



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

English Literature 5746/6746 *Specification B* 2009

Material accompanying this Specification

Specimen and Past Papers and Mark Schemes

Reports on the Examination

SPECIFICATION

This 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. The version on the Website is the definitive version of the specification.

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Contents

Background Information

- | | | |
|---|---|---|
| 1 | Advanced Subsidiary and Advanced Level Specifications | 5 |
| 2 | Specification at a Glance | 6 |
| 3 | Availability of Assessment Units and Entry Details | 7 |

Scheme of Assessment

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

Subject Content

- | | | |
|----|--|----|
| 9 | Summary of Subject Content | 15 |
| 10 | AS Module 1 – Introduction to the Study of Literature | 20 |
| 11 | AS Module 2 – Genre Study: Poetry and Drama | 22 |
| 12 | AS Module 3 – Shakespeare | 25 |
| 13 | A2 Module 4 – Comparing Texts | 26 |
| 14 | A2 Module 5 – Set Texts: Drama before 1770; Poetry before 1900 | 28 |
| 15 | A2 Module 6 – Exploring Texts | 31 |

Key Skills and Other Issues

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

Centre-Assessed Components

- | | | |
|----|---|----|
| 18 | Nature of the Coursework Components | 37 |
| 19 | Guidance on Setting Coursework Components | 37 |
| 20 | Assessment Criteria | 38 |
| 21 | Supervision and Authentication | 42 |
| 22 | Standardisation | 43 |
| 23 | Administrative Procedures | 43 |
| 24 | Moderation | 45 |

Awarding and Reporting

- | | | |
|----|---------------------------------|----|
| 25 | Grading, Shelf-Life and Re-Sits | 46 |
|----|---------------------------------|----|

Appendices

- | | | |
|---|------------------------------------|----|
| A | Grade Descriptors | 47 |
| B | Coursework Record Forms | 49 |
| C | Overlaps with other Qualifications | 50 |

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
- 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

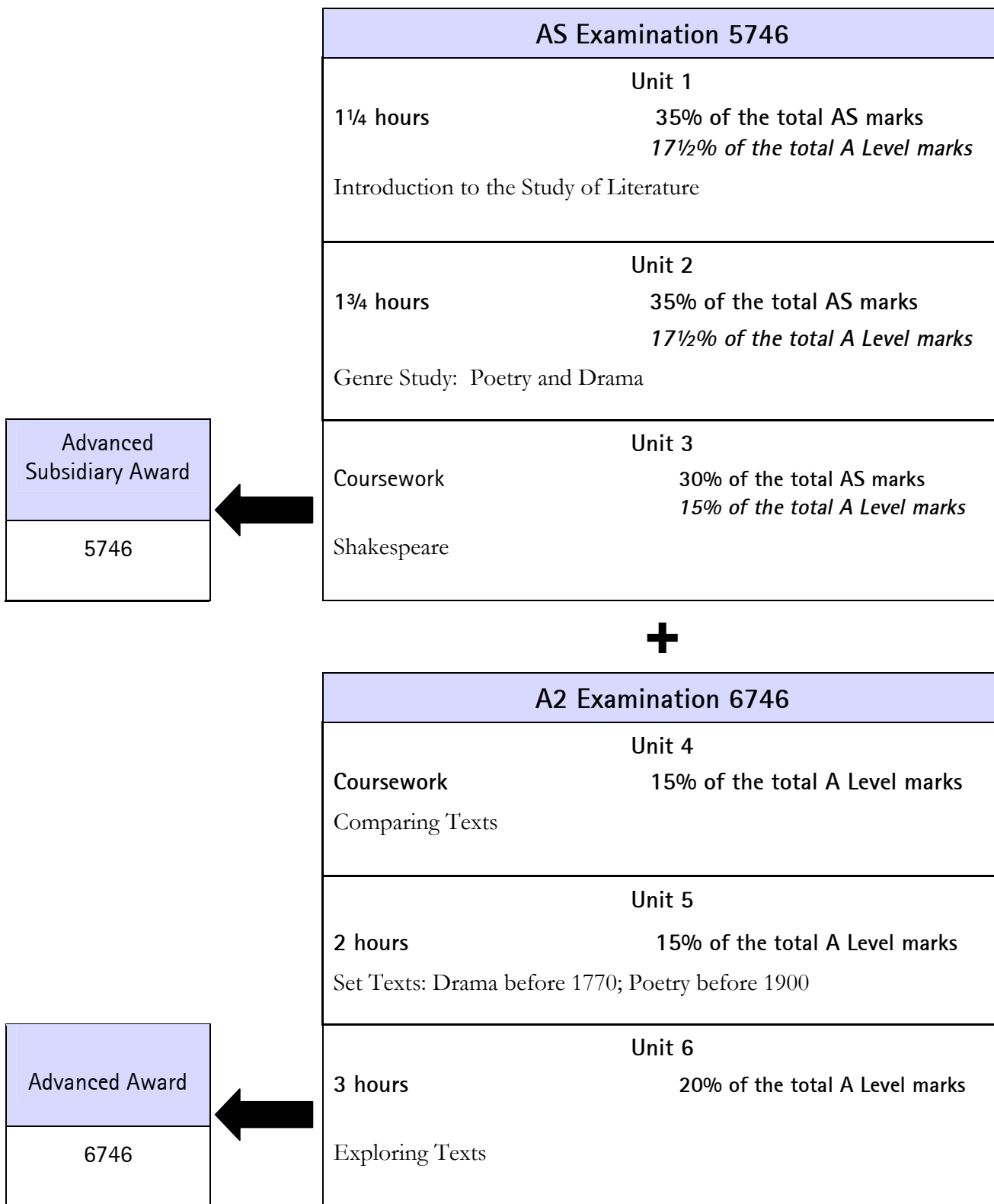
- assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course
- AS may be completed at the end of one year and A2 by the end of the second year
- AS and A2 may be completed at the end of the same year.

