



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

## General Certificate of Education

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# English Language and Literature 5726/6726 *Specification B* 2009

Material accompanying this Specification

- Past Papers and Mark Schemes
- Reports on the Examination
- Specification Support Material

# SPECIFICATION

This specification will be published annually on the AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk)). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

| Vertical black lines indicate a significant change or addition to the specification published for 2008.

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or

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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 first certification in August 2001. They may be used in one of two ways:

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

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

### 1.2 Advanced Level (AS+A2)

The Advanced Level examination is in two parts:

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

Most Advanced Subsidiary and Advanced Level courses 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:

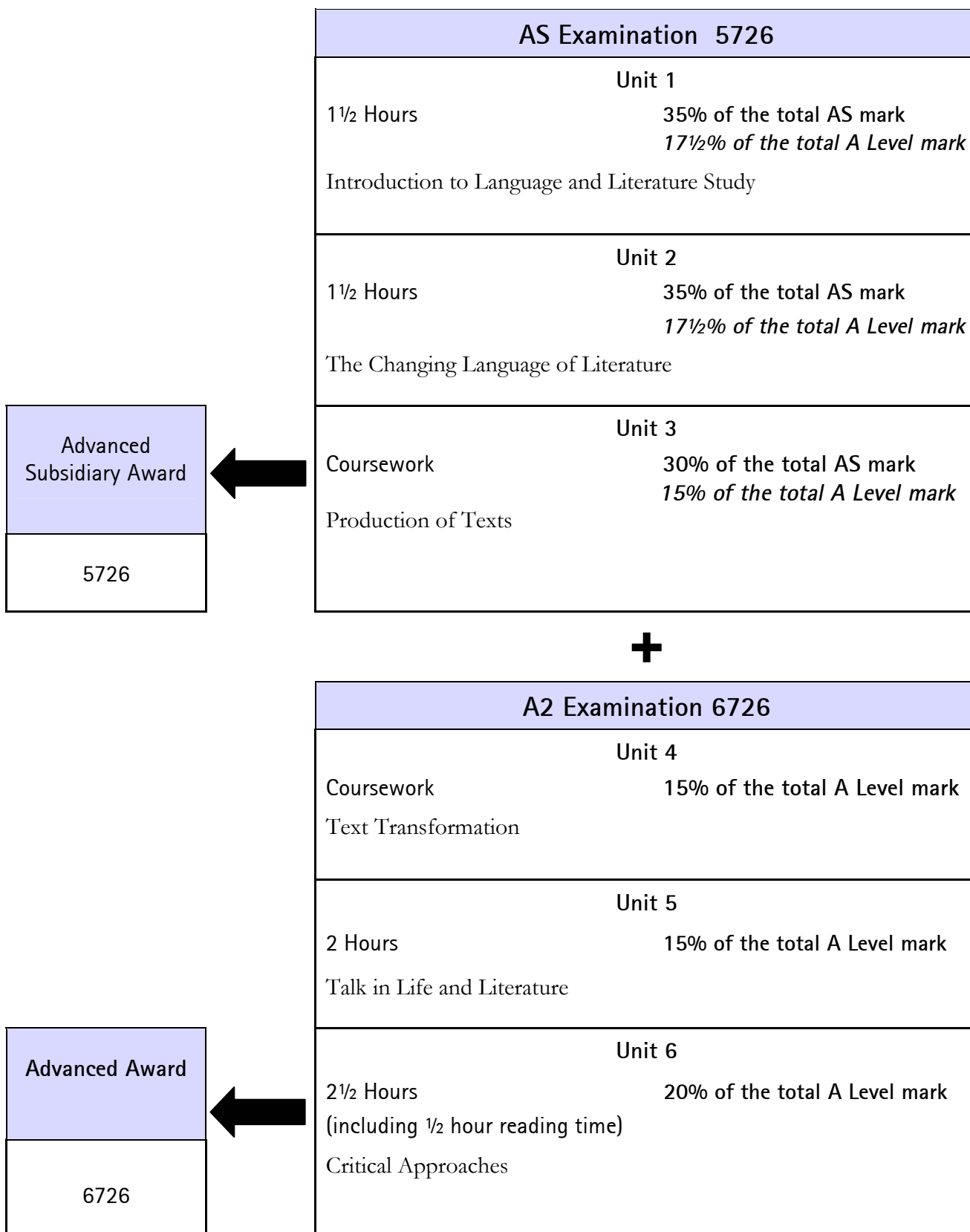
- assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course;
- AS may be completed at the end of one year and A2 by the end of the second year;
- AS and A2 may be completed at the end of the same year.

