

Contents

WJEC GCSE in English Literature
For Examination from 2009

	Page
Summary of Assessment	2
Introduction	3
Aims	5
Assessment Objectives	7
Scheme of Assessment	
Specification A	8
Specification B	11
Specification Content	
Specification A	14
Specification B	16
Key Skills	17
Grade Descriptions	18
Appendix 1: Internal Assessment	19
Appendix 2: Key Skills	29
Appendix 3: Assessment Grid	39

SUMMARY OF ASSESSMENT**SPECIFICATION A**

Written Paper 70% (2½ hours)
Section A Prose 30%
Close reading of extract from set text (10 marks) Extended writing on set text (20 marks)
Section B Drama 30%
Close reading of extract from set text (10 marks) Extended writing on set text (20 marks)
Section C Poetry 10%
Guided response to unseen poem (10 marks)
Coursework (30%)
<ol style="list-style-type: none"> 1. Poetry} one including pre-1914 work, the other 2. Poetry} including post-1914 work 3. Prose } texts to be chosen so that pre- and post- 4. Drama } 1914 works in each genre are covered <p style="margin-left: 40px;">across coursework and written paper</p> <p>(At least two assignments must show evidence of ability to make comparisons between texts.)</p>

SPECIFICATION B

Written Paper 70% (2½ hours)
Section A Prose Anthology 26%
Close reading of extract (10 marks) Extended writing on anthology (20 marks)
Section B Poetry Anthology 26%
Close reading of extract (10 marks) Extended writing on anthology (20 marks)
Section C Drama 18%
Extended writing on set text (20 marks)
Coursework (30%)
<ol style="list-style-type: none"> 1. Poetry pre -1914 2. Prose pre -1914 3. Drama (pre-and post-1914 to be covered across coursework and paper) 4. Wider Reading (any genre, pre- or post-1914)

Qualification Accreditation Numbers:

English Literature (A) 100/2003/2; English Literature (B) 100/204/4

ENGLISH LITERATURE

(153/01 - A Foundation; 153/02 - A Higher; 153/03 - B Foundation; 153/04 - B Higher)

I INTRODUCTION

Criteria for GCSE

This specification meets the General Criteria for GCSE and the Subject Criteria for GCSE English Literature issued by ACCAC/QCA (September 2001). Assessment for this qualification is carried out according to codes of practice published by the regulatory authorities. The qualification may be undertaken through the medium of English only.

GCSE qualifications are reported on an eight-point scale from A* to G, where A* is the highest grade. Candidates who fail to reach the minimum standard for a grade to be awarded are recorded as U (unclassified) and do not receive a qualification certificate.

GCSE qualifications are expected to show broad equivalence to General National Vocational Qualifications in the following terms:

two GCSEs at grade D to G and two GCSEs at grade A* to C are equivalent to one three-unit GNVQ at foundation and intermediate level respectively;
four GCSEs at grade D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at foundation level and intermediate level respectively.

Rationale

This specification is based on the conviction that the study of literature should centre on an informed personal response to a range of texts in the genres of prose, poetry, and drama.

Students will not be allowed to take texts into the examination. However, a “clean” copy of the anthology will be provided for candidates sitting the Specification B paper.

Assessment is through coursework assignments and a terminal examination. Teachers and their students have flexibility in the choice of texts to be studied, and some overlap with GCSE *English* is possible and, indeed, encouraged. It is felt that the study of literature can greatly enhance a student’s writing skills, and that practising his/her own writing skills can lead a student to increased enjoyment of, and success in, reading.

Prior Learning

Although there is no specific requirement for prior learning, this specification builds upon the Programmes of Study for *English Literature* in Key Stages 1-3.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

Progression

This specification provides a foundation for Advanced Subsidiary and Advanced GCE study in *English Literature* and *English Language and Literature*. However, the reading and other skills candidates develop are vital in the further study of many subjects at an equivalent level.

Overlap and Restrictions on Entry

This specification overlaps with WJEC GCSE *English*, and coursework assignments may be dual entered. There are no restrictions on concurrent entry for other qualifications.

The classification codes for this specification is 5110.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Candidates with Particular Requirements

Details of the special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for General Qualifications document *Candidates with Special Assessment Needs: Regulations and Guidance*. Copies of this document are available from WJEC.

2

AIMS

A course based on this specification should enable students to explore their literary interests and to be enthusiastic, responsive and knowledgeable readers. They should be given the following opportunities:

- * 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.
- * To be aware of social, historical and cultural contexts and influences in the study of literature.
- * To construct and convey meaning in speech and writing, matching style to audience and purpose.

The spiritual, moral, ethical and cultural dimension

English Literature is a subject that requires candidates to consider the cultural and historical context of literary texts. Through their studies they will, therefore, have opportunities to reflect on a range of spiritual, moral, ethical, social and cultural issues.

