to the AS only award is *5721*.

The **Subject Code** for entry to the Advanced Level award is *6721*.

3.4 Prohibited Combinations

Candidates entered for Advanced Subsidiary or Advanced Level English Language & Literature (*5721* and/or *6721*) may not enter English Literature A (*5741* and/or *6741*), English Literature B (*5746* and/or *6746*), English Language A (*5701* and/or *6701*) or English Language B (*5706* and/or *6706*) in the same examination series with 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 for private candidates. Private candidates should write to AQA for a copy of '*Supplementary Guidance for Private Candidates*'.

3.6 Access Arrangements and Special Consideration

AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.

Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.

Further details can be found in the Joint Council for Qualifications (JCQ) document:

*Access Arrangements and Special Consideration
Regulations and Guidance Relating to Candidates who are Eligible for
Adjustments in Examination
GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills*

This document can be viewed via the AQA web site (www.aqa.org.uk)

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

3.7 Language of Examinations

All Assessment Units in this subject are provided in English only.

Scheme of Assessment

4

Introduction

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. The course gives 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 designed to encourage and foster an enjoyment of the study of both language and literature, paying special attention to the inter-relationship of the two. The specification has developed out of the highly successful AEB 0623 specification. There has been a conscious retention of many of the elements which characterised the old specification; the emphasis on the interconnection of language and literature as mutually supportive disciplines; a broad range of classic and contemporary texts; the importance of analytical and comprehension skills; the emphasis on writing for a variety of purposes. There is also the introduction of new components that sit comfortably within the spirit of the old specification, including the opportunity for comparative study, and an emphasis on playing to candidates' linguistic strengths. To this end, the more formalised linguistic element helps to inform the literary components of this specification.

Since language plays an essential role in our lives, this course will provide an excellent foundation in the study of the multi-layered functions that language has; helping us to shape our individual identity; allowing us to express our own view of the world, the part we play in our society and how we come to understand other societies and cultures; providing us with different routes of communication; allowing us a medium through which we can express our emotions, values, preferences and ideas. By combining practical situations for linguistic exploration and analysis with interdependent skills of reading and literary study, the specification seeks to develop the integral study of both, allowing opportunities for autonomous, seamless linguistic and literary analysis.

Candidates will come to this specification with an extensive, if at times, intuitive, knowledge of language. The specification aims to develop their explicit knowledge and understanding about how language works.

Candidates will also have a varied yet pertinent knowledge of a range of literary texts, both fictional and non-literary. The course aims to develop their range of reading, their understanding of how both literary and non-literary texts work as well as the inter-relation of certain texts and genres.

Since the course provides a balance between the study of both language and literature, it is expected that candidates should study the two as interconnecting disciplines, applying critical concepts and analytical frameworks equally to help their understanding of both.

Underlying Principles

This course is constructed on the premise that the study of both language and literature informs the other and that all aspects of the course should be studied in an integrated fashion so as to provide a sound analytical and creative base for candidates' responses.

These underlying principles are, in brief, the focus on the study of written and spoken texts for specific purposes and audiences; the issues raised in studying texts including the way they are written and the content of that writing; how candidates can use the skills they have studied and learned to reproduce texts of their own, for different audiences and purposes, commenting on the choices they have made in their writing; and, finally, analysing texts and evaluating approaches to these analyses. This final principle leads to the synoptic unit at the end of the course.

In all cases, analytical, interpretative and creative skills are of paramount importance and, wherever possible, a practical approach should be adopted so candidates gain first hand experience of engaging with and exploring texts.

The Relationship between Language and Literature

At the centre of this specification lies the view that English Language and Literature are interconnecting disciplines and that the study in one area necessarily informs the other. Literature is made up of language used in a particular way to have a particular effect on its audience; in order to fully understand and appreciate its qualities, we must study that language closely. Other forms of written and spoken language are used in various ways to suit many purposes and create many effects appropriate to different audiences. However, no matter what type of text is being studied, the key issue remains the same: how does the writer use language to suit purpose, audience and effect? This specification is designed to help candidates develop awareness of language use in many forms to enable them to become more effective users of it themselves. The application of frameworks in a systematic fashion will help candidates to understand and appreciate the many facets of language, its various purposes and the attendant effects.

There is also a need for a clear understanding of how speech works and the differences between the spoken and written modes. The study of speech from a linguistic point-of-view is a new departure for this specification; since the study of speech is central to the Assessment Objectives then it is necessary to outline the content of what is required. Candidates will have studied speech in literary contexts but will not have encountered transcriptions of conversational discourse. It is vital that candidates do not simply study speech from a common sense angle.

| | |
|--|--|
| | <p>There will be an increased importance placed on linguistic terminology as a means of aiding and enriching textual analysis. Candidates should be encouraged to deconstruct texts systematically, rather than taking an intuitive route.</p> |
| AS Subject Content | <p>In the AS course candidates will study at least two key literary texts and a range of other literary and non-literary materials, both written and spoken in a variety of styles and from a range of historical periods and cultural backgrounds.</p> <p>Candidates are therefore expected to develop knowledge to enable them to describe, explain, interpret and evaluate texts. In order to give candidates the confidence to apply critical concepts and linguistic frameworks, it is advised that certain areas of competence are covered whilst analysing texts. It is recommended that these are assessed through textual study and not taught in isolation as a decontextualised list. Further guidance to specific terminology, concepts and frameworks will be given in the Teachers' Guide.</p> |
| AS Textual Study: Prepared and Unseen Texts | <p>The following requirements must be met for candidates to be fully able to answer questions on all three modules of the AS specification:</p> <ul style="list-style-type: none"> • a range of modern non-literary texts (Module 1); • spontaneous speech (Module 3) and speech acts; • one poetry text or collection (Module 2); • one pre-1900 text as one of the above (Modules 2 and 3); • one prose text (Module 3). |
| A2 Subject Content | <p>In the Advanced Level course candidates' study of Language and Literature widens and deepens; they are expected to bring to bear a more penetrating and evaluative analysis of the text they study. The range of texts at A Level reflects this, as well as the increasing difficulty of the papers and the comparative and evaluative nature of the sections of the modules; the nature of the texts and the tasks associated with them require a greater depth of understanding and knowledge in candidates' responses.</p> <p>The frameworks and analytical terms learned and utilised in the AS modules will have obvious application in the A2 specification, with increasing rigour and supplemented by issues of comparative study. As with the AS specification, it is recommended that these are accessed through textual study and not taught in isolation as a decontextualised list. Further guidance to specific terminology, concepts and frameworks will be given in the Teachers' Guide.</p> |

**A2 Textual Study:
Prepared and Unseen Texts**

The following requirements must be met for candidates to be fully able to answer questions on all three modules of the A Level specification:

- two texts studied in a comparative manner (Module 4);
- one pre-1770 text (Module 5);
- a range of non-literary texts (Modules 5 and 6);
- spontaneous speech (Module 6) and representations of speech (Modules 4, 5 and 6).