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

2

Specification at a Glance

English Literature



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, 5 and 6	✓	✓
June	1, 2 and 3	4, 5 and 6	✓	✓

Resit 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 the 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 recommended 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 - LTB1	Unit 4 - LTB4
Unit 2 - LTB2	Unit 5 - LTB5
Unit 3 - LTB3	Unit 6 - LTB6

The **Subject Entry Code** for the AS only award is 5746.

The **Subject Entry Code** for the Advanced Level is 6746.

3.4 Prohibited Combinations

Candidates entered for Advanced Subsidiary or Advanced Level English Literature may not enter English Language and Literature 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 5110.

3.5 Private Candidates

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

3.6 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 Assessment

Assessment in this subject will be available only in English.

Scheme of Assessment

4

Introduction

4.1 General

Studying for this specification encourages students to develop interest in and enjoyment of English Literature, through reading widely, critically and independently.

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

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 a requirement at both AS and A2. This specification begins AS study with an introductory module, and ends A2 with a module (Module 6) which embraces the synoptic assessment. In this specification Unit 6 uses questions based on pre-release material.

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.

At A2 more demanding objectives are introduced, involving the comparing and linking of texts, and culminating in synoptic assessment in Unit 6. The use of pre-release material for Unit 6 enables varied and non-formulaic questioning to test candidates' abilities as autonomous readers of literary texts.

In its amplification of the assessment objectives, this specification seeks to highlight the way meanings are made and how they are received in relation to personal and public ideologies, social contexts and individual experience.

4.3 Prior level of attainment and recommended prior learning

Candidates for this qualification do not need any prior level of attainment or to have obtained any prior qualification in this subject. However, candidates who have achieved Grade C or better in GCSE English and/or English Literature will find this to be an advantage. This qualification will provide candidates with the necessary skills to undertake more advanced study in this subject.

5

Aims

- a. Advanced Subsidiary and A Level specifications in English Literature should encourage students to develop their interest and enjoyment in literary studies through reading widely, independently and critically. AS and A Level courses should involve an introduction to the traditions of English Literature.
- b. AS students should develop as confident, independent and reflective readers of a range of texts, learning to express their responses effectively through speech and writing. They should use critical concepts and terminology with understanding and discrimination. AS courses should encourage students to reflect on their own responses to texts, considering other readers' interpretations, with awareness of the contexts in which texts were written.
- c. A Level courses should broaden and deepen the knowledge, skills and understanding developed in the AS and enable students to gain a wider sense of the scope of literary study. Students should be encouraged to use their detailed knowledge and understanding of individual texts to explore comparisons and links between them, and to appreciate the significance of cultural and historical influences upon readers and writers.
- d. AS and A Level specifications in English Literature 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 specification.
- 6.2 The specification requires that the following Assessment Objectives are tested:
- Assessment Objectives 1, 3 and 4 apply to both AS and A Level.
Assessment Objectives 2i and 5i apply only to AS.
Assessment Objectives 2ii and 5ii apply only to A Level.

6.3

<i>At AS</i>	The examination will assess a candidate's ability to:
A01	communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression
A02i	respond with knowledge and understanding to literary texts of different types and periods
A03	show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings
A04	articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers
A05i	show understanding of the contexts in which literary texts are written and understood.

At A Level

A01	communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression
A02ii	respond with knowledge and understanding to literary texts of different types and periods, exploring and commenting on relationships and comparisons between literary texts
A03	show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings
A04	articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers
A05ii	evaluate the significance of cultural, historical and other contextual influences upon literary texts and study.

6.4 **Quality of Written Communication**

The quality of written communication is assessed in all assessment units. 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 that their 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 AO1.

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 Written Paper 1¼ hours
35% of the total AS marks

Introduction to the Study of Literature

Unit 2 Written Paper 1¾ hours
35% of the total AS marks

Genre Study: Poetry and Drama

Unit 3 Coursework
30% of the total AS marks

Shakespeare

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†	
AO1	10	5	5	20
AO2i*	5	10	5	20
AO3	10	10	-	20
AO4	5	-	15	20
AO5i	5	10	5	20
Overall Weighting of Units (%)	35	35	30	100

*The second part of this AO (literary texts of different types and periods) will be met in the course as a whole. The first part (respond with knowledge and understanding to literary texts) will be tested in the proportions indicated above.

† = centre assessed

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 <i>17½% of the total A Level marks</i>	Written Paper	1¼ hours
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Unit 2 <i>17½% of the total A Level marks</i>	Written Paper	1¾ hours
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Unit 3 <i>15% of the total A Level marks</i>	Coursework	
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8.2 A2 Assessment Units

Unit 4 <i>15% of the total A Level marks</i>	Coursework	
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Comparing Texts

Unit 5 <i>15% of the total A Level marks</i>	Written Paper	2 hours
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Set Texts: Drama before 1770; Poetry before 1900

Unit 6 <i>20% of the total A Level marks</i>	Written Paper	3 hours
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Exploring Texts

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 following table shows how Assessment Objectives are tested in each Unit, and how heavily each is weighted.

A Level Assessment Units (AS + A2)

Assessment Objectives	Unit Weightings (%)						Overall Weighting of AOs (%)
	1	2	3†	4†	5	6	
AO1	5	2½	2½	2½	2½	2½	17½
AO2i	2½	5	2½	-	-	-	10
AO2ii	-	-	-	5	-	5	10
AO3	5	5	-	2½	2½	5	20
AO4	2½	-	7½	2½	5	5	22½
AO5i	2½	5	2½	-	-	-	10
AO5ii	-	-	-	2½	5	2½	10
Overall Weighting of Units (%)	17½	17½	15	15	15	20	100

† = Centre assessed

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

Unit	Total Raw Mark	Scaled Mark	Overall %
1	35	35	17½%
2	70 (30+40)	35	17½%
3	30	30	15%
4	30	30	15%
5	60 (30+30)	30	15%
6	80	40	20%

200

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 the Study of Literature

This module is intended as an introduction to the critical assessment of one prose text.