Citizenship

The specification gives candidates opportunities to develop the skills of critical and analytical reading. It also allows them to both express and develop their point of view in writing and speaking, whilst encouraging them to consider critically and constructively the views of others. This ability to make informed and considered judgements is a skill vital in the development of individual citizenship.

This specification also underpins the development of a range of Key Skills. These too are of vital importance to individuals in the wider world.

The European dimension

Good reading skills in English are essential not just in England and Wales, but also in the wider context of Europe and the world. This specification supports the development of these skills, and provides opportunities for assessment of them in different contexts.

Opportunities for use of ICT

Candidates are encouraged to word process their coursework assignments. This will support the skill of drafting. However, at least one piece in an *English Literature* or dual entry folder must be hand-written.

Candidates may choose to access ICT-based information in their study of literary texts, and thus develop the mature and critical use of documents on the Internet and in other non-print based media.

Curriculum Cymreig

Candidates in Wales also studying GCSE *English* may dual enter a coursework assignment based on the reading of work by a Welsh writer, set in Wales, or with a special relevance to Wales.

Texts with a Welsh dimension may be chosen for the terminal examination and the internally assessed and externally moderated coursework element.

Environmental issues

Candidates may be offered the opportunity to study literary texts which deal with environmental issues.

Health and Safety considerations

There are no Health & Safety issues associated with the requirements of this specification.

3

ASSESSMENT OBJECTIVES

Candidates are required to demonstrate their ability to:

- AO1 respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate;
- AO2 explore how language, structure and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations;
- AO3 explore relationships and comparisons between texts, selecting and evaluating relevant material;
- AO4 relate texts to their social, cultural and historical contexts and literary traditions.

Opportunities for the assessment of the quality of written communication are found within each assessment objective and thus throughout coursework and the written paper.

4

SCHEME OF ASSESSMENT**SPECIFICATION A****Differentiation**

This specification provides a scheme of assessment which will allow all candidates to demonstrate fully their abilities in *English Literature*.

In coursework, differentiation may be achieved by a variety of means: by outcome, through common tasks; through tasks based on common texts but with different degrees of structure or guidance; through texts and/or tasks pitched at different levels of difficulty.

In the terminal examination differentiation will be achieved by two tiers of papers. Candidates may be entered for one tier only.

Questions based on set texts will differentiate in three ways: through the extent of structure and guidance offered; through the degree of emphasis on higher level skills (e.g. exploring how language, structure and forms contribute to the meaning of texts); through the particular aspects of texts addressed. With the unseen poetry, the inherent difficulty of the texts themselves will provide differentiation between the tiers.

Grades Awarded

Foundation Tier	G	F	E	D	C				
Higher Tier				D	C	B	A	A*	

Candidates achieving less than the minimum mark for Grade G on the Foundation Tier will be recorded as "Unclassified" ("U"). A "safety net" for candidates entered for the Higher Tier is provided. An allowed Grade E will be awarded. Candidates failing to achieve Grade E will be reported as "Unclassified" ("U").

To facilitate teaching approaches and preparation for the terminal examination, there will be a common structure to question papers.

Scheme of Assessment

The assessment will consist of:

- (i) a coursework submission (30%)
- (ii) a terminal examination (70%)

The weightings given to each genre are as follows:

	Coursework	Terminal Examination	Total
<i>Prose</i>	7½%	30%	37½%
<i>Drama</i>	7½%	30%	37½%
<i>Poetry</i>	15%	10%	25%

The relationship between assessment objectives and components is given in Appendix 3.

Terminal Examination

The structure of the terminal examination may be summarised as follows:

Written Paper 70% (2½ hours)
Section A Prose 30%
Close reading of extract from set text (10 marks) Extended writing on set text (20 marks)
Section B Drama 30%
Close reading of extract from set text (10 marks) Extended writing on set text (20 marks)
Section C Poetry 10%
Guided response to unseen poem (10 marks)

There will be a single externally assessed written paper of 2½ hours.

The terminal examination requires study of a prose text (30%), study of a drama text (30%) and response to unseen poetry (10%). **Candidates are not permitted to take copies of the set texts into the examination.**

Sections A and B will require candidates to answer **two** questions on the chosen prose text and **two** questions on the chosen drama text. The first question (part (a)) will require close reading of an extract. The second question will offer a choice of tasks (parts (b) and (c)) relating to the text as a whole.

Section C will consist of a question offering some structure for candidates to explore and respond to a single unseen poem.

Quality of written communication

Candidates are required to present relevant information in a form that suits its purpose. They must also ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear. Assessment of these aspects will be contained within both coursework and the written paper.

