



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English Literature 3711 *Specification B* 2010

Material accompanying this Specification

- Specimen Assessment Materials
- A Teachers' Guide

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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Background Information

1

The Revised General Certificate of Secondary Education

There have been changes to the subject-specific criteria for GCSE English Literature for 2004 and beyond. These involve: making the assessment objectives reflect the aims of current specifications more closely and the use of unannotated texts in examinations (this “clean texts” requirement came into force for first examination in 2005). This specification for 2009 reflects these changes to the criteria.

1.1 Changes at GCSE Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of *Communication*, *Application of Number* and *Information Technology* at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of *Working with Others*, *Improving own Learning and Performance* and *Problem Solving* (See Section 10).

Spiritual, Moral, Ethical,
Social, Cultural,
Environmental and European
Issues
ICT

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues. (See Section 11).

The national curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

Tiering

In most subjects the scheme of assessment must include question papers, targeted at two tiers of grades, i.e. A* - D and C - G. A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A* - D.

Citizenship

From 2002, students in England are required to study Citizenship as a national curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing Citizenship knowledge, skills and understanding. (See Section 11).

2

Specification at a Glance

GCSE English Literature

Specification B

This is one of two specifications in English Literature offered by AQA. The other is Specification A.

English Literature Specification B	
Minimum of six texts to be studied	
Published before 1914	Published after 1914
Drama Poetry Prose	Drama Poetry Prose
<p>Written Paper 1 70% of total marks 2¼ hours (including reading time) Must cover one drama, one poetry and one prose text not studied for coursework. Candidates may take copies of the texts studied into the examination. For 2006, these texts must be clean/unannotated.</p>	
<p>Coursework 30% of total marks A selection of 3 pieces including response to one drama, one poetry and one prose text, none of which has been studied for the examination.</p>	

Foundation Tier
3711
Higher Tier
3711



Up to two coursework assignments can be submitted as part of the AQA English Specification B coursework folder, subject to the reading requirements of the National Curriculum.

3

Availability of Assessment Units and Entry Details

3.1 Availability of Assessment Units	Examinations based on this Specification are available in the June examination series only.
3.2 Entry Codes	<p>Normal entry requirements apply, but the following information should be noted.</p> <p>The Subject Code for entry to the GCSE award is 3711.</p>
3.3 Private Candidates	This specification is available to private candidates whose written coursework will be externally marked by AQA.
3.4 Access Arrangements and Special Consideration	<p>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.</p> <p>Further details can be found in the Joint Council for Qualifications (JCQ) document: <i>Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCE, VCE, GCSE, GNVQ, Entry Level & Key Skills</i></p> <p>This document can be viewed via the AQA web site (www.aqa.org.uk)</p> <p>Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.</p>
3.5 Language of Examinations	All components are provided in English only. They are not provided in Welsh or Gaelic.

Scheme of Assessment

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Introduction

4.1 National Criteria

This GCSE English Literature B Specification complies with the following:

- the GCSE Subject Criteria for English Literature;
- the *GCSE, GCE and AEA Code of Practice April 2008*;
- the GCSE Qualification Specific Criteria;
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

4.2 An integrated English and English Literature course

This specification provides a structure for the integration of courses based on this specification and the AQA GCSE English Specification B. GCSE English Literature may, however, be taken as a separate qualification if desired.

4.3 Rationale

This specification has been designed to give a high degree of flexibility to centres in terms of text choice so that centres can design a course best suited to their resources and the needs and interests of the candidates, whilst still conforming to the requirements of the National Curriculum Reading Order and the Subject Criteria. Following a course based on this specification should encourage candidates to develop both interest in and enjoyment of literature, through reading widely, critically and independently, across centuries, genre and gender, and through experience of an extensive range of views about texts and how to read them. This specification provides the maximum possible level of continuity for centres previously entering candidates for AQA (SEG) GCSE English Literature.

4.4 Prior level of attainment and recommended prior learning

No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification.

4.5 Progression

This qualification is a recognised part of the National Qualifications Framework. As such, GCSE provides progression from Key Stage 3 to post-16 studies.

It lays an appropriate foundation for further study of the subject or related subjects.

In addition it provides a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.

5

Aims

A course based on this specification should encourage candidates to explore their literary interests and encourage them to:

- a. develop the ability to read, understand and respond to a wide range of literary texts, to appreciate the ways in which authors achieve their effects and to develop the skills necessary for literary study;
- b. develop awareness of social, historical and cultural contexts and influences in the study of literature;
- c. develop the ability to construct and convey meaning in speech and writing, matching style to audience and purpose.

6

Assessment Objectives

- 6.1
- A01** This specification requires candidates to demonstrate the ability to: respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate;
- A02** explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations;
- A03** explore relationships and comparisons between texts, selecting and evaluating relevant material;
- A04** relate texts to their social, cultural and historical contexts and literary traditions.
-
- 6.2 **Quality of Written Communication**
- Where candidates are required to produce extended written material in English, they will be assessed on their Quality of Written Communication. Candidates will be required to:
- present relevant information in a form that suits its purposes;
 - ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.
 - use a suitable structure and style of writing.
- Quality of Written Communication will be assessed in all components and in relation to all assessment objectives.
- Three** marks are available in coursework and **three** marks are available in the written paper awarded in accordance with the following criteria.
- 3 marks** The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
- 2 marks** The candidate presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
- 1 mark** The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
- 0 marks** The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

7

Scheme of Assessment

7.1 Assessment Components

The Scheme of Assessment comprises two components.

Written Paper

2¼ hours

70% of the total marks

N.B. for the examination in 2009 all texts taken into the examination, including *Best Words*, **must** not be annotated i.e. contain handwritten, or otherwise introduced annotations not present in the edition of the text as published. Candidates must answer questions on their three prescribed texts - one drama, one poetry, one novel, **none of which has been studied for coursework**. There will be a choice of questions.

Coursework

30% of the total marks

Candidates submit a folder of written coursework assessed by centres and moderated by AQA. Oral coursework may be submitted for assessment in response to the study of one of the texts but must be accompanied by some written evidence. The folder must contain work on a minimum of three texts chosen by the centre: one drama, one poetry, one prose, **none of which has been studied for the examination**. The range of coursework tasks should enable candidates to show their understanding of literary tradition, and to show their appreciation of social and historical influences and cultural contexts. One of the three pieces must explore connections and comparisons between texts.