Literary Texts in AS and A2

Copies of all texts studied may be taken into the examinations specified (modules 2 and 4). These texts may contain only brief marginal annotation, within the body of the text itself (i.e. excluding any other areas of the book). 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.

Open book modules are necessary so as to reduce the burden on candidates in learning quotations, thus allowing them to concentrate on linguistic issues. Reference to the original texts will enable candidates to make valid cross references and comparisons. Where close textual reference is required in other modules, there will be printed sections from the texts on the examination papers which candidates will be able to refer to. The use of other materials such as critical works, dictionaries or additional notes is not allowed. All other written unit modules are closed book examinations - i.e. no text may be taken into the examination.

**Prior level of attainment
and recommended prior
learning**

It is recommended that candidates should have acquired the skills and knowledge associated with a GCSE English course or equivalent before commencing study for this specification.

The specification lays an appropriate foundation for study of English Language and Literature or related subjects in higher education. In addition, it provides a worthwhile course for candidates of various ages and diverse backgrounds in terms of general education and life-long learning.

Aims

This specification is intended to provide candidates with a progression from the knowledge, understanding and skills established at GCSE. It caters for those who wish to develop their study of English to AS or A Level, providing a foundation for those who wish to study either Language or Literature or related subjects in Higher Education.

The specification is also designed to enable centres to develop courses which deliver the knowledge, understanding and experience associated with literary and linguistic study in a way in which is most relevant to their candidates' interests, abilities and backgrounds.

In consequence, the aim of the specification is to:

- encourage candidates to study language and literature as interconnecting disciplines in ways which deepen their understanding and enjoyment of these studies.

At AS The specification aims to:

1. encourage candidates 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;
2. encourage candidates to develop as independent, confident and reflective readers;
3. enable candidates to relate literary and non-literary texts to the contexts in which they were produced;
4. enable candidates to develop their skills in speaking and writing for different purposes and audiences.

At A Level The specification aims to:

1. broaden and deepen candidates' knowledge and understanding, encouraging them to evaluate different analytical approaches to the interpretations of texts;
2. enable candidates to make comparisons and connections between a range of texts, taking account of the social, cultural and historical factors which influenced them;
3. enable candidates to be able to select approaches most appropriate for their investigation and research.

6

Assessment Objectives

6.1

The difference between AS and A Level Assessment Objectives reflect the differences in the depth and breadth of the requirements of the specification.

Assessment Objectives 2 and 3 apply to both AS and A Level, but at A Level, the scope and level of demand have been extended as 2ii and 3ii. Assessment Objectives 1, 4, 5 and 6 are common to both AS and A Level.

The examination will assess a candidate's ability to:

At AS

1. communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression;
- 2i. in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form;
- 3i. respond to and analyse texts, using literary and linguistic concepts and approaches;
4. show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts;
5. identify and consider the ways attitudes and values are created and conveyed in speech and writing;
6. 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

1. communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression;
- 2ii. respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them;
- 3ii. use and evaluate different literary and linguistic approaches to the study of written and spoken language, showing how these approaches inform their readings;
4. show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts;
5. identify and consider the ways attitudes and values are created and conveyed in speech and writing;
6. 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.

6.2 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 1.

Scheme of Assessment - Advanced Subsidiary (AS)

The Scheme of Assessment has a modular structure. The Advanced Subsidiary (AS) award comprises three compulsory assessment units.

7.1 Assessment Units

Language Production

| Unit 1 | Written Unit | 1 hour 15 mins |
|---------------------------|--------------|----------------|
| 30% of the total AS marks | 150 marks | |

This externally examined unit will test Assessment Objectives 4 and 6.

Candidates will be tested on their ability to write for a specific audience and purpose, after reading a source which could act as the springboard for the production of a new piece of writing. The source could be in the form of a literary or non-literary piece of writing, a piece of spontaneous speech or a series of shorter related sources. This will be followed by a commentary, explaining and evaluating how they have considered audience, purpose and style in their own writing.

Candidates will be tested on their ability to:

- write for a specific purpose and audience, using clear and appropriate language by writing in a specific style;
- consider contextual variation and how this shapes their choices in their own writing;
- reflect upon their writing using linguistic and literary concepts and frameworks to explain their choices.

Candidates should note the following areas of advice and the possible form of questions:

- candidates will be asked to produce their own text and will be given a specific brief containing details of audience and purpose, with possible reference to genre and mode;
- the printed materials could be the stimulus and base for a variety of tasks: information-based using the stimulus for content; argument-based responding to the views outlined; discursively-based writing; a persuasive piece; writing to entertain, exposition-based material or any reasonable combination of these;
- in the commentary candidates could focus on a variety of choices they have made to suit the purpose, audience and context for their writing. These might include choice of vocabulary and use of certain grammatical forms, appropriateness for a particular genre, decisions made about mode, the use of a particular type of language, e.g. literary, scientific, etc.

Poetic Study

| | | |
|---------------------------|--------------|----------------|
| Unit 2 | Written Unit | 1 hour 15 mins |
| 30% of the total AS marks | 150 marks | |

This externally examined unit will test Assessment Objectives 1, 2i and 3i.

This unit concentrates on the importance of language in literature and directs candidates to consider specific poems or sections of poems, employing the knowledge, understanding and insights gained from the combined study of language and literature.