Coursework

The structure of the coursework component may be summarised as follows:

Coursework (30%)	
1. Poetry}	one including pre-1914 work, the other
2. Poetry}	including post-1914 works
3. Prose }	texts to be chosen so that pre- and post-
4. Drama }	1914 works in each genre are covered across coursework and written paper

For details of assessment criteria and the process of marking and moderation, see Appendix 1.

Assessment will be based on **four** assignments, one of which may take an oral form.

Two assignments will show appreciation of poetry selected from a range studied during the course (around 1,000 lines). One assignment must consider at least one poem published before 1914, and the second must consider at least one poem published after that date.

One assignment will show appreciation of a prose text. Together with the novel chosen for the terminal examination, the finally assessed work must include texts published before and after 1914. This assignment may be based on the reading of literary non-fiction, as long as the pre-/post-1914 balance is maintained.

One assignment will show appreciation of a drama text. Drama will be taken to include plays for film and on television. Work based on viewing of taped or live performance must be linked to study of the written text. Together with the play chosen for the terminal examination, the finally assessed work must include texts published before and after 1914.

At least two assignments must show evidence of ability to make comparisons between texts. In these assignments at least one of the texts considered must meet the period (pre-/post-1914) coverage requirement.

*N.B. Texts listed for the terminal examination may be chosen for coursework but in this case it must be made clear to candidates that they must answer on a different text in the terminal examination, and meet the requirement for pre- **and** post-1914 texts.*

One piece of the finally assessed work in an *English Literature* or dual entry folder must have been completed under teacher supervision and be certified as such by the staff of the centre.

Up to three pieces of work may be in printed format. i.e. **At least one** piece in an *English Literature* or dual entry folder must be handwritten.

If pieces are also entered for GCSE *English*, it should be clear how the chosen tasks allow candidates to meet both sets of assessment objectives.

SPECIFICATION B

Differentiation

This specification provides a scheme of assessment which will allow all candidates to demonstrate fully their abilities in *English Literature*.

In coursework, differentiation may be achieved by a variety of means: by outcome, through common tasks; through tasks based on common texts but with different degrees of structure or guidance; through texts and/or tasks pitched at different levels of difficulty.

In the terminal examination differentiation will be achieved by two tiers of papers. Candidates may be entered for one tier only.

Questions based on set texts will differentiate in three ways: through the extent of structure and guidance offered; through the degree of emphasis on higher level skills (e.g. exploring how language, structure and forms contribute to the meaning of texts); through the particular aspects of texts addressed.

Grades Awarded

Foundation Tier	G	F	E	D	C			
Higher Tier				D	C	B	A	A*

Candidates achieving less than the minimum mark for Grade G on the Foundation Tier will be recorded as "Unclassified" ("U"). A "safety net" for candidates entered for the Higher Tier is provided. An allowed Grade E will be awarded. Candidates failing to achieve Grade E will be reported as "Unclassified" ("U").

To facilitate teaching approaches and preparation for the terminal examination, there will be a common structure to question papers.

Scheme of Assessment

The assessment will consist of:

- (i) a coursework submission (30%)
- (ii) a terminal examination (70%)

The weightings given to each genre are as follows:

	Coursework	Terminal Examination	Total
<i>Prose</i>	7½% - 15%	26%	33½- 41%
<i>Drama</i>	7½% - 15%	18%	25½- 33%
<i>Poetry</i>	7½% - 15%	26%	33½- 41%

The relationship between assessment objectives and components is given in Appendix 3.

Terminal Examination

The structure of the terminal examination may be summarised as follows:

Written Paper 70% (2½ hours)
Section A Prose Anthology 26%
Close reading of extract (10 marks) Extended writing on anthology (20 marks)
Section B Poetry Anthology 26%
Close reading of extract (10 marks) Extended writing on anthology (20 marks)
Section C Drama 18%
Extended writing on set text (20 marks)

There will be a single externally assessed written paper of 2½ hours.

The terminal examination requires study of a selection of short stories (26%) and of poetry (26%), both contained in an anthology issued by WJEC at the start of courses, and study of a drama text (18%). **Candidates are not permitted to take the drama text into the examination, but an unannotated copy of the anthology will be provided.**

Section A will require candidates to answer **two** questions on the prose section of the anthology. The first question will require close reading of part of the anthology. The second question will offer a choice of tasks relating to the prose section as a whole and involving the comparison of some short stories.

Section B will require candidates to answer **two** questions on the poetry section of the anthology. The first question will require close reading of a single poem. The second question will offer a choice of tasks relating to the poetry section as a whole and involving the comparison of some poems.

Section C will require candidates to answer **one** question on the chosen drama text. This will offer a choice of tasks relating to the text as a whole.

Quality of written communication

Candidates are required to present relevant information in a form that suits its purpose. They must also ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear. Assessment of these aspects will be contained within both coursework and the written paper.