One text in each genre must have been published before 1914 and one after 1914. If a pre 1914 text is studied for coursework then a post 1914 text of the same genre must be studied for the examination, and vice versa.

7.2 Coverage of Assessment Objectives

Assessment Objective	Coursework	Examination		
		Drama	Poetry	Prose
AO1	✓	✓	✓	✓
AO2	✓	✓	✓	✓
AO3	✓		✓	
AO4	✓	✓		

- 7.3 Weighting Of The Assessment Objectives** The approximate relationship between the relative percentages weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

Assessment Objectives	Component Weightings (%)		Overall weighting of AOs (%)
	Written Paper	Coursework	
AO1	25	10	35
AO2	25	10	35
AO3	10	5	15
AO4	10	5	15
Overall weighting of Units (%)	70	30	100

In coursework, as AO3 (relationships and comparisons between texts) and AO4 (relating texts to their social, cultural, historical contexts and literary traditions) can be attached to any single coursework response or spread between all three, it is not possible to be more specific as to the ascription of weightings for assessment objectives to the 3 coursework responses. So long as the coursework requirements are met, however, the overall balance reflected above will be maintained. As 3 marks are available on the written paper and 3 marks are available in the coursework component for Quality of Written Communication, this element is worth approximately 5% of the total available marks, in exactly the same way as 5% of the marks were available for Spelling, Punctuation and Grammar in previous syllabuses.

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

7.4 Differentiation

Terminal Examination

In the terminal examination differentiation is achieved by tiered papers. Two tiers are offered.

- Foundation Tier (Tier F) targeting Grades C to G
- Higher Tier (Tier H), targeting Grades A* to D

Candidates may be entered for a single tier only in English Literature in any sitting of the examination. However, candidates may be entered for a different tier in English.

A safety net for candidates entered for the Higher Tier is provided, where an allowed Grade E is available. Candidates achieving less than the minimum mark for Grade E on the Higher Tier will be recorded as 'Unclassified'. Candidates entered for the Foundation Tier will not be awarded higher than a Grade C.

While set texts are common to both Tier F and Tier H papers in the terminal examination, tasks are differentiated to allow appropriate access to all assessment objectives for all candidates. This differentiation is achieved both through the requirements of the tasks themselves and through the use of supporting prompts and structures for Tier F candidates.

Candidates appropriately entered for Tier H are likely to respond confidently to a range of texts using detailed references within and between them, and conveying an enthusiastic personal response in a variety of appropriate forms.

Candidates appropriately entered for Tier F are likely to respond more confidently to obvious key features of texts, but will be able to make inferences and will refer to details in comparing texts.

N.B. For the 2009 examination, all texts taken into the examination must not contain handwritten, or otherwise introduced annotations not present in the edition of the text as published.

This also applies to *Best Words*. In the case of this text, the copy used in class may be annotated. A further, clean copy for each candidate for use in the examination will be circulated automatically, free of charge, to all centres entering candidates for the Summer examination. It is expected that these copies will be despatched in the April/May preceding the examination.

For 2009, editions of texts taken into the examination have to be prescribed by AQA. The list of prescribed editions is published in the AQA Specification B *Teachers' Guide*.

Coursework

Coursework allows opportunities for the teacher to differentiate work by using different texts, by varying the tasks set, or sometimes by the outcomes of common tasks on common texts. The teacher must judge which method will enable individual candidates to demonstrate their best achievements.

Guidance on setting appropriate coursework tasks in the different categories required is given in Section 13.

Subject Content

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Summary of Subject Content

This specification offers opportunities for the detailed study of a substantial and diverse range of texts, including drama, poetry, and prose published before and after 1914. The majority of the works studied must be literary texts originally written in English, but works in translation may also be included. **The works studied must be of sufficient substance and quality to merit serious consideration.**

The specification requires an understanding of literary tradition and an appreciation of social and historical influences and cultural contexts, both of which are tested compulsorily in coursework. It also requires considered responses to literature, including relationships and comparisons between texts, tested in Section B of the examination and in coursework.

Choice of texts

Each candidate must study **a minimum of six substantial texts** to include the following:

Published before 1914	Published after 1914
<ul style="list-style-type: none"> • drama • poetry • prose 	<ul style="list-style-type: none"> • drama • poetry • prose

Three texts must be studied for the examination, chosen from the lists in Section 9 and the remaining three texts must be studied for coursework. The specification allows for a free choice of coursework texts but the six texts together must comply with the requirements set out in the table above and must be listed on the Candidate Record Form. **It is emphasised that this is a minimum requirement.** Additional texts may be studied for comparative purposes or for greater breadth and diversity.

Monitoring of Texts studied

The requirement to study both pre and post 1914 texts in each genre is mandatory, and compliance will be monitored by AQA.

9

Prescribed Texts

The following texts are prescribed for the examinations in the year 2008. Candidates must study **one from each of Sections A, B and C**. Prose and poetry texts published before 1914 which meet the literature reading requirement of the National Curriculum English Order are printed in **bold** type. This is designed to facilitate the planning of integrated courses in English and English Literature. For 2009, editions of the drama and prose texts are prescribed and listed in the *AQA Teachers' Guide*, page 21. Prescribed editions of poetry texts, which must be used, are listed below.

9.1 SECTION A – DRAMA

One text from (1) to (7) listed below to be chosen.

Pre-1914

- | | | | |
|----|---|---|----------------------------|
| 1. | <i>The Merchant of Venice</i> | - | William Shakespeare |
| 2. | <i>Romeo and Juliet</i> | - | William Shakespeare |
| 3. | <i>She Stoops to Conquer</i> | - | Oliver Goldsmith |
| 4. | <i>The Importance of Being Earnest</i> | - | Oscar Wilde |

Post-1914

- | | | | |
|----|---------------------------|---|---------------------|
| 5. | | | |
| 6. | <i>Pygmalion</i> | - | George Bernard Shaw |
| 7. | <i>An Inspector Calls</i> | - | J B Priestley |
| | <i>Hobson's Choice</i> | - | Harold Brighouse |

9.2 SECTION B – POETRY

One text from (1) to (9) listed below to be chosen. In each case all poems listed must be studied. For *A Choice of Poets*, *War Poems* and *Best Words* pre-1914 and post-1914 poems are prescribed as separate text choices.

Pre-1914

1.

The General Prologue - Geoffrey Chaucer

For information, the extracts reprinted in the Foundation Tier question papers are taken from Oxford Student Texts edited by Peter Mack and Chris Walton, published by OUP (0 19 831967 3).