MODULE 2 – Genre Study : Poetry and Drama

This module is intended to develop candidates' responses to poetry and drama.

MODULE 3 – Shakespeare

This module focuses on the study of one or more of Shakespeare's plays.

9.2 A2 Modules

MODULE 4 – Comparing Texts

This module focuses on comparing two texts, one of which is prose.

MODULE 5 – Set Texts: Drama before 1770; Poetry before 1900

This module focuses on the study of two set texts, one on drama before 1770 and one on poetry before 1900.

MODULE 6 – Exploring Texts

This module focuses on approaches to and methods of the study of literary texts. This is a synoptic module.

9.3.1 Content: Requirements

A specification in this subject must meet the following QCA requirements.

At **AS Level (Modules 1–3)**

- (i) At least four texts must be studied
- (ii) Prose must be studied
- (iii) Poetry must be studied
- (iv) Drama must be studied
- (v) A play by Shakespeare must be studied
- (vi) One text other than Shakespeare must have been published before 1900
- (vii) The texts must have been written originally in English
- (viii) At least one written examination must be closed book.

At **A2 (Modules 4–6)**

- (i) At least four further texts must be studied
- (ii) Prose must be studied
- (iii) Poetry must be studied
- (iv) Drama must be studied
- (v) One text must have been published before 1770
- (vi) One text must have been published before 1900
- (vii) Comparisons must be made across whole texts
- (viii) There must be synoptic assessment
- (ix) The texts must have been written originally in English
- (x) At least one written examination must be closed book.

In addition to the above requirements A Level literature specifications must allow candidates to show certain knowledge, understanding and skills during their study of the texts.

9.3.2 Content: Knowledge, Understanding and Skills

In addition to the requirements regarding which texts can be studied, candidates are expected to show knowledge and understanding of the following at **AS Level**:

- literary studies, using appropriate terminology and accurate expression
- literary texts of different types and periods
- how texts relate to the contexts in which they were written and are received
- the different ways in which texts are interpreted by different readers, taking into account the fact that texts have a range of meanings and that these meanings are constructed through the readers' own knowledge, experience and values
- how writers use form, structure and language to shape meanings.

These are added to at **A2** with the following:

- how texts relate to the contexts in which they were written, and are received, including the importance of cultural, historical and other contextual influences on texts
- the significance of literary genres, periods and movements in relation to texts studied
- the ways in which texts have been interpreted and valued by different readers at different times, acknowledging that interpretation of texts depends upon the readers' own values
- connections and comparisons between texts and how texts relate to one another

9.3.3 Content: Methodology

The specification requires candidates to demonstrate their skills across five Assessment Objectives. These develop the skills acquired at GCSE. Of these objectives, AO2, AO3, AO4 and AO5 place particular emphasis on context and different interpretations of literary texts. Also, synoptic assessment is a compulsory element of the Subject Criteria for English Literature. In this specification synoptic assessment will be met in Unit 6 which draws together and revisits the skills acquired in earlier modules.

The synthesis of knowledge, understanding and skills outlined in this specification is crucial, and in all six modules candidates should be working towards the knowledge, understanding and skills which will eventually be tested at the end of A2 by synoptic assessment.

- A01** Candidates will be required to 'communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression'. This Assessment Objective has two aspects: the first is the acquisition of appropriate literary terminology so that candidates are able to express their opinions with precision and clarity. This in turn will help candidates achieve the second aspect of the objective, 'accurate and coherent written expression'. This is significant as clarity of expression and the construction of argument are assessed in all units.
- A02i** At AS Level candidates will be expected to 'respond with knowledge and understanding to literary texts of different types and periods'. The texts studied for Modules 1, 2 and 3 allow this objective to be met.
- A02ii** AO2i is extended at A Level, to require candidates to 'respond with knowledge and understanding to literary texts of different types and different periods', while 'exploring and commenting on relationships and comparisons between literary texts'. This objective will be met in Modules 4 and 6.
- A03** Candidates are required to show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings. In the Units where this is tested, candidates will be expected to analyse the way writers' methods enable them to express their ideas and meanings.

- A04 Candidates are required to ‘articulate informed, independent judgements, showing understanding of different interpretations of literary texts by different readers’. Candidates will be expected to show awareness of the following:
- that, as readers, we are influenced by our own experiences, actual or imagined, and that our cultural background has an effect on our interpretation; thus the interpretation of literary texts, or the determination of their significance, can depend on the interpretative stance taken by the reader
 - that there might be significant differences in the way literary texts are understood in different periods, and by different individuals or social groups
 - that texts do not reflect an external and objective reality; instead they embody attitudes and values
 - that there are different ways of looking at texts, based on particular approaches and theories. Using these theories will require some understanding of critical concepts and terminology
 - that literary texts are frequently open-ended, so ambiguity and uncertainty are central to the reading of texts. Examination tasks will therefore expect candidates to take part in genuine critical enquiry rather than responding to tasks where the teacher/examiner already knows the ‘right’ answer.
- A05i At AS Level AO5i requires candidates to show ‘understanding of the contexts in which literary texts are written and understood’.
- A05ii At A Level AO5ii, candidates to ‘evaluate the significance of cultural, historical and other contextual influences upon literary texts and study’.

The major distinction between AS Level and A Level is that in their first year, students will be expected to acknowledge and explore, perhaps from within the texts, the contextual frameworks surrounding literary works. At A Level the exploration should be more complex, so that candidates evaluate some of the contextual areas outlined below.