This module has been split into two papers; NA2M and NA2P. The style of questions is common to both papers. The only difference between the two papers is that NA2M features questions on four **modern** poetry texts whereas NA2P features questions on four **pre-1900** poetry texts. This is because the Subject Criteria for English Language and Literature requires that AS candidates must study two texts from two literary genres, one of which must have been published before 1900. Rather than meet this requirement by dictating that one genre would offer pre-1900 texts exclusively, this specification allows centres and/or candidates to choose whether the pre-1900 text requirement is met by study of a prose or a poetry text. One of the texts studied for modules 2 and 3 should be a pre-1900 text. Therefore, if a centre/candidate wishes to prepare one modern poetry text and one pre-1900 prose text they will enter for NA2M from Unit 2 and NA3P from Unit 3. If a centre/candidate wishes to prepare one pre-1900 poetry text and one modern prose text, they will enter for NA2P from Unit 2 and NA3M from Unit 3. Further information regarding this is given in Appendix B. Copies of the text may be taken into the examination room for both NA2M and NA2P as candidates will be asked to refer to different sections of the text in their answers. This unit is an **open book** unit.

In this unit, two questions will be asked on each of eight prescribed poetry texts. Four modern poetry texts will be set for NA2M and four pre-1900 poetry texts for NA2P. Texts from a range of historical settings and differing cultures will be offered. The questions will allow candidates to offer and employ their own framework for analysis.

Candidates must answer **one** question from this section.

Candidates will be assessed on their ability to:

- use literary and linguistic frameworks and terminology to describe key features of poetry as well as commenting on variation in meaning and form;
- explain and interpret the language of poetry, including sound features, vocabulary and meaning, grammar and structure as appropriate, showing how it provides insights into literary interpretations.

Candidates should note the following areas of advice and the possible form of questions:

- candidates will be required to comment on specific poems, or sections of longer poems, in their analyses;
- candidates should focus on linguistic matters as a route into explaining and discussing matters of content.

The Study of the Language of Prose and Speech

| | | |
|-------------------------------------|---------------------------|----------------|
| Unit 3 40% of the total AS marks | Written Unit 200 marks | 1 hour 30 mins |
|-------------------------------------|---------------------------|----------------|

This externally examined unit will test Assessment Objectives 2i, 3i, 4 and 5.

This unit is designed to test candidates' knowledge of the interrelation of language and literary study and application of analytical frameworks which underpin the understanding and appreciation of language and literature as an integrated discipline. The papers will be divided into two sections, **Section A: Prose Study** and **Section B: The Study of the Language of Speech**. Candidates will answer two equally weighted questions, one from each section. Whilst there is a linguistic leaning to this component, literary issues will be addressed and candidates should prepare themselves by examining literary issues through the language of the texts they study, noting how writers use language to achieve and enhance literary effects and issues.

This module, like Module 2, has been split into two papers: NA3M and NA3P. **Section B: The Study of the Language of Speech** is common to both papers. The style of questions for **Section A: Prose Study** is also common to both papers. The only difference between the two papers is that NA3M features questions on four **modern** prose texts whereas NA3P features questions on four **pre-1900** prose texts. This is because the Subject Criteria for English Language and Literature requires that AS candidates must study two texts from two literary genres, one of which must have been published before 1900. Rather than meet this requirement by dictating that one genre would offer pre-1900 texts exclusively, this specification allows centres and/or candidates to choose whether the pre-1900 text requirement is met by study of a prose or a poetry text. One of the texts studied for modules 2 and 3 should be a pre-1900 text. Therefore, if a centre/candidate wishes to prepare one modern prose text and one pre-1900 poetry text they will enter for NA3M from Unit 3 and NA2P from Unit 2. If a centre/candidate wishes to prepare one pre-1900 prose text and one modern poetry text they will enter for NA3P from Unit 3 and NA2M from Unit 2. Further information regarding this is given in Appendix B. This is a **closed book** unit so no text may be taken into the examination for either NA3M or NA3P.

In Section A candidates must answer **one** question which may be subdivided into specific sections.

In Section B there will be **one** compulsory question, referring to a spoken text which will be a transcript, and may also include an extract from a speech or some other form of spoken English.

Section A: Prose Study

In this section, one question will be set on each of eight prescribed prose texts. Four modern prose texts will be set for NA3M and four pre-1900 prose texts for NA3P. Texts from a range of historical settings and different cultures will be offered. The questions will allow candidates to offer and employ their own framework for linguistic and literary analysis. Candidates must answer **one** question from this section.

Candidates will be tested on their ability to:

- use literary and linguistic frameworks and approaches to describe, explain and interpret key features of meaning and form in prose works;
- identify and assess the ways in which attitudes and values are communicated through prose;
- show understanding of the ways contextual variation, including external contexts, and choices of form, style and vocabulary shape prose texts;
- communicate their insights about the text;
- write accurately and clearly.

Candidates should note the following areas of advice and the possible form of questions:

- candidates will be asked to show how use of language by the writer is used and developed within a text;
- candidates will be asked to refer to a specific section of the text, then widen and contextualise their study and analysis from that section;

candidates may be asked how literary issues are raised by the writer.

Section B: The Study of the Language of Speech

In this section, candidates will be tested on their ability to identify, describe, explain and evaluate the distinctive features of spoken language in a variety of situations. The question will focus on the language of the text, with candidates being able to offer and employ their own framework for analysis.

Candidates will be tested on their ability to:

- use linguistic frameworks to identify, describe, explain and evaluate distinctive features of speech;
- identify and assess the ways in which attitudes and values are communicated through speech;
- communicate their insights about the text with reference to how language, form and context, including external contexts, can shape meaning;
- write accurately and clearly.

Candidates should note the following areas of advice and the possible form of questions:

- candidates will be asked to work on a variety of speech situations, taken from a variety of sources, from the past and contemporary times, which will include spontaneous speech, and may include rhetoric and scripted speech;
- candidates will be required to utilise linguistic frameworks to describe key features of speech, including sound features, vocabulary and meaning, grammar and structure as appropriate;
- candidates will be asked to focus on the effects of audience, purpose, context of use, and the appropriateness of the spoken mode.