Coursework

The structure of the coursework component may be summarised as follows:

Coursework (30%)
<ol style="list-style-type: none"> 1. Poetry pre -1914 2. Prose pre -1914 3. Drama (pre- and post-1914 to be covered across coursework and paper) 4. Wider Reading (any genre, pre- or post-1914)

For details of assessment criteria and the process of marking and moderation, see Appendix 1.

Assessment will be based on **four** assignments, one of which may take an oral form.

One assignment will show appreciation of a prose text of some substance (or of a number of shorter texts by the same author) published before 1914. This assignment may be based on the reading of literary non-fiction as long as the pre-/post-1914 balance is maintained.

One assignment will show appreciation of a drama text. Drama will be taken to include plays for film and on television. Work based on viewing of a taped or live performance must be linked to study of the written text. Together with the play chosen for the written paper, the finally assessed work must include texts published before and after 1914.

One assignment will show appreciation of poetry published before 1914 selected from a range studied during the course (around 1,000 lines).

The fourth assignment (wider reading) may be based on poetry, prose or drama or may range across genres. Reference may be made to texts used in other assignments, but such texts should not form the main focus for this assignment.

N.B. (i) *Drama texts listed for the written paper may be chosen for coursework but in this case it must be made clear to candidates that they must answer on a different text in the terminal examination, and meet the requirements for pre- and post-1914 texts.*

(ii) *Material contained in the anthology on which the written paper is based may **not** be used as the main focus for the "wider reading" assignment.*

One piece of the finally assessed work in an *English Literature* or dual entry folder must have been completed under teacher supervision and be certified as such by the staff of the centre.

Up to three pieces of work may be in printed format. i.e. **At least one** piece in an *English Literature* or dual entry folder must be handwritten.

If pieces are also entered for GCSE *English*, it should be clear how the chosen tasks allow candidates to meet both sets of assessment objectives.

5

SPECIFICATION CONTENT

SPECIFICATION A

The content of this specification will consist of poetry, prose and drama, including at least one text of some substance in each genre published before 1914, and at least one text of some substance in each genre published after 1914. The majority of 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.

Study of texts must include consideration of relevant aspects of social, cultural and historical contexts, and literary tradition. Questions in the written paper and assignments in coursework will draw on such knowledge where appropriate.

Prose and Drama

In the genres of prose and drama, study of a prescribed text is required for the terminal examination; at least one further text in each of these genres will be studied and assessed in coursework. Texts must be chosen to ensure that each candidate is assessed (in either coursework or terminal examination) on their study of a work in each genre published before 1914 and a work in each genre published after 1914. Texts will be studied in their own right but may be chosen to allow opportunities for links and comparisons to be made in terms of genre, theme, author or cultural background. The prose text may be literary non-fiction, provided the pre-/post-1914 balance is maintained.

Poetry

A range of poetry (around 1000 lines) will be studied. This must be chosen to ensure that each candidate is assessed on their study of poetry published before and after 1914. Poems will normally be chosen to allow links or comparisons to be made between them; links and comparisons may also be developed with the prose and/or drama studied in terms of theme, author or cultural background. The poetry studied must be sufficiently varied to prepare candidates to respond to unseen poetry in the terminal examination.

Prescribed texts

Prose

Either,	Jane Austen	-	<i>Pride and Prejudice</i>
Or,	Roddy Doyle	-	<i>Paddy Clarke Ha Ha Ha</i>
Or,	George Eliot	-	<i>Silas Marner</i>
Or,	Harper Lee	-	<i>To Kill A Mockingbird</i>
Or,	John Steinbeck	-	<i>Of Mice and Men</i>
Or,	Robert Swindells	-	<i>Stone Cold</i>
Or,	Meera Syal	-	<i>Anita and Me</i>
Or,	Maya Angelou	-	<i>I Know Why The Caged Bird Sings</i>

Drama

Either,	Harold Brighouse	-	<i>Hobson's Choice</i>
Or,	Arthur Miller	-	<i>A View From The Bridge</i>
Or,	J.B. Priestley	-	<i>An Inspector Calls</i>
Or,	Willy Russell	-	<i>Blood Brothers</i> #
Or,	William Shakespeare	-	<i>The Merchant of Venice</i>
Or,	William Shakespeare	-	<i>Romeo and Juliet</i>
Or,	William Shakespeare	-	<i>Othello</i>
Or,	Dylan Thomas	-	<i>Under Milk Wood</i>

#Either Methuen Student or Samuel French edition to be used, **not** Stanley Thorne.

Please note that we strongly discourage centres from setting texts for examination or coursework that candidates have studied before the GCSE course.

SPECIFICATION B

The content of this specification will consist of poetry, prose and drama, including at least one text of some substance in each genre published before 1914, and at least one text of some substance in each genre published after 1914. The majority of 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.