Candidates should be aware of the significant facts or processes of different kinds which have shaped the writing of literary works and responses to them.

The most important types of relevant context include:

- the context of period or era, including significant social, historical, political and cultural processes
- the context of the work in terms of the writer’s biography and/or milieu
- the context of the work in terms of other works, including other works by the same author
- the different contexts for a work established by its reception over time, including the recognition that works have different meanings and effects upon readers in different periods. This overlaps with AO4
- the context of a given or specific passage in terms of the whole work from which it is taken, a part-to-whole context

- literary contexts, including the question of generic factors and period specific styles
- the language context, including relevant and significant episodes in the use and development of literary language.

AS Module 1

Introduction to the Study of Literature

10.1 Introduction

The aim of this module is to introduce candidates to their study of literature through the critical assessment of one prose text. This meets the Subject Criteria AS reading requirements for the study of prose.

10.2 Assessment Objectives

This module will require candidates to

- A01 communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression (10% AS, 5% AL)
- A02i respond with knowledge and understanding to a literary text (5% AS, 2½% AL)
- A03 show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings (10% AS, 5% AL)
- A04 articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers (5% AS, 2½% AL)
- A05i show understanding of the contexts in which literary texts are written and understood (5% AS, 2½% AL).

10.3 Content

In addition to a consideration of writers' choices of form, structure and language, this module introduces candidates to the idea of the contexts in which literary texts are written and understood and to the idea that texts may be interpreted in different ways by different readers.

In 2009, one of the following prescribed texts should be chosen:

Jane Austen	<i>Pride and Prejudice</i>	(Penguin Popular Classics)
Thomas Hardy	<i>Tess of the D'Urbervilles</i>	(Penguin Classics)
Charles Dickens	<i>Great Expectations</i>	(Penguin Popular Classics)
Alice Walker	<i>The Color Purple</i>	(The Women's Press)
F. Scott Fitzgerald	<i>The Great Gatsby</i>	(Penguin Popular Classics)
Arundhati Roy	<i>The God of Small Things</i>	(Flamingo)
Graham Swift	<i>Waterland</i>	(Picador)

10.4 Mode of Assessment

Assessment will be by one written paper of 1¼ hours' duration. Candidates will be required to answer **one** question. A choice of two questions will be offered on each text.

Candidates **are** permitted to take their text into the examination room. Texts taken into the examination 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.

This unit requires that candidates are introduced to all of the Assessment Objectives. All of the Assessment Objectives are tested in this Unit by means of structured questions divided into parts.

AS Module 2

Genre Study: Poetry and Drama

11.1 Introduction

The aim of this module is to develop candidates' responses to drama and poetry. There will be a choice of texts within each genre. One question will be set on pre-twentieth-century poetry and one question on twentieth-century drama. In order to meet the Subject Criteria genre requirements for AS, candidates must answer both questions.

11.2 Assessment Objectives

This module requires candidates to:

- A01 communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression (5% AS, 2½% AL)
- A02i respond with knowledge and understanding to literary texts of different types and periods (10% AS, 5% AL)
- A03 show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings (10% AS, 5% AL)
- A05i show understanding of the contexts in which literary texts are written and understood (10% AS, 5% AL).

The Objectives will be tested as follows:

Poetry:	AO2i	5%
	AO3	10%
Drama:	AO1	5%
	AO2i	5%
	AO5i	10%

11.3 Content

In 2009, candidates will study one drama text and one poetry text (or collection) from each of the lists below.

List 1: Poetry

- Geoffrey Chaucer: *The Miller's Tale* (Cambridge University Press)
- John Donne: *Selected Poems* (Oxford Student Texts)
 - Elegy 16 On his Mistress*
 - Elegy 19 To his Mistress Going to Bed*
 - Song: Go, and catch a falling star*
 - Song: Sweetest love, I do not go*
 - The Flea* *The Good Morrow*
 - The Sun Rising* *The Canonization*
 - Twickenham Garden* *Love's Growth*
 - Love's Alchemy* *The Ecstasy*
- John Milton: *Paradise Lost Book I (1)* (Penguin Popular Classics)

- William Blake: *Songs of Innocence and of Experience* (Oxford University Press)
 - Songs of Innocence:*
 - The Echoing Green* *A Cradle Song*
 - The Lamb* *The Divine Image*
 - The Blossom* *Nurse's Song*
 - The Chimney-Sweeper* *Infant Joy*

 - Songs of Experience:*
 - The Clod and the Pebble* *The Tiger*
 - The Chimney-Sweeper* *London*
 - Nurse's Song* *The Human Abstract*
 - The Sick Rose* *Infant Sorrow*

- John Keats: *Selected Poems* (Penguin Classics, ed. Barnard)
 - Isabella; or, The Pot of Basil*
 - The Eve of St Agnes*
 - Lamia*

- A. E. Housman: *A Shropshire Lad* (Penguin Classics: Poetry First Editions)
 - II *Loveliest of trees, the cherry now*
 - VII *When smoke stood up from Ludlow,*
 - XIII *When I was one-and-twenty*
 - XVII *Twice a week the winter through*
 - XVIII *Oh, when I was in love with you,*
 - XIX *To an athlete dying young*
 - XXI *Bredon Hill*
 - XXVII *Is my team ploughing*
 - XXXI *On Wenlock Edge the wood's in trouble;*
 - XXXVII *As through the wild green hills of Wyre*
 - XXXVIII *The winds out of the west land blow,*
 - XL *Into my heart an air that kills*
 - XLI *In my own shire, if I was sad,*
 - L *Clunton and Clunbury, Clungunford and Clun,*
 - LII *Far in a western brookland*
 - LIV *With rue my heart is laden*
 - LV *Westward on the high-billed plains*
 - LXII *Terence, this is stupid stuff:*
 - LXIII *I hoed and trenched and weeded,*

List 2: Drama

- Arthur Miller: *Death of a Salesman*
- Tennessee Williams: *Cat on a Hot Tin Roof*
- Tom Stoppard: *Rosencrantz and Guildenstern Are Dead*
- John Osborne: *Look Back in Anger*
- Caryl Churchill: *Top Girls*
- Peter Shaffer: *Amadeus*

11.4 Mode of Assessment

Assessment will be by one written paper of 1¾ hours' duration. Candidates will be required to answer **two** questions, **one** on pre-twentieth-century **poetry** and **one** on twentieth-century **drama**, on the texts they have studied. Candidates are **not** permitted to take their texts into the examination room.