7.2 Weighting of Assessment Objectives for AS

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

| Assessment Objectives | Unit Weightings (%) | | | Overall Weighting of AOs (%) |
|---------------------------------------|---------------------|----|----|------------------------------|
| | 1 | 2 | 3 | |
| AO1 | 0 | 10 | 0 | 10 |
| AO2i | 0 | 10 | 10 | 20 |
| AO3i | 0 | 10 | 10 | 20 |
| AO4 | 10 | 0 | 5 | 15 |
| AO5 | 0 | 0 | 15 | 15 |
| AO6 | 20 | 0 | 0 | 20 |
| Overall Weighting of Units (%) | 30 | 30 | 40 | 100 |

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 has a modular structure. 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 15% of the total A Level marks | Written Unit 150 marks | 1 hour 15 mins |
| | | Unit 2 15% of the total A Level marks | Written Unit 150 marks | 1 hour 15 mins |
| | | Unit 3 20% of the total A Level marks | Written Unit 200 marks | 1 hour 30 mins |
| 8.2 | A2 Assessment Units | Unit 4 15% of the total A Level marks | Written Unit 150 marks | 1 hour 30 mins |
| | Comparative Literary Studies | <p>This externally examined unit will test Assessment Objectives 1, 2ii and 4.</p> <p>The unit will be organised through pairings of texts where comparison will be the determining foundation of the unit. Candidates will answer one question.</p> <p>There will be a choice of seven pairings of texts. Copies of the texts may be taken into the examination room as candidates may be asked to refer to different sections of the text in their answers. This is an open book unit.</p> <p>Texts from a range of historical settings, differing cultures and varying genres, including non-literary texts, will be offered. There will be two texts from each of the previous prose and poetry sections and one text from Section A of Unit 5.</p> <p>Candidates will be tested on their ability to:</p> <ul style="list-style-type: none"> • communicate clearly the knowledge, understanding and insights gained from combined literary and linguistic study; • use literary and linguistic frameworks to distinguish, describe and explain key linguistic features in specific sections of the text; • show an understanding of how language is used in literary/non-literary texts; • make valid and informed comparisons and connections between texts by showing understanding of the ways contextual variation, including external contexts, shapes the meanings of texts. | | |

Candidates should note the following areas of advice and the possible form of questions:

- candidates should be prepared to comment on specific sections of text and widen their comments to the whole of both texts with reference to the way language is used;
- candidates should be prepared to answer on thematic, generic, developmental and stylistic links and comparisons in texts.

| | | |
|---|----------------------------------|------------------------|
| Unit 5 15% of the total A Level marks | Written Unit 150 marks | 2 hours 15 mins |
|---|----------------------------------|------------------------|

Texts and Audience

This externally examined unit will test Assessment Objectives 1, 4, 5 and 6.

The focus of this unit will be the part that audience plays in any piece of writing and the realisation that careful choices are made when constructing a text or piece of text. Section A will focus on dramatic writing and the effects of language and dramatic techniques on audience. Section B will contain unseen printed material which candidates will be required to recast and adapt for a specific audience and purpose and then comment upon their own writing. Whereas Unit 1 focuses on candidates' original writing using stimulus material, section B of Unit 5 concentrates on adaptation of material with a focus on recasting methodology. The commentary is also more penetrating in that it is both comparative and analytical. Each of the questions, 3 in all, will be equally weighted.

Section A: Dramatic Study

In this section, two questions will be asked on each of six drama texts, all published prior to 1770, to meet the requirement of the subject criteria. This is a **closed book** unit so no text may be taken into the examination room.

The questions will allow candidates to offer and employ their own framework for analysis. Candidates must answer **one** question from this section.

Candidates will be assessed on their ability to:

- identify and assess the ways in which values are communicated to the audience;
- show understanding of context and how choices of form, style and vocabulary shape the meaning of texts.

Candidates should note the following areas of advice and the possible form of questions:

- candidates will be given a short extract from the text on which to base part of their answer. They are required to answer on the whole text, commenting on the characters and playwrights' use of language, presentation of character and development and context of plot;
- candidates may be required to outline the ways in which issues are raised by dramatists and the attitudes they seek to promote as well as the reactions of the audience.

Section B: Adaptation of Texts for an Audience**Question a: Practical Writing**

Candidates will be required to adapt at least two texts that may be complete texts or extracts from larger sources. These texts will be linked.

Candidates will be assessed on their ability to:

- write to a specification and for a particular audience, using clear and appropriate language;
- draw on their knowledge and experience of a variety of non-literary and literary texts;
- use accurate written expression;
- show an understanding of how language is used in targeting audience.

Candidates should note the following areas of advice and the possible form of questions:

- candidates will be asked to write a new text and will be given a specific brief which may contain details of audience and purpose, genre and mode or any reasonable combination of these.

Question b: Commentary of adapted material

This part of the question will deal with the production of a commentary as a means of explaining the choices made in their new and original text.

Candidates will be tested on their ability to:

- reflect upon their writing using linguistic and literary concepts and frameworks;
- consider the textual choices they have made by applying a linguistic framework for analysis through comparison with the original text(s);
- refer to specific literary or non-literary models if necessary, stating how and why they were used;
- reflect on writing for a specific purpose and audience.

Candidates should note the following areas of advice and the possible form of questions:

- In the commentary candidates should focus on a variety of issues beyond choice of vocabulary and use of certain grammatical forms. These may well include comments on style, appropriateness of a particular genre, decisions made about mode, the use of particular types of language, reflection on the structure of the piece, etc.;
- to enable an effective commentary, it is envisaged an appropriate framework for analysis will be used.

Language in Context

| | | |
|---|----------------------------------|------------------------|
| Unit 6 20% of the total A Level marks | Written Unit 200 marks | 2 hours 30 mins |
|---|----------------------------------|------------------------|

This externally examined unit will test Assessment Objectives 2ii, 3ii and 5 whilst drawing on Assessment Objectives 1, 4 and 6. This unit is synoptic.

The focus of this synoptic unit will be to draw on all elements of the course which candidates have experienced; it will test the 3 Assessment Objectives listed above by examining at least 3 unseen texts and asks candidates to evaluate their approaches to their analysis.

The unseen texts will include literary and non-literary writing and spontaneous unscripted speech.

Question 1:

Candidates will be required to undertake a detailed comparative analysis of at least three unseen texts that will be linked in some way.

Candidates will be tested on their ability to:

- respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them;
- use different literary and linguistic approaches to the study of written and spoken language;
- identify and consider the ways attitudes and values are created and conveyed in texts.

Candidates should also draw on their ability to:

- use appropriate terminology and accurate written expression;
- show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meaning of texts.