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

2

# Specification at a Glance

## English Language & Literature B



## 3

## Availability of Assessment Units and Entry Details

### 3.1 Availability of Assessment Units

Examinations based on this specification are available as follows:

	Availability of Units		Availability of Qualification	
	AS	A2	AS	A Level
January	1, 2, 3	4 and 5	✓	✓
June	1, 2, 3	4, 5, 6	✓	✓

Re-sit opportunities for externally assessed A2 units will be available in January 2010. Details of the arrangements have been provided to centres through the JCQ notice [Withdrawal of Curriculum 2000 Specifications](#).

### 3.2 Sequencing of Units

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

### 3.3 Entry Codes

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

The following unit entry codes should be used:

AS	A2
Unit 1 - <i>NTB1</i>	Unit 4 - <i>NTB4</i>
Unit 2 - <i>NTB2</i>	Unit 5 - <i>NTB5</i>
Unit 3 - <i>NTB3</i>	Unit 6 - <i>NTB6</i>

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

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

### 3.4 Prohibited Combinations

Candidates entered for Advanced Subsidiary or Advanced Level English Language & 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.

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### 3.5 Private Candidates

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

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### 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 to 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](http://www.aqa.org.uk))

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

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### 3.7 Language of Examinations

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

# Scheme of Assessment

## 4

## Introduction

### 4.1 General

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

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

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

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

### 4.2 Underlying Principles

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

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

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

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#### 4.3 Prior level of attainment

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

## Aims

- a. All AS and A Level courses in English Language and Literature should encourage students to study language and literature as interconnecting disciplines in ways which deepen their understanding and enjoyment.
- b. AS courses should encourage students to develop their ability to use linguistic and literary-critical concepts and analytical frameworks in commenting on a wide range of spoken language and written texts. Courses should encourage students to develop as independent, confident and reflective readers, enabling them to relate literary and non-literary texts to the contexts in which they were produced. AS courses should also enable students to develop their skills in speaking and writing for different purposes and audience.
- c. A Level courses in English Language and Literature should broaden and deepen students' knowledge and understanding, encouraging them to evaluate different analytical approaches to the interpretation of texts. A Level courses should enable students to make comparisons and connections between a range of texts, taking account of the social, cultural and historical factors which influenced them. A Level students should be able to select approaches most appropriate for their investigation and research.
- d. AS and A Level specifications in English Language and Literature should provide opportunities for producing evidence for assessing the Key Skills. Section 16 of the specification provides further details on teaching, developing and providing opportunities for producing evidence for Key Skills.

## 6

# Assessment Objectives

- 6.1 The differences between AS and A Level Assessment Objectives reflect the differences in the depth and breadth of the requirements of the specifications.
- Knowledge, understanding and skills are closely linked. The specification requires that all candidates meet the following Assessment Objectives in the context of the content and skills prescribed.
- 6.2 The specification requires that the following Assessment Objectives are tested
- Assessment Objectives 1, 4, 5 and 6 apply to both AS and A Level  
Assessment Objectives 2i and 3i apply only to AS  
Assessment Objectives 2ii and 3ii apply only to A Level.
- 6.3 The examination will assess a candidate's ability to:
- At AS*
1. communicate clearly the knowledge, understanding and insights gained from the combination 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 combination of literary and linguistic study, using appropriate terminology and accurate written expression;
- 2ii. respond with knowledge and understanding of 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 audiences and purposes, drawing on knowledge of literary texts and features of language to explain and comment on the choices made.