Not all of the Assessment Objectives are tested in this unit and candidates should be prepared for the two texts in rather different ways in order to meet the Assessment Objectives in the two sections of the question paper.

The two sections of the paper will test different Assessment Objectives.

On **poetry** candidates will be tested on AO2i and AO3.

They will be tested on their knowledge and understanding of the texts (5%) and on their detailed understanding of the ways in which writers' choices of form, structure and language shape meanings (10%). This question is worth 30 marks.

On **drama** candidates will be tested on AO1, AO2i and AO5i. They will therefore concentrate on communicating clearly the knowledge and understanding appropriate to literary study, using appropriate terminology and accurate and coherent written expression (5%); their response with knowledge and understanding to literary texts (5%) and understanding of the contexts in which literary texts are written and understood (10%). This question is worth 40 marks.

The part of AO2i which requires a response to literary texts of different types and periods will be met in the paper as a whole.

In Section A (Poetry) there will be one compulsory question on each text. Each question will contain a printed poem or extract from the text. Part of each question will require candidates to consider the printed poem or extract in the wider context of the prescribed poems.

In Section B (Drama) there will be a choice of questions on each text.

12

AS Module 3

Shakespeare

12.1 Introduction

The study of Shakespeare is compulsory in the Subject Criteria requirements for AS English Literature. The aim of this module is to enable candidates, through the detailed study of a Shakespeare play, to increase their understanding of different critical interpretations (AO4) and of the importance of context (AO5).

12.2 Assessment Objectives

This module requires candidates to

- A01 communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression (5% AS, 2½% AL)
- A02i respond with knowledge and understanding to a literary text (5% AS, 2½% AL)
- A04 articulate independent opinions and judgements informed by different interpretations of literary texts by other readers (15% AS, 7½% AL)
- A05i show understanding of the contexts in which literary texts are written and understood (5% AS, 2½% AL).

12.3 Content

Candidates must study at least **one** Shakespeare play. In order to extend and develop their knowledge, candidates should not study plays which they have studied before (for example at Key Stage 3 and GCSE).

Candidates intending to study *Measure for Measure* and *The Winter's Tale* for Unit 5 must not study these texts in Unit 3.

Ongoing advice on suitable tasks will be given through Principal Moderators' reports, standardising materials, standardising meetings and contact with the centre's coursework adviser.

12.4 Mode of Assessment

Assessment will be by the production of a coursework folder. The work will be assessed by the centre and these assessments will be moderated by the AQA. The coursework folder will contain:

either one piece of work of approximately 1500 – 2000 words **or two** pieces of 750 – 1000 words each.

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

The coursework folder should be marked as a whole. Where there are two pieces of work allowance should be made for balancing strengths and weaknesses within each piece.

13

A2 Module 4

Comparing Texts

13.1 Introduction

The aim of this module is to focus study on the comparison of one prose text to at least one other text. This module has been designed to give teachers and candidates some flexibility in their choice of texts and approaches.

13.2 Assessment Objectives

This module requires candidates to

- A01 communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression (2½%)
- A02ii respond with knowledge and understanding to literary texts of different types and periods, commenting on relationships and comparisons between literary texts (5%)
- A03 show detailed understanding of the ways in which writers' choices of form, structure and language shape meaning (2½%)
- A04 articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers (2½%)
- A05ii evaluate the significance of cultural, historical and other contextual influences on literary texts and study (2½%).

13.3 Content

Teachers and candidates must choose one prose text for study and one other text. The other text can be prose, poetry or drama. If the second text is prose, it must be of a **different type** or from a **different period**.

The difference in **'type'** of the prose text could be one of category, such as the chronological or non-chronological novel. It could, however, be as specific as the difference in characterisation or use of location in two novels from the same category, such as crime fiction. Thus, it would be possible to study a contemporary crime novel by Colin Dexter and another by James Lee Burke.

Where the second prose text has been selected because it is from a **'different period'**, the two texts should be separated by thirty years.

Both texts chosen must have been written in English originally and be of sufficient substance and quality to merit serious consideration.

The coursework folder must show evidence of each of the above Assessment Objectives. Therefore tasks must be set which will enable candidates to

- communicate clearly
- comment on relationships and comparison

- discuss the ways in which form, structure and language shape meanings
- discuss their own interpretation, informed by the interpretations of others
- evaluate contexts.

In comparing these texts candidates should

- make use of critical concepts and terminology
- discuss issues of literary genre
- relate issues of literary genre to structure, narrative and authorial purpose
- consider a range of contextual issues.

Candidates have a free choice of topic; they may broaden their study by considering types of text not covered by the other prescribed texts in the specification, for example: modern poetry; black or Asian literature originally written in English; modern female writers; sectarian writing; twenty-first-century literature.

13.4 Assessment

Assessment will be by the production of a coursework folder. The work will be assessed by the centre and these assessments will be moderated by the AQA. The coursework folder will contain:

either one piece of work of approximately 2000-3000 words or **two** pieces of 1000-1500 words each. If two pieces of work are included, both pieces must be about **both** texts studied.