2.

Poems From Other Centuries – edited by Tissier, published by Longman (0 582 22585 X). The following sections only are prescribed:

Love and People and their Environment.

These sections meet the poetry reading requirement for National Curriculum English since they include poems by **Shakespeare**, **William Blake** and **William Wordsworth**.

3. ***A Choice of Poets*** – edited by D Edwards, published by Nelson (1999) or previous edition edited by R P Hewett. The following poets only are prescribed:

William Blake, William Wordsworth

Candidates may study the appropriate selection from either edition. Any of the poems below may be named specifically in the written examination paper.

William Blake - *On Another's Sorrow; The Tyger; Holy Thursday; The Garden of Love; London; A Poison Tree.*

William Wordsworth - *The Solitary Reaper*, from *The Prelude (I)*; from *The Prelude (II)*; *The World is Too Much With Us; Nutting; Composed Upon Westminster Bridge.*

4. ***War Poems**** - edited by Christopher Martin, published by Collins Educational (0 00 322238 1). The following poems only are prescribed:

The Battle of Blenheim – Robert Southey; ***The Charge of the Light Brigade*** – Alfred Tennyson; *Come Up From The Fields Father* – Walt Whitman; ***A Wife In London*** – Thomas Hardy; *War* – Edgar Wallace; *Dirge Of The Dead Sisters*, *The Hyaenas* – Rudyard Kipling.

* For information, *War Poems Teaching Resources* is also available, published by Collins Educational (0 00 323075 9).

5. ***Best Words*** - available free from AQA. The following poems are prescribed and may be named specifically on the examination paper:

To Autumn – John Keats; *First Love* – John Clare; *My Last Duchess* – Robert Browning; *To His Coy Mistress* – Andrew Marvell; *Shall I compare thee..?* – William Shakespeare; *Ballad* – Anon;

To a Mouse – Robert Burns; *The Flea* – John Donne; *Let me Not* – William Shakespeare; *Amen* – Christina Rossetti; *Porphyria's Lover* – Robert Browning; *La Belle Dame Sans Merci* - John Keats

Post-1914

6. *A Choice Of Poets* – edited by D Edwards, published by Nelson (1999) or previous edition by R P Hewitt. The following poets only are prescribed:

Robert Frost, R S Thomas

Candidates may study the appropriate selection from either edition. Any of the poems below may be named specifically in the written examination paper.

Robert Frost - *Mowing; Mending Wall; After Apple-picking; An Old Man's Winter Night; Two Look at Two; Tree at My Window; The Silken Tent.*
 R S Thomas - *The Evacuee; Farm Child; Children's Song; Cyddylan on a Tractor; A Blackbird Singing; Lore.*

*For information, *War Poems Teaching Resources* is also available, published by Collins Educational (0 00 323075 9).

7. *War Poems** - edited by Christopher Martin, published by Collins Educational (0 00 322238 1). The following poems only are prescribed:

Who's For The Game - Jessie Pope; *Peace* - Rupert Brooke; *God!*
How I hate you - Arthur Graeme West; *Comrades: An Episode* - Robert Nichols; *Spring Offensive, Exposure, Disabled, Anthem For Doomed Youth, Dulce Et Decorum Est* - Wilfred Owen; *Into Battle* - Julian Grenfell; *The Hero, Suicide In The Trenches, Does It Matter?* - Siegfried Sassoon; *The Evacuee* - R S Thomas; *Route March Rest* - Vernon Scannell; *Vergissmeinnicht* - Keith Douglas; *The Horses* - Edwin Muir; *Icarus Allsorts* - Roger McGough.

8. *Axed Between The Ears* – edited David Kitchen, published by Heinemann Education (0 435 14530 4). The following poems only are prescribed:

Peerless Jim Driscoll - Vernon Scannell; *First Day* - J I Jones; *Friday Nights* - Philomena Broderick; *Friends* - Elizabeth Jennings; *A Sequence of Poems for my Daughter, Christmas 83* - Debi Hinton; *Love Grows Old Too* - Roger Palmer; *Old Age Report* - Adrian Mitchell; *Beautiful Old Age* - D H Lawrence; *In Oak Terrace* - Tony Connor; *Geriatric Ward* - Phoebe Hesketh;
A Working Mum - Sally Flood; *Freedom* - Pat Arrowsmith; *Poor but Honest* - Anon; *Travelling through the Dark* - William Stafford; *A Case of Murder* - Vernon Scannell; *Song of the Battery Hen* - Edwin Brock; *Killing a Whale* - David Gill; *Atrocities* - Siegfried Sassoon; *Green Beret* - Ho Thien; *The Identification* - Roger McGough; *First Blood* - Jon Stallworthy; *Never Again* - Harri Webb; *Adrian Henri's Talking After Christmas Blues* - Adrian Henri.

9. *Best Words* - Published by and available free from AQA. The following poems are prescribed; **any** of the poems listed below may be named specifically in the written examination paper.

An Advancement of Learning - Seamus Heaney; *Once Upon a Time* – Gabriel Okara; *Mirror* - Sylvia Plath; *My Grandmother* - Elizabeth Jennings; *Afternoons* - Philip Larkin; *The Road Not Taken* - Robert Frost; *Ballad of the Bread Man* - Charles Causley; *Roe-Deer* - Ted Hughes.

Long Distance - Tony Harrison; *The Sick Equation* - Brian Patten; *I shall Return* - Claude McKay; *Blackberrying* - Sylvia Plath; *Churning Day* - Seamus Heaney; *War Photographer* - Carol Ann Duffy; *A Martian Sends a Postcard Home* - Craig Raine; *Bedtime Story* - George Macbeth.

9.3 SECTION C - PROSE

One text from (1) to (6) listed below to be chosen.

Pre-1914

- | | | | |
|----|-----------------------------------|---|--------------|
| 1. | <i>Pride and Prejudice</i> | - | Jane Austen |
| 2. | <i>Wuthering Heights</i> | - | Emily Brontë |
| 3. | <i>Far from the Madding Crowd</i> | - | Thomas Hardy |

Post-1914

- | | | | |
|----|-------------------------------------|---|-----------------|
| 4. | <i>Lord of the Flies</i> | - | William Golding |
| 5. | <i>Of Mice and Men</i> | - | John Steinbeck |
| 6. | <i>Roll of Thunder, Hear my Cry</i> | - | Mildred Taylor |

Key Skills and Other Issues

10

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

10.1 Introduction

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

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

Copies of the Key Skills Units may be down loaded from the QCA web site (<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 Literature B can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication, Information Technology, Improving own Learning and Performance, Working with Others 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 generate evidence for Part B of the units, are signposted below.