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**6.4 Quality of Written Communication**

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

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

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

## 7

## Scheme of Assessment - Advanced Subsidiary (AS)

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

### 7.1 Assessment Units

Unit 1 35% of the total AS marks	Written Paper	1½ hours
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Introduction to Language and Literature Study

Unit 2 35% of the total AS marks	Written Paper	1½ hours
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The Changing Language of Literature

Unit 3 30% of the total AS marks	Coursework
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Production of Texts

### 7.2 Weighting of Assessment Objectives for AS

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

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	1	2	3†	
A01	5	5	–	10
AO2I	10	10	–	20
AO3I	10	10	–	20
AO4	5	5	10	20
AO5	5	5	5	15
AO6	–	–	15	15
<b>Overall Weighting of Units (%)</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

† centre assessed

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

## 8

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

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

### 8.1 AS Assessment Units

Unit 1 17½% of the total A Level marks	Written Paper	1½ hours
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Unit 2 17½% of the total A Level marks	Written Paper	1½ hours
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Unit 3 15% of the total A Level marks	Coursework	
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### 8.2 A2 Assessment Units

Unit 4 15% of the total A Level marks	Coursework	
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Text Transformation

Unit 5 15% of the total A Level marks	Written Paper	2 hours
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Talk in Life and Literature

Unit 6 20% of the total A Level marks	Written Paper <i>(including ½ hour reading time)</i>	2½ hours
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Critical Approaches

## 8.3 Synoptic Assessment

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

## 8.4 Weighting of Assessment Objectives for A Level

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

**A Level Assessment Units (AS + A2)**

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

† Centre assessed

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

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

Unit	Total Raw Mark	Scaled Mark	Overall %
1	70	35	17½%
2	50	35	17½%
3	60	30	15%
4	60	30	15%
5	70	30	15%
6	70	40	20%

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

# Subject Content

## 9

## Summary of Subject Content

### 9.1 AS Modules

#### MODULE 1 - Introduction to Language and Literature Study

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

#### MODULE 2 - The Changing Language of Literature

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

#### MODULE 3 - Production of Texts

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

### 9.2 A2 Modules

#### MODULE 4 - Text Transformation

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

#### MODULE 5 - Talk in Life and Literature

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

#### MODULE 6 - Critical Approaches

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

### 9.3 General Introduction

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

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

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

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

1. Clearly this objective is central to any specification in English. It is therefore specifically tested in five of the six units, with those at A Level (including coursework) building on the insights gained in the first two units of AS.
  - 2i. At AS Level candidates will be expected to ‘respond to literary and non-literary texts’ and to ‘distinguish, describe and interpret variation in meaning and form’ through a study of literary texts (poetry and prose) and a variety of other materials (Modules 1 and 2). At A Level this study will be deepened and candidates will focus in Module 5 on the effects of imposing a literary form on spoken dialogue.
  - 2ii. This objective is treated more rigorously at A Level where the relationships between texts of different types and from different periods are examined and discussed. As such both parts form a significant part of the synoptic module (Module 6) where candidates are required to look at a range of texts on a common theme and to apply different approaches to explain and interpret them.
  - 3i. This objective is tested only at AS Level in Modules 1 and 2. Module 1, based on a small Anthology on a common theme, will introduce candidates to the use of both literary and linguistic concepts at a basic level. Module 2 requires them to focus this learning into a more concentrated study of language change and development.
  - 3ii. Tested only at A Level, this objective requires a rigorous appraisal of the appropriateness of different frameworks in different contexts. Its testing is confined to Modules 5 and 6 which deal with both spoken and written language.
4. This objective is concerned with the importance of context and its centrality is denoted by its appearance in every Module at both AS and A. It should be emphasised that context is not confined merely to historical perspective but embodies also the psychological, sociological and cultural contexts which shape meaning and form.

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

# AS Module 1

## *Introduction to Language and Literature Study*

### 10.1 Introduction

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

### 10.2 Assessment Objectives

This module requires candidates to:

1. communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression (5% AS, 2½% AL);
- 2i. in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form (10% AS, 5% AL);
- 3i. respond to and analyse texts, using literary and linguistic concepts and approaches (10% AS, 5% AL);
4. show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts (5% AS, 2½% AL);
5. identify and consider the ways attitudes and values are created and conveyed in speech and writing (5% AS, 2½% AL).

### 10.3 Content

At the start of the course candidates will be presented with a small Anthology. The Anthology will contain a range of texts on a common theme. For the **2009** examinations the theme is 'Town and Country'.

The central text of the Anthology is a collection of prescribed poems. This text meets one of the genre requirements (poetry) of the Subject Criteria for English Language and Literature for AS level.