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

The coursework folder should be marked as a whole. Where there are two pieces of work allowance should be made for balancing strengths and weaknesses within each piece.

A2 Module 5

Set texts: Drama before 1770; Poetry before 1900

14.1 Introduction

The aim of this module is to meet those A2 Subject Criteria requirements which focus on the study of pre-Romantic and pre-1900 texts including both drama and poetry.

14.2 Assessment Objectives

This module requires candidates to

- A01 communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression (2½%)
- A03 show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings (2½%)
- A04 articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers (5%)
- A05ii evaluate the significance of cultural, historical and other contextual influences on literary texts and study (5%).

The Objectives will be tested as follows:

Poetry:	AO3	2½%
	AO4	5%
Drama:	AO1	2½%
	AO5ii	5%

14.3 Content

In 2009, candidates will choose for study one poetry text (pre-1900) and one drama text (pre-1770) from the list of texts printed below:

POETRY BEFORE 1900

Geoffrey Chaucer:	<i>The Wife of Bath's Prologue and Tale</i> (Cambridge University Press)
Gerard M. Hopkins:	<i>Selected Poems</i> (Oxford World's Classics) <i>'As kingfishers catch fire, dragonflies draw flame'</i> <i>Binsey Poplars</i> <i>Carrion Comfort</i> <i>Felix Randal</i> <i>God's Grandeur</i> <i>Harry Ploughman</i> <i>Hurrahing in Harvest</i> <i>'I wake and feel the fell of dark, not day'</i> <i>'My own heart let me more have pity on; let'</i>

'Patience, hard thing! the hard thing but to pray,'
Pied Beauty
Spring
Spring and Fall
That Nature is a Heraclitean Fire and of the comfort
of the Resurrection
The May Magnificat
The Starlight Night
The Windhover
'Thou art indeed just, Lord, if I contend'
Tom's Garland

Alexander Pope: *The Rape of the Lock* (Oxford Student Texts)

Samuel Taylor Coleridge: *The Rime of The Ancient Mariner* (Everyman)

Alfred Lord Tennyson: *The Lady of Shalott*
Mariana
The Charge of the Light Brigade
from Maud: A Monodrama:
Part 1 (22) "Come into the garden Maud"
Part 2 (1) "The fault was mine, the fault was mine"–
Part 2 (4) "O that 'twere possible"
from The Princess:
'Now Sleeps the Crimson Petal...'
Ulysses
Morte d'Arthur
from In Memoriam A.H.H.:
(5) "I sometimes hold it half a sin"
(7) "Dark house, by which once more I stand"
(27) "I envy not in any moods"
(56) "So careful of the type?" but no."
(100) "I climb the hill: from end to end"
(101) "Unwatch'd, the garden bough shall sway,"
from Merlin and Vivien (Idylls of the King)
lines 163-401

Emily Dickinson:

A light exists in spring
Ample make this bed
As imperceptibly as grief
Because I could not stop for Death
I dreaded that first Robin, so,
I started Early - Took my Dog
It can't be summer, - that got through
Nature, the gentlest mother
Safe in their Alabaster Chambers
She rose to his requirement, dropped
The last night that she lived
The only Ghost I ever saw
There's a certain Slant of light
Though I get home how late, how late
'Twas just this time last year I died
Victory comes late

DRAMA BEFORE 1770

Ben Jonson:	<i>Volpone</i>
William Shakespeare:	<i>Measure for Measure</i> ■
Thomas Middleton:	<i>The Changeling</i>
Oliver Goldsmith:	<i>She Stoops to Conquer</i>
Aphra Behn:	<i>The Rover</i>
William Shakespeare:	<i>The Winter's Tale</i> ■

Candidates who have studied *Measure for Measure* or *The Winter's Tale* in Unit 3 must not study these texts in Unit 5.

14.4 Mode of Assessment

Assessment will be by one written paper of 2 hours' duration. Candidates will be required to answer **two** questions, **one** on **poetry** written before 1900 and **one** on **drama** written before 1770. Candidates are **not** permitted to take their texts into the examination room.

Not all of the Assessment Objectives are tested in this unit and candidates should be prepared for the two texts in rather different ways in order to meet the Assessment Objectives in the two sections of the question paper.

The two sections of the paper will test different Assessment Objectives.

On **poetry** candidates will be tested on AO3 and AO4, concentrating, therefore, on the ways in which the writers' choices of form structure and language shape meanings (2½%) and on articulating their own independent opinions and judgements, informed by different interpretations of texts by other readers (5%).

On **drama** candidates will be tested on AO1 and AO5ii. They will therefore concentrate on communicating clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression (2½%) and on evaluating the significance of cultural, historical and other contextual influences on literary texts and study (5%).

Each question will be worth 30 marks.

Two questions will be set on each text. Candidates must answer one question on poetry and one on drama.

15

A2 Module 6

Exploring Texts

15.1 Introduction

The aim of the module is to focus on the candidate's awareness of the approaches to and methods of study of literary texts, through the use of a combination of pre-release material and unseen texts. This module embraces the synoptic assessment and it is advised, therefore, that candidates should take this unit at the end of the course.

15.2 Assessment Objectives

This module requires candidates to

- A01 communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression (2½%)
- A02ii respond with knowledge and understanding to literary texts of different types and periods, exploring and commenting on relationships and comparisons between literary texts (5%)
- A03 show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings (5%)
- A04 articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers (5%)
- A05ii evaluate the significance of cultural and historical and other contextual influences upon literary texts and study (2½%).

15.3 Subject Content

This module is synoptic: it draws upon all of the A2 Assessment Objectives. Candidates are required in this final module to synthesise their knowledge and skills and apply them to a set of pre-release material and to unseen material on the question paper: this material will be selected from literary texts and literature-related texts such as articles and reviews, biography and autobiography, historical information and interpretation, as well as prose fiction, drama and/or poetry.