Candidates should note the following areas of advice and the possible forms of questions:

- candidates will be asked to work on examples of language in use, taken from a variety of both written and spoken sources from contemporary and past times;
- there will be examples of literary and non-literary texts for analysis;
- candidates will be required to utilise literary and linguistic frameworks to help describe, analyse and evaluate the effectiveness of texts;
- candidates will be required to make a comparative analysis by searching for similarities and differences between texts and commenting upon these comparisons.

Question 2:

In this section, candidates will be required to reflect upon their methods of analyses, by focusing on the texts analysed in Question 1, and evaluating the effectiveness of their approach to analysis.

Candidates will be assessed on their ability to:

evaluate different literary and linguistic approaches, showing how these approaches inform their readings.

Candidates should also draw on their ability to:

- communicate clearly the knowledge and insights gained from the combined literary and linguistic study using appropriate terminology and accurate written expression.

Candidates should note the following areas of advice and possible forms of questions:

- candidates will be required to evaluate their own analyses in detail drawing on the range of methods they have learned during the course;
- candidates should note that a variety of pertinent contexts may be used as a basis for candidates' own evaluation of literary and linguistic approaches.

8.3 Synoptic Assessment

The Advanced Subsidiary and Advanced Level Criteria state that A Level specifications must include synoptic assessment (representing at least 20% of the total A Level marks). All the marks for Unit 6 are allocated to synoptic assessment. Synoptic assessment tests candidates' understanding of the connections between the different elements of English Language and Literature.

8.4 Weighting of Assessment Objectives for A Level

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) 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 | 0 | 5 | 0 | 7.5 | 2.5 | 0 | 15 |
| AO2 | 0 | 5 | 5 | 5 | 0 | 5 | 20 |
| AO3 | 0 | 5 | 5 | 0 | 0 | 10 | 20 |
| AO4 | 5 | 0 | 2.5 | 2.5 | 5 | 0 | 15 |
| AO5 | 0 | 0 | 7.5 | 0 | 2.5 | 5 | 15 |
| AO6 | 10 | 0 | 0 | 0 | 5 | 0 | 15 |
| Overall Weighting of Units (%) | 15 | 15 | 20 | 15 | 15 | 20 | 100 |

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

Subject Content

9 Summary of Subject Content

9.1 AS Modules

MODULE 1 – Language Production

This module focuses on examining language in a particular context, requiring candidates to produce a text where they may use unseen material as a springboard for their writing, and then commenting on certain aspects of the written production in a commentary.

MODULE 2 – Poetic Study

This module meets one of the genre requirements of the Subject Criteria, that is of poetry, focusing on the linguistic issues within this genre. The pre-1900 textual study can be accessed either in this or the following module.

MODULE 3 – The Study of the Language of Prose and Speech

Candidates will study one prepared prose text and the language of speech. This meets one of the literary genre requirements of the Subject Criteria. The pre-1900 textual study can be accessed either in this or Module 2.

9.2 A2 Modules

MODULE 4 – Comparative Literary Studies

This module focuses on the interrelation of language and literature in two paired texts through comparative study, deepening the study engaged upon in AS. This module meets one of the textual study requirements in the A2 specification.

MODULE 5 – Texts and Audience

This module builds on the skills tested at AS, probing and exploring literary and linguistic issues within dramatic texts. This module meets the pre-1770 textual study requirement. The module also tests candidates' ability to adapt material for a new audience, from a particular stimulus

MODULE 6 – Language in Context

This final synoptic module tests skills learned throughout the course. Candidates will analyse and compare literary texts, non-literary texts and speech events, evaluating the analytical methods used in their own analysis.

AS Module 1

Language Production

This module requires candidates write their own text for a particular audience and purpose. One or two unseen springboard texts will be given. Depending on the nature of the task set, these will provide the candidate with either an example of a type of writing or with ideas for content. The candidates' own text must be written, with audience and purpose strongly kept in mind. The candidate must also reflect in a commentary on the choices made when writing their own text.

The following outline is one way of tackling the variety of tasks which candidates could be asked to do.

Framework for Production

- identification of audience and purpose.

Analysis

- identification of central textual context using contextual and structural frameworks.

Production of new text

- writing text using framework for production with careful consideration of linguistic, structural and contextual choices.

Commentary on Text

- brief commentary on text with reference to purpose and audience.

Candidates will be tested on their ability to write for a specific audience as well as purpose, after reading one or more literary or non-literary sources which may act as the springboard for the production of a new piece of writing. This will be followed by a commentary, explaining and evaluating how they have considered audience and purpose in their new text.

AS Module 2

Poetic Study

This module focuses specifically on the language poets use and how this helps to explore and elucidate issues, ideas and personal feelings in a variety of poems, or at length in one longer piece of verse. Because there will be a focus on linguistic matters, it is vital that candidates know their texts fully and can access parts of their prepared texts quickly and efficiently.

The following outline is one way of tackling a variety of question types which could be asked.

Frameworks

- identification of what determines poetic language and structure.

Analysis and Explanation

- identification, exemplification and explanation of central features of the poem(s) using contextual and structural frameworks;
- description and contextualisation of the features of the poem(s), e.g. exploration of ideas, themes, images etc.;
- consideration of meaning and effect;
- consideration of differing levels of analysis.

Evaluation

- consideration of text's success with reference to explanatory frameworks.

Prescribed Texts

The editions of the prescribed texts given in brackets are those from which questions will be set and to which reference will be made in the examination paper. Some texts are too extensive for the whole text to be studied adequately. In the case of these texts, questions on named poems will be selected from a shortened core list only. This is intended to assist candidates in their preparation of the text. However, candidates may, if they wish, refer in their answers to any poems in the whole text.

The following are the texts **for 2007**.