Opportunities for developing and generating evidence of attainment in *Application of Number* are not readily available in this specification.

10.2 Key Skills Opportunities in English Literature

The nature of English Literature as a subject makes it an ideal vehicle to assist candidates in the development of knowledge and understanding of the Key Skills of *Communication, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving*, and to produce evidence of their application. This is especially true of *Communication* which will form an essential feature of any English Literature Specification. Information Technology may be used for homework, for research and in coursework.

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the five Key Skills at Level 1 or Level 2, in the teaching and learning occurring during the course. The degree of opportunity will depend upon a number of centre specific factors, including teaching strategies and level of resourcing.

Communication Level 1

What you must do ...	Opportunities for Acquiring Evidence in Subject Content
C1.1 Take part in discussions	✓
C1.2 Read and obtain information	✓
C1.3 Write different types of documents	✓

Communication Level 2

What you must do ...	Opportunities for Acquiring Evidence in Subject Content
C2.1a Contribute to discussions	✓
C2.1b Give a short talk	✓
C2.2 Read and summarise information	✓
C2.3 Write different types of documents	✓

Information Technology Level 1

What you must do ...	Opportunities for Acquiring Evidence in Subject Content
IT1.1 Find, explore and develop information	✓
IT1.2 Present information, including text, numbers and images	✓

Information Technology Level 2

What you must do ...	Opportunities for Acquiring Evidence in Subject Content
IT2.1 Search for and select information	✓
IT2.2 Explore and develop information and derive new information	✓
IT2.3 Present combined information, including text, numbers and images	✓

Working with Others Level 1

What you must do ...	Opportunities for Acquiring Evidence in Subject Content
WO1.1 Confirm what needs to be done and who is to do it	✓
WO1.2 Work towards agreed objectives	✓
WO1.3 Identify progress and suggest improvements	✓

Working with Others Level 2

What you must do ...	Opportunities for Acquiring Evidence in Subject Content
WO2.1 Plan work and confirm working arrangements	✓
WO2.2 Work co-operatively towards achieving identified objectives	✓
WO2.3 Exchange information on progress and agree ways of improving work with others	✓

Improving Own Learning and Performance Level 1

What you must do ...	Opportunities for Acquiring Evidence in Subject Content
LP1.1 Confirm short-term targets and plan how these will be met.	✓
LP1.2 Follow plan to meet targets and improve performance.	✓
LP1.3 Review progress and achievements.	✓

Improving Own Learning and Performance Level 2

What you must do ...	Opportunities for Acquiring Evidence in Subject Content
LP2.1 Help set short-term targets and plan how these will be met.	✓
LP2.2 Use plan and support from others, to meet targets.	✓
LP2.3 Review progress and identify evidence of achievements.	✓

Problem Solving Level 1

What you must do ...	Opportunities for Acquiring Evidence in Subject Content
PS1.1 Confirm understanding of given problems	✓
PS1.2 Plan and try out ways of solving problems	✓
PS1.3 Check if problems have been solved and describe the results	✓

Problem Solving Level 2

What you must do ...	Opportunities for Acquiring Evidence in Subject Content
PS2.1 Identify problems and come up with ways of solving them	✓
PS2.2 Plan and try out options	✓
PS2.3 Apply given methods to check if problems have been solved and describe the results	✓

10.3 Further Guidance

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill are given in the AQA specification support material, particularly the *Teachers' Guide*.

10.4 Exemption from the Key Skills External Assessment

GCSE A* - C examination performance on this specification provides exemption for the external test in *Communication* at Level 2.

GCSE D – G examination performance on this specification provides exemption for the external test in *Communication* at Level 1.

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

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

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

Spiritual

Through the study of English Literature, candidates are able to explore the human condition and evaluate their own existence and values in relation to society. Literature addresses a wide range of psychological and sociological human issues; most texts deal with issues of conflict or concern which face individuals or groups, and candidates will explore a wide range of human desires, motivation, interaction and behaviour through their reading.

Moral and Ethical

The analysis and appreciation of the subject matter of English Literature similarly encourages understanding of moral and ethical issues. Throughout the course of study candidates will face challenge in debate and study which will foster recognition and sympathetic awareness of others' values and beliefs.

Social and Cultural

The study of literature both in a pre- and post-1914 context promotes an awareness of the factors which influence people. The fundamental link between ideas and emotions which Literature often explores enables a rational interpretation of the values and patterns of humanity which form the basis of a society's cultural identity.

11.2 European Dimension

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

11.3 Environmental Issues

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.

11.4 Citizenship

Knowledge, skills and understanding about becoming informed citizens can be acquired through a course of study based on this specification. Candidates have the opportunity to develop skills of enquiry and communication throughout the course in class, home or coursework.

Through the study of literature candidates will also have opportunities to reflect upon and evaluate their personal roles within the wider community, and become aware of contemporary political, moral, social and cultural issues. They will be able to develop the skills of expressing, justifying and defending orally and in writing a personal viewpoint on such issues.

11.5	Avoidance of Bias	AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.
11.6	Health and Safety	In studying English candidates should be encouraged to develop a sense of responsibility for the health and safety of the self and others.
11.7	ICT	<p>Opportunities should be exploited to develop skills in ICT as they arise. For example, PC-based presentation packages can be used to provide visual aids within oral assignments. Similarly, research on authors within, for example, the <i>Best Words</i> Anthology, for class work or coursework, would be enhanced by utilising the internet to access relevant web sites, or using, for example, a CD-ROM based encyclopaedia. ICT can form the basis of attractive tasks designed to assist with the assimilation of and familiarisation with the subject content of all options. For example, candidates might be encouraged to devise an intranet web page, designed for younger members of the school, based on a poem, play, issue or theme.</p> <p>Candidates might also be encouraged to develop their own facility in the subject by creating ICT based resources useful for others, such as an intranet based resource bank based on an author, poem, group of poems, a theme or an issue. Another application might be the construction of an intranet chat room, to be used for exploration and discussion of any of the issues or themes identified during the course of studying this specification.</p> <p>Candidates might also make use of, for example, email to survey views on a particular issue identified during the course. Electronic presentation packages might be employed to enhance presentations of the findings of such research.</p> <p>Equally, word processing of coursework, incorporating scanned images and integrated statistical data, where appropriate, might enhance the effectiveness of class work and coursework and could provide evidence for the attainment of the Key Skill of IT at Level 2.</p>

Centre-Assessed Component

12

Nature of the Centre-Assessed Component

12.1 Introduction

The final selection for the folder must contain **three** written pieces covering the following requirements.