It is expected that at the end of the course candidates will have developed a methodology of approaching English Literature which draws on and synthesises all the Assessment Objectives. They will be able to demonstrate that they can synthesise the insights gained from a close and detailed study in a range of texts important for the development of English Literature. They will be required to show evidence of the ways in which contextual factors and different interpretations of texts will illuminate their own readings. They will be required to demonstrate their skills and interpretations and expression to articulate well-argued responses.

15.4 Mode of Assessment

Assessment will be by one written paper of 3 hours' duration, including 30 minutes reading time to allow candidates to read the material that accompanies the question paper. It will be based upon a set of pre-release material distributed one week before the examination.

Candidates will be required to answer two questions. The first question will assess AO2ii and AO3. The second question will assess AO1, AO4 and AO5ii. Each question is worth 40 marks.

The pre-release material taken into the examination 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.

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

Candidates will be best prepared for this Unit if they are conversant with the Assessment Objectives and if they have read widely a range of literary material during the course. Critical reading round each set text and consideration of contexts and different interpretations of texts will prepare them for the demands of the examination where they will be asked to compare materials and to consider particular features in texts.

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*. These are the ‘main’ Key Skills.

The units for the ‘wider’ Key Skills of *Improving own Learning*, *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 (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 Literature can be offered opportunities to produce evidence of attainment in aspects of Communication and Information Technology, two of the Key Skills. 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 Section B of the units, are indicated below. More specific guidance on integrating the provision of Key Skills in courses based upon this specification are given in the Teacher’s Guide.

16.2 Key Skills Opportunities in English Literature

The extent to which the English 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 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. Module 3 will require candidates to read images if they study film, video and other interpretations of the text. In order to fulfil the Key Skills requirements for writing, candidates must 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
IT3.1 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:	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 further 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 Literature

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

16.4 Further Guidance

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

17

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, social 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 literary texts are produced and interpreted. These issues will be addressed in all six modules.

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 Components

18

Nature of Coursework Components

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 insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression (Module 3, Module 4)
- A02i respond with knowledge and understanding to literary texts of different types and periods (Module 3)
- A02ii respond with knowledge and understanding to literary texts of different types and periods, exploring and commenting on relationships and comparisons between literary texts (Module 4)
- A03 show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings (Module 4)
- A04 articulate independent opinions and judgements informed by different interpretations of literary texts by other readers (Module 3, Module 4)
- A05i show understanding of the contexts in which literary texts are written and understood (Module 3)
- A05ii evaluate the significance of cultural, historical and other contextual influences upon literary texts and study (Module 4).

It is intended that the work submitted should be an integral part of the scheme of work for the AS and the A2. It is, therefore, important that the types 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.

19

Guidance on Setting Coursework Components

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. The descriptors at the various mark bands are related directly to the appropriate assessment objectives for the modules. The general marking criteria for this subject have been adapted to meet the needs of individual modules. The relevant mark band descriptors relating to the assessment objectives for Unit 3 (Shakespeare) and Unit 4 (Comparing Texts) are given below.

20.2 Criteria

Unit 3: Shakespeare

In this Unit the Assessment Objectives are tested as follows

AO1	5%
AO2	5%
AO4	15%
AO5	5%

Each Assessment Objective is given a strand in the mark scheme, with AO4 having two strands because of its major weighting.

The coursework folder should be marked as a whole. Where there are two pieces of work, allowance should be made for balancing strengths and weaknesses within the two pieces.

0-5 marks

A01	poor quality of writing hinders meaning/unclear line of argument
A02i	some simple narration of plot, events, characters
A04	little understanding of different interpretative approaches
A04	little personal response, based on slender evidence and/or misreading
A05i	very limited awareness of context

6-10 marks

A01	some use of critical vocabulary despite technical weakness/simple attempt at structuring argument
A02i	some focus on task with basic textual knowledge
A04	reference to different interpretations of text
A04	some evidence of personal response, with limited textual support
A05i	some limited idea of link between text and context

11-15 marks

- A01 use of critical vocabulary and generally clear expression/some structured argument
- A02i focus on task with some knowledge and understanding of text
- A04 some consideration of different interpretations of text
- A04 evidence of personal response, with general textual support
- A05i awareness of the importance of some possible contexts

16-20 marks

- A01 use of accurate critical vocabulary and clear argument expressed accurately
- A02i clear focus on task with informed knowledge and understanding of text / apt supportive references
- A04 clear consideration of different interpretations of text
- A04 evidence of personal response, with some detailed textual support
- A05i consideration and exploration of some possible contexts

21-25 marks

- A01 use of appropriate critical vocabulary and well structured argument expressed accurately
- A02i detailed knowledge and understanding of text and task / good selection of supportive reference
- A04 clear consideration of different interpretations of text with evaluation of their strengths and weaknesses
- A04 clear evidence of personal response, with detailed and appropriate textual support
- A05i detailed understanding and exploration of some appropriate contexts

26-30 marks

- A01 use of appropriate critical vocabulary and technically fluent style / well structured and coherent argument
- A02i secure, confident and well informed understanding of text and task / confidently ranges around text / excellent selection of supportive reference
- A04 perceptive consideration of different interpretations of text with sharp evaluation of their strengths and weaknesses
- A04 confident personal judgements based on informed consideration of possibilities and appropriate textual evidence
- A05i excellent understanding and explanation of appropriate contexts arising from the text and task

Unit 4: Comparing Texts

In this unit the Assessment Objectives are tested as follows:

- AO1 2.5%
- AO2ii 5%
- AO3 2.5%
- AO4 2.5%
- AO5 2.5%

Each Assessment Objective is given a strand in the mark scheme, with AO2ii having two strands because of its more significant weighting.