Study of texts must include consideration of relevant aspects of social, cultural and historical contexts, and literary tradition. Questions in the written paper and assignments in coursework will draw on such knowledge where appropriate.

Prose

The study of a prose text of some substance published before 1914 will be undertaken in coursework. This may be literary non-fiction. The term "text" will be taken to include a group of short stories, but in this case they must provide opportunities for candidates to explore in some depth a particular author's treatment of themes, characterisation, style, etc. This element will complement the approach in the written paper, for which a number of short stories by different authors published after 1914 will be studied and a comparative approach will be emphasised.

Drama

The study of a prescribed play is required for the terminal examination; at least one further play will be studied and assessed in coursework. Plays must be chosen to ensure that each candidate is assessed (in either coursework or terminal examination) on their study of a work published before 1914 and a work published after 1914. Texts will be studied in their own right but may be chosen to allow opportunities for links and comparisons to be made in terms of genre, theme, author or cultural background.

Poetry

A range of poetry published before 1914 will be studied. The selection may be based on theme(s), or on author(s), or a mixture of these approaches. Links and comparisons may also be developed with the prose and/or drama studied, in terms of theme, author or cultural background. For the written paper, a number of poems published after 1914 will be studied and a comparative approach will be emphasised. In all, around 1,000 lines of poetry should be studied.

Prescribed texts

Drama

Either,	Harold Brighouse	-	<i>Hobson's Choice</i>
Or,	Arthur Miller	-	<i>A View From The Bridge</i>
Or,	J.B. Priestley	-	<i>An Inspector Calls</i>
Or,	Willy Russell	-	<i>Blood Brothers</i> #
Or,	William Shakespeare	-	<i>The Merchant of Venice</i>
Or,	William Shakespeare	-	<i>Romeo and Juliet</i>
Or,	William Shakespeare	-	<i>Othello</i>
Or,	Dylan Thomas	-	<i>Under Milk Wood</i>

#Either Methuen Student or Samuel French edition to be used, **not** Stanley Thorne.

Please note that we strongly discourage centres from setting texts for examination or coursework that candidates have studied before the GCSE course.

6

KEY SKILLS

A number of Key Skills may be assessed through the course content and the related scheme of assessment as defined in the specification. In particular, candidates may demonstrate their ability to fulfil aspects of each of the following Key Skills, either at Level 1 or Level 2:

- Communication
- Information Technology
- Improving Own Learning and Performance
- Working with Others
- Problem Solving

The following grid, based on Level 2 requirements, provides an overview of opportunities for the development of Key Skills across the specification as a whole. This is not intended to be exhaustive. Teachers might well find opportunities other than those listed.

England Only

Candidates who achieve the following grades in GCSE English, English Literature will be able to claim exemption from Key Skill Communication

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

GCSE D-G examination performance provides exemption for the external test in Communication at Level 1.

Key Skills Level 2	GCSE English Literature Specification			
	Coursework Outcomes /Preparation for Written Paper			
	CW	Sec. A	Sec. B	Sec. C
C2.1a Contribute to a Discussion	✓	✓	✓	✓
C2.1b Give a Short Talk	✓	✓	✓	✓
C2.2 Read/Summarise Information	✓	✓	✓	✓
C2.3 Write Different Types of Document	✓	✓	✓	✓
N2.1 Interpret Information	✓	✓	✓	✓
N2.2 Carry out Calculations				
N2.3 Interpret Results of Calculations				
IT2.1 Search for/Select Information	✓	✓	✓	✓
IT2.2 Explore/Develop Information	✓	✓	✓	✓
IT2.3 Present Combined Information	✓	✓	✓	✓
WO2.1 Plan Activities	✓	✓	✓	✓
WO2.2 Work Towards Objectives	✓			
WO2.3 Exchange Information on Progress	✓			
LP2.1 Set Targets	✓			
LP2.2 Use Plans	✓	✓	✓	✓
LP2.3 Review Progress	✓			
PS2.1 Identify problems and options	✓			
PS2.2 Plan and try out options	✓			
PS2.3 Check and describe results	✓			

7

GRADE DESCRIPTIONS

The following grade descriptions are provided by QCA/ACCAC to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by 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 overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

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.

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 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.

APPENDIX 1: INTERNAL ASSESSMENT**Content of Folder****SPECIFICATION A**

Assessment will be based on **four** assignments, one of which may take an oral form. Oral assignments must be supported by written evidence giving details of the task and supporting (criteria-related) comments for the assessment.

Two assignments will show appreciation of poetry selected from a range studied during the course (around 1,000 lines). One assignment must consider at least one poem published before 1914, the other must consider at least one poem published after that date.