Questions will require candidates to deal with:

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

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

#### 10.4 Mode of Assessment

Assessment will be by one written paper of 1½ hours' duration. Candidates will be required to answer one question on Section One. This will include one specified poem and one poem of the candidate's own choice. They will answer a second question which will involve them using texts of their own choice from Section Two of the Anthology as illustration.

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

## AS Module 2

### *The Changing Language of Literature*

#### 11.1 Introduction

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

#### 11.2 Assessment Objectives

This module requires candidates to:

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

#### 11.3 Content

The following are the texts **for 2009**.

1. Sir Arthur Conan Doyle – *The Hound of the Baskervilles* (Penguin Popular Classics)  
Alexander McCall Smith – *The No. 1 Ladies' Detective Agency* (Abacus)
2. Thomas Hughes – *Tom Brown's Schooldays* (Oxford World Classics)  
J K Rowling – *Harry Potter and the Philosopher's Stone* (Bloomsbury)
3. Anna Sewell – *Black Beauty* (Penguin Popular Classics)  
Richard Adams – *Watership Down* (Puffin)
4. Nathaniel Hawthorne – *The Scarlet Letter* (Penguin Classics)  
Alice Walker – *The Color Purple* (The Women's Press)
5. Daniel Defoe – *Robinson Crusoe* (Oxford World Classics)  
R M Ballantyne – *The Coral Island* (Puffin Classics)

Please note that wherever a set text is examined for the last time in the summer there will always be **one** re-sit opportunity on that text the following January.

In preparing their chosen texts candidates will be expected to study:

- changes in lexis, grammar and semantics;
- text structure;
- presentation of ideas, themes and characters;
- audience and purpose;
- presentation of attitudes and values;
- variation in meaning according to context.

---

#### 11.4 Mode of Assessment

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

## AS Module 3

### *Production of Texts*

#### 12.1 Introduction

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

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

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

#### 12.2 Assessment Objectives

This module requires candidates to:

4. show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts (10% AS, 5% AL);
5. identify and consider the ways attitudes and values are created and conveyed in speech and writing (5% AS, 2½% AL);
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 (15% AS, 7½% AL).

### 12.3 Content

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

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

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

This should include:

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

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### 12.4 Mode of Assessment

Assessment will be by the production of a coursework folder, and an associated commentary (or commentaries if a candidate chooses to submit two shorter individual commentaries). The work will be assessed by the candidate's teacher and these assessments will be moderated by the AQA. The coursework folder will contain **two** pieces of work.

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

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

	Reading and listening pieces	Commentary
AO4	2½	2½
AO5		2½
AO6	5	2½

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

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

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

Centres are advised that it is the entire process of text production on which candidates are being assessed. Therefore candidates should submit a final draft of their text production labelled 'FINAL DRAFT', and also **all other** drafts, so that moderators can see the process that candidates have worked through to produce their final piece.

The FINAL DRAFT should be submitted **clean** and **without** any teacher annotations.

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

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

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## A2 Module 4

### Text Transformation

#### 13.1 Introduction

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

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

#### 13.2 Assessment Objectives

This module requires candidates to:

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

#### 13.3 Content

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

Poetry

*The Pardoner's Tale* → a modern morality play  
Chaucer

Selections from Robert Frost's → newspaper stories  
Poetry (eg 'Out, Out-'  
'Mending Wall')

*Rising Damp* → documentary film script  
UA Fanthorpe

Drama	<i>An Inspector Calls</i> JB Priestley	→	detective short story
	<i>Light Shining in Buckinghamshire</i> Caryl Churchill	→	short story
	<i>Twelfth Night</i> Shakespeare	→	script for thirty minute cartoon version
	<i>Volpone</i> Ben Jonson	→	script for puppet show
	<i>Hindle Wakes</i> Stanley Houghton	→	written accounts to accompany a series of photos in <i>The Way We Lived</i>
Prose Fiction	<i>A Suitable Boy</i> Vikram Seth	→	TV/radio script of the visit to shoe factory
	<i>The Child in Time</i> Ian McEwan	→	TV/radio script
	<i>Moon Tiger</i> Penelope Lively	→	film script
	<i>Jane Eyre</i> Charlotte Brontë	→	musical
	<i>The Go-Between</i> LP Hartley	→	diary form

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

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

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

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

### 13.4 Mode of Assessment

Assessment will be by the production of a coursework folder, and an associated commentary (or commentaries if the candidate chooses to submit two shorter individual commentaries). The work will be assessed by the candidate's teacher and these assessments will be moderated by the AQA. The coursework folder will contain **one** or **two** pieces of work.