EITHER NA2M (Open Book)

Poetic Study (modern texts)

One text to be chosen from:

Selected Poems : Dylan Thomas (ed) Walford Davies (Everyman's Poetry)

The New Poetry : ed Hulse, Kennedy and Morley (Bloodaxe)

The following poets are set for study:

Selima Hill

Eavan Boland

Liz Lochhead

Geoff Hattersley

The Whitsun Weddings: Philip Larkin (Faber and Faber) ✱

Taking Off Emily Dickinson's Clothes: Billy Collins (Picador)

Selected Poems : Dylan Thomas (ed) Walford Davies (Everyman's Poetry)

I have longed to move away
And death shall have no dominion
Ears in the turrets hear
Why east wind chills
Before I knocked
The force that through the green fuse
This bread I break
I see the boys of summer
Especially when the October wind
After the funeral (In memory of Ann Jones)
Once it was the colour of saying
The hunchback in the park
Poem in October
A Refusal to Mourn the Death, by Fire, of a Child in London
In my craft or sullen art
Fern Hill
Lament
Eli Jenkins's hymn to the morning from *Under Milk Wood*
Do not go gentle into that good night
Elegy

Taking Off Emily Dickinson's Clothes: Billy Collins (Picador)

from *The Apple that Astonished Paris*
Another Reason Why I Don't Keep a Gun in the House
Walking Across the Atlantic
Winter Syntax
Books
Insomnia
Embrace
Schoolsville

from *Questions About Angels*
American Sonnet
Candle Hat
Forgetfulness
Purity
The History Teacher
Nostalgia

from *The Art of Drowning*
Consolation
Tuesday June 4, 1991
On Turning Ten
Workshop
Sweet Talk
Man In Space
Nightclub

from *Picnic, Lightning*
I Chop Some Parsley While Listening to Art Blakey's Version of 'Three Blind Mice'
Marginalia
Morning
Taking Off Emily Dickinson's Clothes
The Death of the Hat
Aristotle

OR **NA2P (Open Book)**

Poetic Study (pre-1900 texts)

One text to be chosen from:

- * *The Pardoner's Prologue and Tale* : Geoffrey Chaucer (Cambridge University Press) ✱
- * *Selected Poems* : Andrew Marvell (ed) Gordon Campbell (Everyman's Poetry)
- * *Selected Poems*: Emily Dickinson (Everyman's Poetry)
- * *Selected Poems*: Coleridge (Everyman's Poetry)

Selected Poems : Andrew Marvell (ed) Gordon Campbell
A Dialogue between the Resolved Soul and Created Pleasure
On a Drop of Dew
The Coronet
Eyes and Tears
Bermudas
Clorinda and Damon
A Dialogue Between the Soul and Body
Young Love
To his Coy Mistress
The Unfortunate Lover
The Definition of Love
The Picture of Little T.C. in a Prospect of Flowers
The Match
The Mower against Gardens
Damon the Mower
The Mower to the Glow-worms
The Mower's Song
The Garden
An Horatian Ode upon Cromwell's Return from Ireland
Upon the Hill and Grove at Bilbrough

Selected Poems: Emily Dickinson
67 Success is counted sweetest
187 How many times these low feet staggered
214 I taste a liquor never brewed
216 Safe in their Alabaster Chambers
228 Blazing in Gold and quenching in Purple
254 "Hope" is the thing with feathers
258 There's a certain Slant of light
274 The only Ghost I ever saw
280 I felt a Funeral, in my Brain
288 I'm Nobody! Who are you?
326 I cannot dance upon my Toes
327 Before I got my eye put out
338 I know that He exists
341 After great pain, a formal feeling comes
389 There's been a Death, in the Opposite House
441 This is my letter to the World
465 I heard a Fly buzz – when I died
501 This World is not Conclusion
Fascicle 17
328 A Bird, came down the Walk
520 I started Early – Took my Dog

712 Because I could not stop for Death
754 My Life had stood – a Loaded Gun
986 A narrow Fellow in the Grass
1593 There came a Wind like a Bugle

Selected Poems: Samuel Taylor Coleridge

Lines (composed while climbing the left ascent of Brockley Coomb)

This Lime-Tree Bower my Prison

Frost at Midnight

The Nightingale

The Ballad of the Dark Ladie

Kubla Khan

The Rime of the Ancient Mariner

Fears in Solitude

Christabel

Love

The Pains of Sleep

Song (from *Zapolya*)

Work Without Hope

Song

Love's Apparition and Evanishment

Epitaph

- ✱ indicates that this text is offered as part of a pairing of texts on Unit 4 and may therefore be studied both for the AS and A2.
- * indicates a pre-1900 text. One of the texts studied by candidates in their AS examination must be a pre-1900 text. See Appendix B for further details.

AS Module 3

The Study of the Language of Prose & Speech

The module focuses on the ways in which language is used in prose texts and in speech; in consequence, purpose, audience and style will be key issues in this module.

The following outline is one way of tackling a variety of question types which could be asked.

Frameworks

- brief identification of what determines language use e.g. audience, purpose, genre, mode etc.;
- focus on literary and linguistic frameworks if necessary.

Analysis and Explanation

- identification, exemplification and explanation of central features of the text using contextual, structural and stylistic frameworks;
- description of features and contextualisation of these features (in terms of the whole text) e.g. exploration of character, ideas, themes, issues etc.;
- consideration of meaning and effect;
- consideration of differing levels of analysis and their importance to the text.

Evaluation

- consideration of text's success with reference to explanatory frameworks.

Prescribed Texts

The editions of the prescribed texts given in brackets are those from which questions will be set and to which reference will be made in the examination paper.

The following are the texts **for 2007**.

EITHER NA3M (Closed Book)

Section A: Prose Study (modern texts)

One text to be chosen from:

Eden Close : Anita Shreve (Abacus)

An Evil Cradling : Brian Keenan (Vintage) ✱

Enduring Love: Ian McEwan (Vintage)

A Handful of Dust: Evelyn Waugh (Penguin Popular Classics)

OR **NA3P (Closed Book)**

Section A: Prose Study (pre-1900 texts)

One text to be chosen from:

* *Wuthering Heights*: Emily Brontë (Penguin) ✱

* *Great Expectations*: Charles Dickens (Penguin Popular Classics)

* *What Maisie Knew*: Henry James (ed. Wordsworth Classics)

* *Persuasion*: Jane Austen (Penguin Popular Classics)

- ✱ indicates that this text is offered as part of a pairing of texts on Unit 4 and may therefore be studied both for the AS and A2.
- * indicates a pre-1900 text. One of the texts studied by candidates in their AS examination must be a pre-1900 text. See Appendix B for further details.