One assignment will show appreciation of a prose text. Together with the novel chosen for the terminal examination, the work submitted for assessment must include texts published before and after 1914. The assignment may be based on a literary non-fiction text, provided that the pre-/post-1914 balance is maintained.

One assignment will show appreciation of a drama text. Drama will be taken to include plays for film and on television. Work based on viewing of a taped or live performance must be linked to study of the written text. Together with the play chosen for the terminal examination, the work submitted for assessment must include texts published before and after 1914.

At least two assignments must show evidence of ability to make comparisons between texts. In these assignments at least one of the texts considered must meet the period (pre-/post-1914) coverage requirement.

N.B. *Texts listed for the terminal examination may be chosen for coursework, but in this case it must be made clear to candidates that they must answer on a different text in the terminal examination, and meet the requirement for pre- **and** post-1914 texts.*

SPECIFICATION B

Assessment will be based on **four** assignments, one of which may take an oral form. Oral assignments must be supported by written evidence giving details of the task and supporting (criteria-related) comments for the assessment.

One assignment will show appreciation of poetry published before 1914 selected from a range studied during the course. With the poetry in the anthology, around 1000 lines should be studied.

One assignment will show appreciation of a prose text of some substance (or of a number of shorter texts by the same author) published before 1914. This assignment may be based on literary non-fiction, provided the pre-/post-1914 balance is maintained.

One assignment will show appreciation of a drama text. Drama will be taken to include plays for film and on television. Work based on viewing of a taped or live performance must be linked to study of the written text. Together with the play chosen for the written paper, the finally assessed work must include texts published before and after 1914.

The fourth assignment (wider reading) may be based on poetry, prose or drama or may range across genres. Reference may be made to texts used in other assignments, but such texts should not form the main focus for this assignment.

N.B. (i) *Drama texts listed for the written paper may be chosen for coursework, but in this case it must be made clear to candidates that they must answer on a different text in the terminal examination, and meet the requirements for pre- **and** post-1914 texts.*
(ii) *Material contained in the anthology on which the written paper is based may **not** be used as the main focus for the "wider reading" assignment.*

Supervised Work

One piece of the finally assessed work in an *English Literature* or dual entry folder must have been completed under teacher supervision (including any preparatory work) and be certified as such by the staff of the centre. (N.B. This does not mean that work must be confined to a single lesson, nor that it need be done in examination conditions.) All coursework may be done in class if the teacher wishes.

Work in Printed Format

At least one piece in an *English Literature* or dual entry folder must be handwritten.

Drafting and Editing

Planning, re-working and editing their writing are important skills for pupils to develop to become more effective communicators. Such activities should always be seen in relation to the nature of the writing being undertaken. Pupils should therefore be encouraged to take the responsibility to read their own work critically, thinking about the piece as a whole and its effect on the reader.

Ideally the teacher should support pupils in this process of reconsidering their work, **enabling the pupil to take the initiative in making amendments**. Such advice will therefore remain on a general level, only becoming specific to exemplify general comments. Once work is submitted for assessment, it may not be revised: **in no cases are "fair copies" of marked work allowed**. i.e. If a candidate wishes to take up a teacher's detailed comments on a piece of work submitted, this must be done through adopting a fresh approach to the topic.

Completion of Cover Sheets

Each candidate's work sampled for moderation will be accompanied by a form (see pp.25-28) giving the following information:

- (i) Details of candidate, centre, teacher.
- (ii) Titles and/or brief description of the stimulus for each assignment and the context in which the work was produced. (Centres may refer to a complete list of assignments rather than repeating details for each candidate.) The stimulus should be enclosed when relevant. **N.B. In the case of poetry not commonly anthologised, a copy of the material upon which the assignment is based must be provided.**
- (iii) Coverage requirements: e.g. pre- and post-1914 texts, and comparison of texts.
- (iv) Marks for each assignment, total mark out of 80, and supporting comments, criteria-related.
- (v) One piece of supervised work must be asterisked.
- (vi) Signed declaration by candidates that the work which they have submitted is their own.

Marking

Initially work will be marked "in progress" according to the centre's policy. (It may be that the centre will wish to emphasise the diagnostic function of marking at this stage, rather than making an assessment geared closely to external standards.) Each piece of work must contain both in-text annotation and a brief summary comment.

At the end of the course each assignment selected for final assessment will be awarded a mark out of 20 and the whole coursework element a mark out of 80 according to the following grade/mark scale, which applies regardless of the tier of examination entered.

Grade	Assignment /20	Coursework /80
U	0-3	0-15
G	4-5	16-23
F	6-7	24-31
E	8-9	32-39
D	10-11	40-47
C	12-13	48-55
B	14-15	56-63
A	16-17	64-71
A*	18-20	72-80

N.B. It will be important to check that the aggregated mark awarded reflects the achievement shown across the four assignments. Both in assessing individual assignments and the coursework element as a whole, teachers are advised to think first in terms of a grade and then of a mark within that grade.