- the total length of the transformation should be between 1500 and 2500 words;
- the total length of the commentary (or commentaries) should be between 1500-2000 words.

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

	Transformation	Commentary
AO1	2½	
AO4		2½
AO5		2½
AO6	5	2½

A mark (out of 30) should be awarded to the transformation, and a mark (out of 30) also awarded to the commentary (or commentaries).

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

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

Centres are advised that it is the whole process of transformation from first to final draft on which candidates are being assessed. Therefore candidates should submit a final draft of their transformation, labelled 'FINAL DRAFT', **and also** all other drafts, so that moderators can see the process that candidates have worked through to produce the final piece.

The FINAL DRAFT should be submitted **clean** and **without** any teacher annotations.

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

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

## A2 Module 5

### *Talk in Life and Literature*

#### 14.1 Introduction

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

#### 14.2 Assessment Objectives

This module requires candidates to:

1. communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression (2½%);
- 2ii. respond with knowledge and understanding of texts of different types and from different periods, exploring and commenting on relationships and comparisons between them (2½%);
- 3ii. use and evaluate different literary and linguistic approaches to the study of written and spoken language, showing how these approaches inform their readings (5%);
4. show understanding of the ways contextual variation and choices of form style and vocabulary shape the meanings of texts (2½%);
5. identify and consider the ways attitudes and values are created and conveyed in speech and writing (2½%).

#### 14.3 Content

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

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

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

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

- a variety of transcripts of real-life, spoken situations (unseen texts) examples of talk in literature (unseen texts);
- **In 2009 one** of the following plays:

*Hamlet* (New Penguin)

*The School for Scandal* (New Mermaids)

*The Rover* (New Mermaids)

*Twelfth Night* (New Penguin)

Please note that wherever a set text is examined for the last time in the summer there will always be **one** re-sit opportunity on that text the following January.

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#### 14.4 Mode of Assessment

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

There will be no choice of questions in Question 1. There is a choice between paired unseen texts in Question 2.

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## A2 Module 6

### *Critical Approaches*

#### 15.1 Introduction

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

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

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

#### 15.2 Assessment Objectives

This module requires candidates to:

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

#### 15.3 Subject Content

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

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

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

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

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#### 15.4 Mode of Assessment

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

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

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

# Key Skills and Other Issues

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## Key Skills – Teaching, Developing and Providing Opportunities for Assessment

### 16.1 Introduction

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

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

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

The units for each Key Skill comprise three sections:

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

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

### 16.2 Key Skills Opportunities in English Language and Literature

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

## Communication

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

## Information Technology

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

## Working with Others

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

## Improving own Learning and Performance

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

## Problem Solving

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

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

### 16.3 Key Skills in the Assessment of English Language and Literature

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

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

### 17.1 Spiritual, Moral, Ethical, Social and Cultural Issues

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

These issues may be addressed in any of the modules; for example:

Module 1 introduces the central role of language in social, cultural, moral and ethical issues;

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

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

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

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

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

### 17.2 European Dimension

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

### 17.3 Environmental Education

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

### 17.4 Avoidance of Bias

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

## Centre-Assessed Component

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### Nature of Centre-Assessed Component

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

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

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

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

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### Guidance on Setting Centre-Assessed Component

Coursework Advisers will be available to assist centres with any matters relating to coursework.