A2 Module 4

Comparative Literary Studies

This module focuses on the central areas which candidates will have studied throughout this specification; the issues raised and explored in literary texts, and the ways these issues are explored through the language adopted by the writers of the texts. These two areas will be tested by one question where two texts will be compared. There will be at least one text from each pre-1900 period and post-1900 sections of Modules 2 and 3 and one text from Module 5, thus allowing continuity between modules and specifications.

The following outline is one way of tackling a variety of question types that could be asked.

Frameworks

- identification of comparative areas and issues in the texts.

Analysis and Explanation

- identification, exemplification and explanation of central features of the texts using contextual and structural frameworks;
- description and comparison of the features of the text e.g. exploration of ideas, themes, characters, linguistic issues;
- consideration and comparison of meanings and effects created in each text;
- consideration of differing levels of analysis.

Evaluation

- consideration and comparison of texts' success with reference to explanatory frameworks.

Prescribed Texts

NTA4 (Open Book)

The following are the texts **for 2007**.

One pairing to be chosen from:

Wuthering Heights : Emily Brontë (Penguin) ✱
and

The French Lieutenant's Woman : John Fowles (Vintage)

The Woman in White: Wilkie Collins (Penguin Popular Classics)
and

An Evil Cradling: Brian Keenan (Vintage) ✱

The Pardoner's Prologue and Tale : Geoffrey Chaucer (Cambridge University Press ed A.C. Spearing) ✱
and

Death of a Salesman: Arthur Miller (Penguin)

A Thousand Acres: Jane Smiley (Flamingo)

and

King Lear: William Shakespeare (New Penguin) ✱

The Whitsun Weddings: Philip Larkin (Faber and Faber) ✱

and

Ariel: Sylvia Plath (Faber and Faber)

Life of Pi: Yann Martel (Canongate Books)

and

The Perfect Storm: Sebastian Junger (Fourth Estate)

- ✱ indicates that this text is offered as part of a pairing of texts on Module 4 and is available for study elsewhere in the specification, either as part of Modules 2, 3 or 5.

A2 Module 5

Texts & Audience

This module will develop those areas covered at AS Level with an added emphasis on audience and the impact of audience, as reflected by the selection of dramatic study as the chosen literary area in this module. The module will also focus on the adaptation of at least 2 non-literary texts for a new audience, with an accompanying commentary commenting on the comparative differences between the original texts and the new text.

The following outline is one way of tackling a variety of question types which could be asked for each section of the module:

Section A

Frameworks

- focus on literary framework and the impact upon audience in terms of drama, character development, exploration of issues, language, etc.

Analysis and Explanation

- identification, exemplification and explanation of features of the text using contextual and structural frameworks;
- description and contextualisation of these features (in terms of the whole text), e.g. exploration of character, ideas, themes, issues etc.;
- consideration of meaning and effect;
- consideration of impact upon the audience/theatrical issues.

Evaluation

- evaluation of text with reference to explanatory frameworks.

Section B

Frameworks

- brief identification of the purpose and audience of the 2 texts, deciding what determines language use.

Analysis and Explanation

- identification of textual content using contextual and structural frameworks.

Production of Text

- writing text using framework for Production with careful consideration of linguistic, stylistic, structural and contextual choices.

Evaluation

- evaluation of the text by comparative analysis with the original text(s).

Prescribed Texts

NTA5 (Closed Book)

The following are the texts **for 2007**.

Section A: Dramatic Study

One text to be chosen from:

Hamlet: William Shakespeare

Twelfth Night : William Shakespeare (New Penguin)

King Lear : William Shakespeare (New Penguin) ✱

The Winter's Tale : William Shakespeare (New Penguin)

The Rover: Aphra Behn (New Mermaids)

Doctor Faustus : Christopher Marlowe (New Mermaids)

✱ indicates that this text is offered as part of a pairing of texts on Paper 4

A2 Module 6

Language in Context

This synoptic module draws on the varying textual experiences of English Language and Literature which candidates will have had during this course. It tests the major Assessment Objectives in the A2 part of the course, but draws on all elements learned during AS and A2. The first question will deal with the comparative analysis of at least 3 linked texts where candidates will need to make important decisions on the ways in which they analyse these texts, reflecting on the success of their analysis in the second question.

Because this section requires candidates to adopt and utilise their own framework for analysis, the following outline is only advisory and candidates should note that the frameworks required will vary from question to question and from year to year.

Question 1:

Frameworks

- brief identification of text type/variety, purpose, audience, mode and period;
- identification of language determinants;
- analysis and comparison;
- identification, exemplification, explanation and comparison of central features using contextual, structural and stylistic frameworks;
- consideration and comparison of meaning and effect;
- consideration of differences created by mode;
- consideration of the way attitudes and values are created.

Evaluation

- evaluation of use of mode to create meaning and effect and to convey values;
- evaluation of success of texts.

Question 2:

Frameworks

- focus on the way in which frameworks have been used to deconstruct, analyse and compare texts;
- consideration of other approaches and selection of a particular approach for literary and linguistic study.

Evaluation

- careful and succinct evaluation of approach adopted and used, with careful reference to texts and interpretation.

Key Skills and Other Issues

16

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

16.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number*, *Communication* 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 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 develop and generate evidence of attainment in aspects of the Key Skills of *Communication*, *Information Technology*, *Improving own Learning and Performance* and *Working with Others*. 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. More specific guidance on integrating the delivery of Key Skills in courses based upon this specification is given in the AQA specification support material.

16.2 Key Skills Opportunities in English Language and Literature

The integrated study of English Language and Literature calls upon candidates’ ability to demonstrate and apply their knowledge, understanding and skills of both subjects in a variety of situations. The subject is an ideal vehicle to help candidates develop their knowledge and understanding of Key Skills and to produce evidence of their application. The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the four Key Skills units at *Level 3*, in the teaching

and learning modules of this specification. The degree of opportunity in any one module will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

Communication

| What you must do: | Signposting of Opportunities for Generating Evidence in Modules | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 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: | Signposting of Opportunities for Generating Evidence in Modules | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| IT3.1 Plan and use different sources to search for and select information | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| IT3.2 Explore, develop and exchange information, and derive new information | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| IT3.3 Present information including text, numbers and images | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Working with Others

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

NB The signposting in the four tables above represents opportunities to acquire and produce evidence of the Key Skills which are possible through this specification. There may be other opportunities to achieve these and other aspects of Key Skills via this specification, but such opportunities are dependent on the detailed course of study delivered within centres.