Incomplete Folders

Folders which do not contain four pieces of work meeting the above requirements will simply be marked for each qualifying piece. e.g. A folder with three qualifying pieces will effectively be marked out of a reduced total of 60.

Moderation

In order that assessments may be standardised fairly, whether as part of internal or external moderation, it is essential that the moderator is aware of the aims of assignments, the processes that have led up to finished products and the ways that criteria have been employed to make a final assessment. The cover sheet is of vital importance in providing a clear summary of this information. The work itself should show the usual evidence of the marking process at the time the work was submitted - in the form of ticks, underlinings etc. and, most helpfully for both pupil and moderator, comments related to the criteria.

Moderation will take place at two levels:

- (i) Within the centre, to ensure that a uniform standard has been applied across the teaching groups. One person must take responsibility for the final moderation procedure within a centre, sampling the work of each teaching group. There must be opportunities to exchange work and discuss criteria during the course: significant differences in the application of criteria and hence in rank-ordering will be difficult to resolve at the final assessment stage. To this end centres may wish to consider the setting of a common assignment (e.g. on a group of poems).

- (ii) Through the inspection of a sample of work by the Board's moderators. The sample will be selected according to a formula set by WJEC, based on the centre's overall rank order. Details will be found in the Coursework Manual, sent to centres in the Spring Term. For entries of up to 10 candidates, all folders will be sent. Further samples of coursework will be sent to the moderator if required. The Board reserves the right to call in all of a centre's coursework for re-assessment if this proves necessary.

Report

A brief report on the moderation of the coursework component will be provided for each centre, indicating the extent of any adjustments made to marks.

	Knowledge and Interpretation of Text	Exploring Language, Structure and Forms	Conveying Response	Making Comparisons
U	Narrative with frequent misreadings.	Not to be expected in this mark range.	Brief and often irrelevant.	Not to be expected in this mark range.
G	Narrative with some misreading.	Not to be expected in this mark range.	Simple expression of opinion with little textual support.	Simple, unfocused expression of preferences.
F	Some understanding of main features, including characters and themes. Generalised reference to relevant aspects.	May make generalised comments about stylistic effects.	Response conveyed in appropriate ways. Simple opinion about text, character, situation. Empathy simply expressed.	Straightforward connections between texts made. Selection of some obvious features of similarity and difference.
E	Narration with varying degrees of clarity and economy. Selection of relevant material.	Recognition of, and simple commenting on, particular features of style.	Addresses task and uses text to support views.	Beginning to develop simpler points of comparison.
D	More detailed reference to text-quoting, 'echoing' or paraphrasing as necessary. Awareness of sub-text. Some discussion of characters/relationships. Still reliant on narrative mode.	Beginning to see how different aspects of style combine to create effects; e.g. changes in mood and atmosphere.	Opinions related to question and conveyed with some clarity.	Comparison and some evaluation of (e.g.) subject, character and impact of text.
C	Detailed reference to text. Some probing of sub-text. Extended discussion of characters/relationships. Awareness of some of the cultural and social contexts of texts.	Some understanding of how meanings and ideas are conveyed through language, structure and form.	Points aptly supported by reference to text. Clear and structured response. Able to sustain character's view/voice with some consistency.	Connections and comparisons (e.g. of theme and style) explored.
B	Increasingly assured selection and incorporation of relevant material. Understanding of sub-text.	Appreciation of a variety of ways in which effects are achieved.	Focused and sustained response.	Some sustained discussion of comparisons and relationships between texts.
A	Assured selection of key areas of text. Able to speculate/offer tentative judgements in exploring text, taking into account alternative approaches. Evaluation of characters/relationships/situations/attitudes/motives. Able to identify and comment on social, historical and cultural contexts. Awareness of literary tradition shown.	Exploration and evaluation of the ways meaning, ideas and feeling are conveyed through language, structure and form.	Ideas conveyed coherently. Opinions confidently expressed and insights clearly articulated.	Confident exploration of relationships and comparisons between texts, with apt selection of detail for cross-reference.
A*	Text consistently handled with confidence. Overview and ability to move from specific to general.	Assured analysis of stylistic features.	Cogent and sustained development of literary arguments.	Subtle points of comparison probed and explored.