## Assessment Criteria

### 20.1 Introduction

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

### 20.2 Criteria

#### Unit 3: Production of Texts

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

#### 1 – 5 marks

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

#### 6 – 10 marks

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

#### 11 – 15 marks

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

#### 16 – 20 marks

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

#### 21 – 25 marks

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

	<b>26 – 30 marks</b>
	A04 consistent and sophisticated control of form and style to create some subtle meanings
	A06 very assured control of genre and of variables when writing for different audiences and purposes
Commentary	A mark out of 30 should be awarded for the commentary.
	<b>1 – 5 marks</b>
	A04 rudimentary awareness of choices of form and style
	A05 attempts to comment on attitudes and values
	A06 some attempt to consider purpose, audience and own use of language
	<b>6 – 10 marks</b>
	A04 some awareness of choices of form and style and how they shape meaning
	A05 some awareness of how attitudes and values are created and conveyed
	A06 comments on own language use
	<b>11 – 15 marks</b>
	A04 some comment on own choices of form and style and how they shape meanings
	A05 identification of attitudes and values in the two pieces and consideration of how these are created and conveyed
	A06 comments on own language use by drawing on linguistic knowledge
	<b>16 – 20 marks</b>
	A04 description of own choices of form and style and how they shape meanings
	A05 understanding of some methods used to create and convey specific attitudes and values
	A06 some developed comment on own language use, based on linguistic knowledge
	<b>21 – 25 marks</b>
	A04 understanding and explanation of choices of form and style and how they shape meaning
	A05 some description and explanation of specific methods used to create and convey attitudes and values
	A06 detailed comments on own language use, drawing on linguistic knowledge

**26 – 30 marks**

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

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

**1 – 5 marks**

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

**6 – 10 marks**

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

**11 – 15 marks**

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

**16 – 20 marks**

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

**21 – 25 marks**

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

**26 – 30 marks**

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

## Commentary

A mark out of 30 should be awarded for the commentary.

**1 – 5 marks**

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

**6 – 10 marks**

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

**11 – 15 marks**

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

**16 – 20 marks**

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

**21 – 25 marks**

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

**26 – 30 marks**

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

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**20.3 Evidence to Support the Award of Marks**

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

When the assessments are complete, the final marks awarded under each of the assessment criteria must be entered on the *Candidate Record Form*, with supporting information given in the spaces provided. *Candidate Record Forms* are available on the AQA website in the Administration area. They can be accessed via the following link: [http://www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php).

## 21

## Supervision and Authentication

### 21.1 Supervision of Candidates' Work

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

### 21.2 Guidance by the Teacher

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

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

### 21.3 Unfair Practice

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

### 21.4 Authentication of Candidates' Work

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

## Standardisation

### 22.1 Standardisation Meetings

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

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

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

### 22.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by the AQA. The centre is required to send to the moderator the *Centre Declaration Sheet* duly signed to confirm that the marking of centre-assessed work at the centre has been standardised. Centre Declaration Sheets are available on the AQA website in the Administration area. They can be accessed via the following link: [http://www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php). If only one teacher has undertaken the marking, that person must sign this form.

## Administrative Procedures

### 23.1 Recording Assessments

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

### 23.2 Submitting Marks and Sample Work for Moderation

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

### 23.3 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.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately by AQA and centres should ask for a copy of *Regulations and Guidance relating to Candidates with Particular Requirements*.

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

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

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

#### 23.4 Retaining Evidence and Re-Using Marks

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

## Moderation

### 24.1 Moderation Procedures

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

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

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

### 24.2 Post-Moderation Procedures

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

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

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

## Awarding and Reporting

### 25

## Grading, Shelf-Life and Re-Sits

### 25.1 Qualification Titles

The qualifications based on these specifications have the following titles:

AQA Advanced Subsidiary GCE in English Language and Literature (B)

AQA Advanced GCE in English Language and Literature (B)

### 25.2 Grading System

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

Individual assessment unit results will be certificated.

### 25.3 Shelf-Life of Unit Results

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

### 25.4 Assessment Unit Re-Sits

Each assessment unit may be re-taken an unlimited number of times within the shelf-life of the specification. The best result will count towards the final award. Candidates who wish to repeat an award must enter for at least one of the contributing units and also enter for certification (cash-in). There is no facility to decline an award once it has been issued.

### 25.5 Minimum Requirements

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

### 25.6 Awarding and Reporting

This specification complies with the grading, awarding and certification requirements of the GCSE, GCE, GNVQ and AEA Code of Practice April 2007 and will be revised in the light of any subsequent changes for future years.

# Appendices

## A

### Grade Descriptors

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

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

- Grade A** Candidates demonstrate a thorough and wide ranging knowledge and understanding of the concepts and frameworks used in the study of English Language and English Literature, and the connections and links across a range of texts and present thoughtful distinctions and convincing judgements which draw on their appreciation of the influences of social, cultural and historical contexts. Candidates show critical awareness of different approaches to the analysis of spoken and written texts, and write in a fluent, precise and accurate style, adapted to audience and purpose. In their independent studies of literary and non-literary texts, they support well-organised and coherent arguments with effectively chosen examples.
- 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.