16.3 Key Skills in the Assessment of English Language and Literature

The 'main' Key Skill of Communication must contribute to the assessment of English Language and Literature. Aspects of Communication are an intrinsic part of Assessment Objective 1 and hence will form part of the assessment requirements for Units 2, 4 and 5.

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

17.1 Spiritual, Moral, Ethical, Social and Cultural Issues

The study of English Language and Literature can contribute to candidates' understanding of spiritual, moral, ethical, social and cultural issues.

The following paragraphs apply to all six units of the specification.

Spiritual Issues

Language and Literature study engages with ideas about the nature of humanity. Through the study of both literary and non-literary texts, candidates will be able to explore the human condition and evaluate their own existence and values in relation to society. Literary texts address a wide range of psychological and sociological human issues as they often deal with issues of conflict or concern which face individuals or groups, and as a consequence explore a wide range of human desires, motivation, interaction and behaviour. The study of non-literary texts will encourage candidates to question the nature of meaning, its communication and the truth status of language, whilst language production tasks will allow candidates to develop their creative abilities and reflect upon their choices of communication style.

Moral and Ethical Issues

Candidates will have the opportunity to discuss moral issues, values and attitudes in the range of texts they study. There will be opportunities for the exploration of how language encodes values and attitudes in texts and certain genres, both literary and non-literary. Furthermore, throughout the AS and A Level courses of study candidates will face challenge in debate and study which will foster recognition and sympathetic awareness of others' values and beliefs.

Social and Cultural Issues

Candidates will have the opportunity to study a diverse range of literary and non-literary texts from differing historical periods and cultural backgrounds. The study of the language of such texts will enable candidates to see how prominent language can be in shaping identity; this can in turn develop a sense of the candidate's own worth as well as that of others. There will also be opportunities to study the place of the English Language and the canon of English Literature in candidates' own society and then to reflect upon its place within other cultures.

17.2 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.

17.3 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.

17.4 Avoidance of Bias

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

Awarding and Reporting

18

Grading, Shelf-Life and Re-Sits

| | |
|---------------------------------|---|
| 18.1 Qualification Titles | <p>The qualifications based on these specifications have the following titles:</p> <p>AQA Advanced Subsidiary GCE in English Language and Literature (A)</p> <p>AQA Advanced GCE in English Language and Literature (A)</p> |
| 18.2 Grading System | <p>Both the AS and the full 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.</p> <p>Individual assessment unit results will be certificated.</p> |
| 18.3 Shelf-Life of Unit Results | <p>The shelf-life of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification.</p> |
| 18.4 Assessment Unit Re-Sits | <p>Each assessment unit may be re-taken an unlimited number of times within the shelf-life of the specification. The best results will count towards the final award. However, marks for individual units may be counted once only to an AS and/or A level award. Candidates who repeat an award and who do not decline their previous grade must re-take all units.</p> <p>An AS result can be converted into a full A Level award by taking the A2 examination at any examination series when English Language and Literature is available.</p> |
| 18.5 Minimum Requirements | <p>Candidates will be graded on the basis of work submitted for the award of the qualification.</p> |
| 18.6 Awarding and Reporting | <p>This specification complies with the grading, awarding and certification requirements of the GCSE, GCSE in vocational subjects, GCE, GNVQ and AEA Code of Practice 2004/5 and will be revised in the light of any subsequent changes for future years.</p> |

Appendices

A

Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at A Level. They give a general indication of the required learning outcomes at each specific grade. 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 A** Candidates demonstrate a thorough and wide ranging knowledge and understanding of the concepts and frameworks used in the study of English Language and Literature, and the connections between them, in response to the tasks set. They make cogent comparisons 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.
- 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 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.

B

Notice to Centres

The Subject Criteria for English Language and Literature contains the requirement that AS candidates should study two texts from two literary genres, one of which must have been published before 1900.

Modules 2 and 3 of the AQA AS English Language and Literature specification require the study of one poetry text and one prose text respectively. Rather than meet the Subject Criteria requirement (that one of these texts should be published before 1900) by dictating that one of these modules would feature pre-1900 texts exclusively (a pre-1900 prose assessment unit or a pre-1900 poetry assessment unit), AQA has designed a specification which allows centres the choice of covering the pre-1900 requirement in either Module 2 or Module 3. Each of these modules is split into two assessment units; one assessment unit contains questions only on the modern texts, the other assessment unit contains questions only on the pre-1900 text. Whilst centres may enter candidates for any assessment unit for these two modules, only the following combinations, when taken in conjunction with the remaining AS Module 1, will be certificated.

EITHER:

| | | |
|---|---|---|
| <p>NA3M <i>The Study of the Language of Prose and Speech</i> Section A: Prose Study Modern Texts Section B: The study of the language of speech 1 hour 30 minutes</p> | + | <p>NA2P <i>Poetic Study</i> Pre 1900 Texts 1 hour 15 minutes</p> |
|---|---|---|

OR:

| | | |
|---|---|---|
| <p>NA3P <i>The Study of the Language of Prose and Speech</i> Section A: Prose Study Pre 1900 Texts Section B: The study of the language of speech 1 hour 30 minutes</p> | + | <p>NA2M <i>Poetic Study</i> Modern Texts 1 hour 15 minutes</p> |
|---|---|---|

For a centre that wishes to prepare a modern prose text and a pre-1900 poetry text, assessment units NA3M and NA2P must be entered.

For a centre that wishes to prepare a pre-1900 prose text and a modern poetry text, assessment units NA3P and NA2M must be entered.

Assessment units NA2M and NA3M are prohibited combinations and will not be certificated. Assessment units NA2P and NA3P are prohibited combinations and will not be certificated.

This means that there are two routes through AS Modules 2 and 3. This allows centres to meet the requirements of the Subject Criteria, whilst preserving flexibility of text choice. It means that centres must make literary period and genre choices and choose their route through the AS specification at the outset of the course. **Please consider carefully therefore, in which of Modules 2 and 3 the pre-1900 text will be covered, and enter for the appropriate paper code accordingly.**

C

Overlaps with other Qualifications

There are no overlaps with other qualifications at Level 3 of the qualifications framework.