The coursework folder should be marked as a whole. Where there are two pieces of work, allowance should be made for balancing the strengths and weaknesses within the two pieces.

0-5 marks

- A01 poor quality of writing hinders meaning/unclear line of argument
- A02ii some simple narration of plot, events, characters
- A02ii little sense of comparison between texts
- A03 very limited discussion of how language features shape meanings
- A04 little understanding of different interpretative approaches and little personal response
- A05ii very limited awareness of significance of contextual factors

6-10 marks

- A01 some use of critical vocabulary despite technical weakness/simple attempt at structuring argument
- A02ii some focus on task with basic textual knowledge
- A02ii some comparison between texts
- A03 some awareness of how language, form and structure shape meanings
- A04 reference to different interpretations of texts with some evidence of personal response
- A05ii some consideration of relevant contextual factors

11-15 marks

- A01 use of critical vocabulary and generally clear expression/some structured argument though not sustained
- A02ii focus on task with some knowledge and understanding of texts
- A02ii some consideration of contrasts and comparisons between texts
- A03 consideration of some features of form, structure and language, and consideration of how these features shape some meanings
- A04 some consideration of different interpretations of texts and evidence of personal response, with general textual support
- A05ii some consideration of a range of contextual factors shown by specific

links between context / texts / task

16-20 marks

- A01 use of accurate critical vocabulary and clear argument expressed accurately
- A02ii clear focus on task with informed knowledge and understanding of texts / apt supportive references
- A02ii detailed consideration of comparisons and contrasts
- A03 commentary on how specific aspects of form, structure and language shape meanings
- A04 clear consideration of different interpretations of texts with clear evidence of personal response and textual support
- A05ii examination of a range of contextual factors with specific, detailed links between context / texts / task

21-25 marks

- A01 use of appropriate critical vocabulary and well structured argument expressed accurately
- A02ii detailed knowledge and understanding of text and task / good supportive references
- A02ii detailed and evaluative discussion of comparisons and contrasts
- A03 exploration of several aspects of form, structure and language with evaluation of how they shape meanings
- A04 clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and clear evidence of personal response with textual support
- A05ii detailed exploration of a range of contextual factors with specific, detailed links between context / texts / task

26-30 marks

- A01 use of appropriate critical vocabulary and technically fluent style / well structured and coherent argument
- A02ii secure, confident and well informed understanding of text and task / confidently ranges around texts / excellent selection of supportive references
- A02ii detailed and perceptive understanding of issues raised through comparison and contrasts of texts
- A03 exploration and analysis of key aspects of form, structure and language with perceptive evaluation of how they shape meanings
- A04 perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weaknesses / confident personal judgements based on informed consideration of various interpretations with textual support
- A05ii excellent understanding of a range of contextual factors with specific, detailed links between context / texts / task

20.3 Evidence to Support the Award of Marks

Teachers should keep records of their assessments 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 must be entered on the *Candidate Record Forms* with supporting information given in the spaces provided. Specimen *Candidate Record Forms* appear as Appendix B.

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 are 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.

22

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. The centre is required to send to the moderator the *Centre Declaration Sheet* (Appendix B), confirming that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

23

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 result. The work may be returned to candidates after the issue of results provided that no enquiry upon results is to be made which will include re-moderation of the coursework unit. If an enquiry upon results 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 AQA will notify centres 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 Cover Sheet and Candidate Record Forms (Appendix B) 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 with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks. Some candidates' work may be retained by the AQA for archive purposes.

Awarding and Reporting

25

Grading, Shelf-Life and Re-Sits

25.1 Grading System

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

Individual assessment unit results will be certificated.

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.

25.2 Shelf-Life of Unit Results

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

25.3 Assessment Unit Re-Sits

Each assessment unit may be re-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.

25.4 Minimum Requirements

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

Appendices

A

Grade Descriptors

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

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

- Grade E** Candidates demonstrate some knowledge and understanding of a range of texts and comment on them in response to the tasks set, sometimes supporting their views by reference to the links between meanings and author's uses of form, structure and language. Candidates note the possible effects of context and may show some understanding of how other readers interpret the texts. They can draw out broad lines of similarities and differences between texts, not necessarily within a wider critical framework. Their written work is generally accurate in conveying statements and opinions, sometimes supported by reference to the texts, and shows the use of some terminology appropriate to the subject.
- Grade C** Candidates demonstrate secure knowledge and understanding of a range of texts from different periods and of different types, and make use of some of the critical concepts relevant to the study of literature. Candidates comment perceptively on texts in response to the tasks set. They respond in some detail to the ways authors use form, structure and language to create meaning, as well as showing some awareness of contextual influences. They relate their own judgements to those of others as appropriate in developing interpretations of texts. They are able to pursue comparisons between texts in order to show how texts can illuminate one another. Their material is clearly organised and presented, and incorporates examples to help sustain a line of argument. Written expression is accurate and clear and shows a sound use of appropriate terminology.
- Grade A** Candidates demonstrate a comprehensive, detailed knowledge and understanding of a wide range of literary texts from the past to the present, and of the critical concepts associated with literary study. Their discussion of texts shows depth, independence and insight in response to the tasks set, and they analyse and evaluate the ways in which form, structure and language shape meanings. Where appropriate, candidates identify the influence on texts of the cultural and historical contexts in which they were written. They are able to

make significant and productive comparisons between texts which enhance and extend their readings, and are sensitive to the scope of their own and others' interpretations of texts. Their material is well organised and presented, making effective use of textual evidence in support of arguments. Written expression is fluent, well-structured, accurate and precise, and shows confident grasp of appropriate terminology.

B

Coursework Record Forms

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.

C

Overlaps with other Qualifications

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