1. **Response to one drama text not studied for the examination.**
2. **Response to one poetry text not studied for the examination.**
3. **Response to one prose text not studied for the examination.**
 - The above pieces must demonstrate an understanding of literary tradition, an appreciation of social and historical influences and cultural contexts, and one of the pieces must explore connections and comparisons between texts. **These requirements may be demonstrated in the same piece or in any combination in the coursework folder.** They should be denoted by ticking the relevant boxes on the Candidate Record Form. Suggestions for coursework assignments may be found in Section 13 of this specification.
 - There is no maximum number of texts to be studied for coursework. Either (or both) of coursework pieces 3 and 4 from the AQA English B specification (response to Shakespeare play and to Prose) may be submitted for English Literature providing they meet the relevant assessment objectives for both specifications and are assessed discretely against the two sets of criteria. Such pieces should be identified on the *Candidate Record Form*. This sheet must also be completed to show clearly the three texts studied for the examination and the three or more different texts studied for coursework. Moderators will check that the reading requirements have been met.
 - There is no minimum or maximum word limit either for individual pieces or for the whole folder. Pieces will vary in length according to purpose, audience and the individual attainment of each candidate.

Coursework pieces should be given clear titles and assessed against the criteria for the relevant assessment objectives.

12.2 Oral Response to Literature

- Coursework may include a record of assessed oral work if desired for **one** of the three pieces. Where an oral response - for example, performance - is assessed, details of this must be recorded on the *Candidate Record Form* (see *Appendix B*). A brief written description of the activity, by the candidate, must be included with this form and be sufficiently detailed to explain what the candidate did. It is **not**, however, assessed. An oral response may count towards only **two** coursework components in a joint English/English Literature

Specification B submission i.e. any **two** from En1, En2 and English Literature, but **not** all three. Oral coursework is not compulsory.

12.3 Drafting of Coursework

Where work is drafted and re-drafted the role of the teacher is to give general advice, thus enabling the candidate to make specific amendments on her/his own initiative. This level of advice is acceptable, whereas proof reading, where the teacher points out detailed errors, omissions and amendments for the candidate to correct in a subsequent draft is inadmissible; ‘fair copies’ of previously marked work must not be submitted for assessment. Early drafts of work are not required.

12.4 Common Folder

Where candidates are entered for Specification B in both English and English Literature, only one folder is required. Teachers must ensure that the overall requirements of both specifications are satisfied fully.

Guidance on Setting the Centre-Assessed Component

13.1 Introduction

The flexible nature of the coursework requirements minimises prescription and leaves teachers free to organise the study of texts in any way they wish, at any time during the course. Candidates submit a folder of written coursework assessed by centres and moderated by AQA. Oral coursework may be submitted for assessment in response to the study of one of the texts but must be accompanied by some written evidence (see Paragraph 12.2).

The folder must contain work on a minimum of three texts chosen by the centre:

- one drama
- one poetry
- one prose

none of which has been studied for the examination.

One text in each genre must have been published before 1914 and one after 1914. If a pre-1914 text is studied for coursework then a post-1914 text of the same genre must be studied for the examination, and vice versa. Texts chosen must be of sufficient substance and quality to merit serious consideration. At least two of the texts studied should have been written originally in English, but some works in translation may be included.

The range of coursework tasks should enable candidates to show their understanding of literary tradition, and to show their appreciation of social and historical influences and cultural contexts. At least one of the coursework pieces must explore relationships and comparisons between texts.

These requirements may be assessed in three different pieces. More than one of these requirements may be assessed in one piece. It is essential that the *Candidate Record Form* is appropriately completed to show where these requirements are being assessed.

There is no prescribed length for English Literature responses. Pieces will vary in length according to purpose, audience and the individual attainment of each candidate. Each response must state clearly the title of the task and details of the text(s) or other stimulus material(s) used.

13.2 Dual Submission of Coursework for English and English Literature

For centres choosing to teach an integrated course, AQA offers the opportunity for dual assessment of work which meets the programmes of study and assessment objectives for English and the separate assessment objectives for English Literature. **Such work must be assessed twice using the relevant criteria from each specification.** Where candidates are entered for both English

Specification B and English Literature Specification B, oral coursework in English Literature can, for example, be included in the coursework record for English. Similarly, written coursework undertaken for English Literature can also meet the National Curriculum requirements in *Reading* in AQA's English Specification B.

13.3 Suggestions for Written Coursework Assignments

The following are arranged by genre and are intended as suggestions only. They provide a range of possible responses embodying appropriate depth and breadth and facilitate the effective targeting of assessment objectives.

Drama

- A character study, involving a response to dramatic features of the text and showing understanding of the author's language, i.e. explaining how character may be presented to an audience through interpretation of action and language, thereby showing an understanding of literary and theatrical contexts.
e.g. *The Merchant of Venice* - to what extent does the reader sympathise with Shylock?
- An analysis of the dramatic qualities of one or more scenes, related to performance issues and/or alternative interpretations and related to the text as a whole, showing how these may be influenced by social or historical factors, or by different cultural contexts.
- An analysis of the dramatic effects of imagery and/or other linguistic features, showing some understanding of social, historical or cultural influences on and changes in the English Language, and of relevant literary traditions.
- A commentary on the dramatic structure of a scene or sequence of scenes, showing an understanding of literary and theatrical contexts, and showing how they affect the audience's response to one or more of the themes of the play as shown in the whole text.
- Reflections on theatre, film or television performances of a play in relation to the published text and the medium's cultural context.

Note that although responses may be performance-based, or may relate to representations of a text in different media, there must be sufficient evidence of textual knowledge to allow a candidate's response to be assessed against the appropriate criteria.

Poetry

- A comparative study showing how poets have addressed the theme of love, showing knowledge of literary tradition and of a social or historical or cultural context.
- A comparative study of sonnets/ballads, showing knowledge of literary contexts.
- A consideration of the way an author achieves effects by the choice of language, structure and forms. This might also be tackled as a unit of oral coursework by groups having read a number of poems by one poet. They might be asked to consider the degree of formality or colloquialism, imagery or other literary devices, formal or free verse, and to show an awareness of literary tradition and of social, historical and cultural contexts.
- A study of World War I poetry demonstrating an awareness of the social, historical and cultural aspects.

Prose

- Literary questions on character, focussing for example on work by a particular writer or from a particular genre or period, showing knowledge of literary tradition and of social, historical or cultural contexts.
- A study of narrative technique such as first person narration, multiple narrators, monologues, diaries and letters. For example demonstrating awareness of literary tradition and of social, historical or cultural contexts, what is the effect of first person narration in texts such as *Jane Eyre* or *To Kill a Mockingbird*?
- Entries kept in diaries or records of supposed interviews with characters. This sort of assignment should show an understanding of both plot and character, as well as demonstrating an awareness of social, cultural or historical contexts and the proper style.
- The writing of a sequel or “missing chapter” in the manner of the original text, showing an appreciation of the author’s style, of plot development, and the text’s social, cultural, historical or literary context.
- Reconstruction of an episode in a text from a perspective other than that given e.g. Jack’s account of events on the island in *Lord of the Flies* or Slim’s understanding of events in *Of Mice and Men*. Such an assignment could allow an understanding and appreciation of plot, characterisation, viewpoint, and social, cultural, historical or literary contexts.
- A letter or series of letters written in the style of the original text which reflect an appreciation of the social, cultural and historical context. e.g. Elizabeth Bennett.

13.4 Suggestions for Oral Coursework

A variety of oral responses to texts, including forms of presentation and performance, should be encouraged. Oral assignments might take the form of:

- An individual talk based on a chosen literary text or topic. This may lead to questions and discussion. The talk could be delivered to a large group – possibly the teaching group – where the candidates’ enthusiasm and confidence are such that they would benefit from this approach. Alternatively, the talk might be delivered to a small group of say, four or five candidates, made up of peer group members, a friendship group or a group working on the same text or texts. The other members of the group might give their own talks during the same session.
- A discussion between the candidate and the teacher on some aspect of a chosen text or topic. The discussion would be led by the candidate; the role of the teacher would be to encourage discussion to draw the candidate out and so find the depth of the candidate’s knowledge and understanding.
- A group discussion (four or five candidates) on a selected or given topic. Candidates could, with guidance, choose to discuss a particular aspect of a text or texts they have been studying. Where candidates are unable to agree upon a topic for discussion, this could be provided by the teacher. The candidate’s individual contribution to the discussion should be assessed.
- Role play/improvisation. Candidates might benefit from the chance to improvise a particular scene or incident from a text, to put themselves in the position of a character and show their understanding of the character and plot development, to demonstrate the possible dramatic presentation of a scene or to act an additional scene they have written themselves.
- A selection of literary material for a radio programme, introduced and read by the candidate.

More detailed suggestions for oral coursework will be given in the Teachers’ Guide.

13.5 Coursework Advisers

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

14

Assessment Criteria

14.1 Introduction

Teachers should use their professional judgement to select and apply the criteria appropriately and fairly to the work of the candidates. Each successive grade description assumes the continued demonstration of the qualities described in the lower grades.

Candidates should be awarded the appropriate mark within any range on a 'best fit' basis, making allowance for balancing strengths and weaknesses within each response. When assessing coursework assignments teachers should use the following procedure.

- Teachers should make a broad judgement using the general criteria.
- This initial judgement should then be further refined using the specific criteria.

A mark for Quality of Written Communication must be applied to the candidate's work using the criteria in Appendix D. GCSE grade to mark equivalents are given for general guidance only.

14.2 Criteria

Detailed guidance is given in Appendix D

14.3 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 marks awarded under each of the assessment criteria must be entered on the *Candidate Record Form*, with supporting information given in the spaces provided. A specimen *Candidate Record Form* appears in Appendix B; the exact design may be modified before the operational version is issued and the correct year's *Candidate Record Forms* should always be used.

15

Supervision and Authentication

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- 15.1 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 allow the teacher to authenticate each candidate's whole work with confidence.
-
- 15.2 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*.
- It is expected that teachers supervising candidates' work will conduct periodic reviews to ensure that the work is meeting AQA's requirements.
-
- 15.3 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 AQA. The penalties for malpractice are set out in the AQA Regulations.
-
- 15.4 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 declares that the work was conducted under the specified conditions, and records details of any additional assistance.
- Oral work must be undertaken in the presence of the teacher, normally on school or college premises, but occasionally elsewhere. The individual performance of the candidate must be clearly identified as part of the teacher's record-keeping
-

16

Standardisation

16.1 Standardisation Meetings

To assist teachers in coursework assessment, a full day's local standardisation meeting is held annually in the Autumn term. Attendance at the standardisation meeting is compulsory for centres entering candidates. At least one teacher per centre must attend. Any centre which fails to be represented must notify the AQA of the reasons for that failure. The standardisation of English Literature B takes place at the same meeting as the standardisation of English B. The meeting will be led by an AQA Coursework Adviser. The meeting provides both a standardisation and in-service support function, allowing teachers to discuss aspects of the examination and its administration.

16.2 Standardisation Materials

Centres will receive a set of printed materials to make possible the standardisation of Literature coursework. Additional materials may also be sent.

16.3 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 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. If only one teacher has undertaken the marking, that person must sign this form.

A specimen *Centre Declaration Sheet* appears in *Appendix B*.

17

Administrative Procedures

17.1 Recording Assessments	The candidates' work must be marked according to the assessment criteria set out in <i>Appendix D</i> . The marks and supporting information must be recorded in accordance with the instructions in paragraph 14.3. The completed <i>Candidate Record Form</i> for each candidate must be attached to the work and made available to AQA on request.
17.2 Estimates of Entry	A free copy of <i>Best Words</i> for each candidate is sent to centres at the start of the course on the basis of their Estimates of Entry. It is therefore essential that estimates are submitted at the appropriate time and that the relevant request form is completed.
17.3 Submitting Marks	The total component mark for each candidate must be submitted to 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 samples to be submitted to the moderator.
17.4 Sample of Work for Moderators	<p>Centres will be informed of candidates whose work is required for moderation, details of the Moderator to whom the work must be sent, and the date by which it must be despatched. The samples must consist of complete folders of candidate's work including:</p> <ul style="list-style-type: none"> • all of the assessed pieces • the Centre Declaration Sheet • the <i>Candidate Record Form</i> • (where appropriate) the <i>Mark Reductions for Incomplete Folder Form</i> (see paragraph 17.5). <p>Each piece of work must state clearly the title of the task and details of any texts or other stimulus used. It should show the candidate's name and centre details. Work should be suitably packaged to ensure safe transit through the post, but should not be enclosed in plastic wallets or ring binders; the use of treasury tags to secure work is recommended.</p> <p>AQA reserves the right to call for additional samples of candidates' work to confirm a centre's standards of marking. In cases where a centre's standards of marking or consistency of internal standardisation are seriously in question, the work of all candidates will be called for moderation.</p>
17.5 Factors Affecting Individual Candidates	<p>Absence</p> <p>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.</p>

Illness or other exceptional circumstances

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.

Lost Work

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

Special Help

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

Centre Transfer

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 AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

17.6 Incomplete Folders

Where a candidate fails to present a complete Literature submission for assessment, an initial mark should be awarded (using the criteria in *Appendix D*) which reflects the overall achievement of the candidate irrespective of the number of responses submitted.

The mark must then be reduced *pro-rata* to the nearest whole number i.e. by one third for each missing response. Where appropriate a completed *Mark Reductions for Incomplete Folders Form* (see *Appendix B*) should be attached to each incomplete folder, showing how the mark for English Literature has been reduced. The mark applied for Quality of Written Communication will be unaffected.

17.7 Retaining Evidence

The centre must retain the work of all candidates, with *Candidate Record Form* 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 results 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 AQA.

18

Moderation**18.1 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 AQA. The centre marks must be submitted to AQA and the sample of work must reach the Moderator by the specified date in the year in which the qualification is awarded.

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 which case the coursework and *Candidate Record Forms* for these candidates must be submitted. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

18.2 Moderation of Oral Coursework (if submitted)**Training Videotape**

In the first two years of the examination, and thereafter not more than once every two years, centres will receive a training videotape showing a range of Speaking and Listening/Oral activities undertaken by several candidates. It is a requirement of the specification that, where there is more than one teacher responsible for the internal assessment of oral coursework, staff meet to discuss the training tape.

A sample of each teacher's candidates must be re-assessed by another teacher for internal standardisation purposes.

Annual teacher standardisation meetings will be held by AQA. The meeting will deal with the standardisation of En1/oral assessments and written coursework assessments for English B, English B (Mature) and English Literature Specification B. A representative from each centre will be expected to attend each year's meeting.

Moderator's Visits

Where the marks submitted show that a centre's accuracy in oral assessment is in doubt, and/or where the written records for En1 or an oral En2 or literature coursework response are inadequate, the following possible actions will be prompted:

- report to centre;
- advisory visit in the following year (in more serious cases);
- moderation visit the following year (in the most serious cases).

There will be a regular cycle of advisory visits, with centres being visited at least once every three years. The purpose of these is to satisfy AQA that the appropriate arrangements for the assessment and standardisation of oral coursework are in place.

Adjustment of Marks

Where there is evidence that the centre's marking differs significantly from the AQA standard, taking other evidence into account where applicable (e.g. pattern of marks, centre history, reports on previous visits), an adjustment will be applied to the centre to bring its marking into line with the AQA standard.

18.3 Joint English/English Literature Folders

Where candidates are entered for both English and English Literature, only **one** folder is required. All relevant information for both subjects must appear on **one** *Candidate Record Form*.

Centres must send to the Moderator, with the sample of candidates' work, copies of texts or other stimulus materials which may not be widely familiar.

18.4 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

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 AQA for archive purposes.

Awarding and Reporting

19

Grading and Re-Sits

19.1 Qualification Titles	The qualification based on this specification has the following title: AQA GCSE in English Literature.
19.2 Grading System	The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.
19.3 Re-Sits	Individual components may not be retaken, but candidates may retake the whole qualification more than once.
19.4 Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
19.5 Carrying Forward of Centre-Assessed Marks	Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
19.6 Awarding and Reporting	The regulatory authorities, in consultation with GCSE Awarding bodies, have developed a Code of Practice for GCSE qualifications introduced in September 2000. This specification complies with the grading, awarding and certification requirements of the revised <i>GCSE, GCE and AEA Code of Practice 2008</i> .

Appendices

A

Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in Section 6) overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

- Grade A Candidates respond critically and sensitively to a range of texts, taking into account alternative approaches and interpretations. They explore and evaluate the ways meaning, ideas and feelings are conveyed through language, structure and form, making connections and comparisons between texts. They identify and comment on social, historical and cultural contexts of texts, and show awareness of literary tradition. They select forms appropriately and convey their ideas coherently.
- Grade C In responding to a range of texts, candidates show understanding of how meanings and ideas are conveyed through language, structure and form. They explore connections and comparisons between texts, referring to details to support their views. They show awareness of some of the cultural and social contexts of texts. They convey their ideas appropriately in a range of forms.
- Grade F In giving personal responses to texts, candidates show understanding of key features, including themes, characters and language. They make straightforward connections between texts, and show some understanding of influences on texts and readers. They refer to aspects of texts when explaining their views. They convey their responses in appropriate ways.

B

Record Forms

Candidate Record Forms and 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

C

Overlaps with other Qualifications

The reading involved for this specification may overlap with that for AQA GCSE English Specification B and B (Mature), but there are otherwise no explicit overlaps with other qualifications.

D

Criteria

The criteria offer a general description of achievement to be expected for each assessment objective in each grade. On page 50 performance is described in relation to the texts studied. Once the selection of work which fulfils the requirements has been made, it should be assessed in relation to the relevant assessment objectives on page 51, cross referenced against the grade descriptions in Appendix A. One overall mark out of 27 should then be determined which provides the best fit for each candidate's whole folder allowing for balancing strengths and weaknesses within each response. Three marks are available for each grade: the median mark for work which is securely within the grade, the lower mark for work which just meets the grade description and the higher mark for work which has some characteristics of the next highest grade.

Each successive grade description assumes the continued demonstration of the qualities described in the lower grades. Mark ranges equivalent to GCSE grades are for general guidance only and are subject to confirmation by the Awarding Committee for GCSE English Literature B.

Criteria

Mark Range	Assessment Criteria - related to texts studied			GCSE Grade
	Drama	Poetry	Prose	
0-3	<ul style="list-style-type: none"> describe some events and characters 	<ul style="list-style-type: none"> describe some content 	<ul style="list-style-type: none"> describe some narrative and characters 	U
4-6	<ul style="list-style-type: none"> understand plot and basic structure respond to actions of main characters 	<ul style="list-style-type: none"> respond to obvious features of poetic form and meaning 	<ul style="list-style-type: none"> follow story-line show a basic appreciation of character 	G
7-9	<ul style="list-style-type: none"> respond to main plot, characters and setting show some understanding of use of language by characters 	<ul style="list-style-type: none"> show a developing understanding of poetic forms and meanings 	<ul style="list-style-type: none"> understand narrative content and relationships between characters show some understanding of use of language in description and dialogue 	F
10-12	<ul style="list-style-type: none"> explore distinctive features of language and style explore the conventions of drama 	<ul style="list-style-type: none"> understand poetic elements including rhyme, metre and condensed expression 	<ul style="list-style-type: none"> understand narrative development, relationships between characters, plot, sub-plot and theme 	E
13-15	<ul style="list-style-type: none"> understand and articulate complexity of plot, structure, atmosphere and characterisation 	<ul style="list-style-type: none"> understand and respond to distinctive features of poetry including imagery and atmosphere 	<ul style="list-style-type: none"> describe all main elements of narrative development, structure, characterisation, theme, atmosphere and setting 	D
16-18	<ul style="list-style-type: none"> respond to figurative language and linguistic devices as well as overall structure 	<ul style="list-style-type: none"> interpret distinctive features of poetic structure and language 	<ul style="list-style-type: none"> present a critical account of narrative structure, characterisation, theme, atmosphere and setting 	C
19-21	<ul style="list-style-type: none"> analyse and appreciate aspects of the play appreciate language use as an integral part of drama 	<ul style="list-style-type: none"> interpret poetic language and techniques showing critical appreciation of theme 	<ul style="list-style-type: none"> analyse and appreciate aspects of narrative, characterisation, theme, structure, atmosphere and setting 	B
22-24	<ul style="list-style-type: none"> analyse nuances of language and use of dramatic convention 	<ul style="list-style-type: none"> demonstrate insight into and appreciation of tone, prosody and distinctive features of diction 	<ul style="list-style-type: none"> critically analyse all aspects of narrative structure, characterisation, theme, atmosphere and setting 	A
25-27	<ul style="list-style-type: none"> critically evaluate dramatic approaches and intentions in context 	<ul style="list-style-type: none"> critically evaluate poetic devices and techniques in context 	<ul style="list-style-type: none"> show sustained insight into stylistics and authorial stance 	A*

Mark	General Assessment Criteria – related to assessment objectives				GCSE
Range	AO1	AO2	AO3	AO4	Grade
0-3	<ul style="list-style-type: none"> write about texts 	<ul style="list-style-type: none"> recognise basic features of form and language 	<ul style="list-style-type: none"> recognise obvious connections between texts 	<ul style="list-style-type: none"> recognise obvious contexts of texts and writers 	U
4-6	<ul style="list-style-type: none"> refer to texts and select relevant details 	<ul style="list-style-type: none"> describe the obvious features of language and structure 	<ul style="list-style-type: none"> describe obvious connections between texts 	<ul style="list-style-type: none"> refer to obvious contexts of texts and writers 	G
7-9	<ul style="list-style-type: none"> begin to explore thematic interpretation referring to texts to support their views 	<ul style="list-style-type: none"> show some understanding of the importance and variety of language used 	<ul style="list-style-type: none"> begin to explore obvious connections between texts 	<ul style="list-style-type: none"> show some understanding of the contexts of texts and writers 	F
10-12	<ul style="list-style-type: none"> refer to texts to support inference, deduction and personal response 	<ul style="list-style-type: none"> recognise features of language and structure 	<ul style="list-style-type: none"> recognise possible comparisons and relationships between texts 	<ul style="list-style-type: none"> recognise the contexts of texts and writers 	E
13-15	<ul style="list-style-type: none"> support deductive and personal response to meanings of texts by textual reference 	<ul style="list-style-type: none"> recognise and respond to features of language and structure 	<ul style="list-style-type: none"> recognise and respond to opportunities to compare texts and show relationships between them 	<ul style="list-style-type: none"> recognise and respond to the contexts of texts and writers 	D
16-18	<ul style="list-style-type: none"> make well-chosen and effective references to support structured response to texts 	<ul style="list-style-type: none"> begin to show understanding of elements of critical awareness 	<ul style="list-style-type: none"> make comparisons and draw relationships between texts 	<ul style="list-style-type: none"> show appreciative and informed understanding of the contexts of texts and writers 	C
19-21	<ul style="list-style-type: none"> select textual evidence with discrimination to support personal and analytical response 	<ul style="list-style-type: none"> articulate a critical awareness of all aspects of texts and analyse subtleties of meaning 	<ul style="list-style-type: none"> analyse perceptively comparisons and relationships between texts 	<ul style="list-style-type: none"> analyse the contexts of texts and writers appropriately 	B
22-24	<ul style="list-style-type: none"> support responses with discriminating textual reference and clear, effective reasoning 	<ul style="list-style-type: none"> sustain detailed critical analysis of texts 	<ul style="list-style-type: none"> sustain analysis of comparisons and relationships between texts 	<ul style="list-style-type: none"> sustain analysis of texts and writers in their contexts 	A
25-27	<ul style="list-style-type: none"> support evaluative responses with textually apposite reference used discriminately 	<ul style="list-style-type: none"> sustain insight into meanings and stylistics of texts with precision and originality 	<ul style="list-style-type: none"> evaluate comparisons and relationships between texts in detail 	<ul style="list-style-type: none"> evaluate the place of writers and texts in their total context 	A*

Where candidates do not fulfil the criteria indicated in this grid the mark awarded must reflect this omission.

**Quality of Written
Communication**

When a candidate's coursework has been assessed against the criteria, an overall judgement of the candidate's Quality of Written Communication should be made out of a total of 3 against the following criteria.

Candidates are required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.
- use a suitable structure and style of writing.

Three marks area available for coursework in accordance with the following criteria.

- 3 marks** The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
- 2 marks** The candidate presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
- 1 mark** The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
- 0 marks** The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

For GCSE English Literature the mark out of 3 for Quality of Written Communication must be added to the mark out of 81 (27 x 3) to give a final total mark out of 84 for each candidate.