N.B. *Each successive grade descriptor assumes demonstration of achievements in lower grades.*

GCSE ENGLISH LITERATURE
Specification A
Coursework Sample

EL(a) 2

Centre: _____ Candidate's Name: _____

Centre No: _____ Candidate's No: _____

Title/Brief Description of Stimulus/Background to Assignment/Teacher Guidance*	Mark /20
1. Poetry (pre-1914)	
2. Poetry (post-1914)	
3. Prose Text studied for Written Paper:	
4. Drama Text studied for Written Paper:	
<i>Centres are reminded of the following specification requirements for period coverage and for comparative work: The first poetry assignment must cover a pre-1914 text, the second a post-1914 text. Across coursework and examination, work on texts published before and after 1914 in prose and drama must be submitted for assessment. At least two assignments must show evidence of ability to make comparisons between texts.</i>	Total /80

*Asterisk to be used to indicate piece completed under teacher supervision (one per dual entry folder).

Further details of any oral assignment assessing Reading must be given overleaf.

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

Candidate's signature: _____ Date: _____

Supporting comments related to assessment criteria

Declaration by teacher

I confirm that the candidate's work was conducted under the conditions laid out by the specification.
I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's signature _____ Date _____

GCSE ENGLISH LITERATURE
Specification B
Coursework Sample

EL(b) 2

Centre: _____ Candidate's Name: _____

Centre No: _____ Candidate's No: _____

Title/Brief Description of Stimulus/Background to Assignment/Teacher Guidance*	Mark /20
Poetry (pre-1914)	
Prose (pre-1914)	
Drama Text studied for Written Paper:	
Wider Reading	
<i>Centres are reminded of the following specification requirements for period coverage for drama: Across coursework and examination, work on texts published before and after 1914 must be submitted for assessment.</i>	Total /80

*Asterisk to be used to indicate piece completed under teacher supervision (one per dual entry folder).

Further details of any oral assignment assessing Reading must be given overleaf.

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

Candidate's signature: _____ **Date:** _____

Supporting comments related to assessment criteria

Declaration by teacher

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's signature _____ **Date** _____

APPENDIX 2: EXEMPLIFICATION OF KEY SKILLS

- If producing certain types of evidence creates difficulties, due to disability or other factors, the student may be able to use other ways to show achievement. The student should ask the tutor or supervisor for further information.
- The suggested contexts for the production of evidence are linked, so that one aspect of work naturally undertaken for GCSE *English Literature* can fulfil a range of Key Skill requirements.
- The suggested contexts are not, of course, exhaustive. Students might well find other opportunities to produce the required evidence.

COMMUNICATION

COMMUNICATION: LEVEL 1

C1.1 TAKE PART IN A DISCUSSION			
	Evidence must show students can:	Examples of evidence	Suggested context:
C1.1 Students must: Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.	<ul style="list-style-type: none"> • Provide information that is relevant to the subject and purpose of the discussion; • Speak clearly in a way that suits the situation; and • Listen and respond appropriately to what others say. 	Discussion Records from an assessor who observed each discussion and noted how the student met the requirements of the Unit, or an audio/video tape of the discussions.	Pairwork on the content and theme of a previously unseen poem, leading to a group discussion.
C1.2 READ AND OBTAIN INFORMATION			
	Evidence must show students can:	Examples of evidence	Suggested context:
C1.2 Students must: Read and obtain information from two different types of documents about straightforward subjects, including at least one image.	<ul style="list-style-type: none"> • Read relevant material; • Identify accurately the main points and ideas in material; and • Use the information to suit the purpose. 	Reading A record of what the student reads and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Records of how the student used the information. E.g. in discussions for C1.1 or writing for C1.3 .	Reading of two pieces of background material (e.g. newspaper report, autobiographical extract) as preparation for discussion of an aspect of one set text.
C1.3 WRITE TWO DIFFERENT TYPES OF DOCUMENT			
	Evidence must show students can:	Examples of evidence	Suggested context:
C1.3 Students must: Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.	<ul style="list-style-type: none"> • Present relevant information in a form that suits the purpose; • Ensure text is legible; and make sure that spelling, punctuation and grammar are accurate so the meaning is clear. 	Writing Two different documents might include a letter, a short report or essay, with an image such as a chart or sketch.	Writing a short essay on an aspect of the content or themes of a play; writing a leaflet promoting a production of the play to a particular audience.

COMMUNICATION: LEVEL 2**C2.1a CONTRIBUTE TO A DISCUSSION**

C2.1a Students must: Contribute to a discussion about a straightforward subject.	Evidence must show students can: <ul style="list-style-type: none"> • Make clear and relevant contributions in a way that suits the purpose and situation; • Listen and respond appropriately to what others say; and • Help to move the discussion forward. 	Examples of evidence Discussion A record from an assessor who observed the discussion and noted how the student met the requirements of the Unit, or an audio/video tape of the discussion.	Suggested context: Group discussion on the content, theme and technique of a previously unseen poem.
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C2.1b GIVE A SHORT TALK

C2.1b Students must: Give a short talk about a straightforward subject, using an image.	Evidence must show students can: <ul style="list-style-type: none"> • Speak clearly in a way that suits the subject, purpose and situation; • Keep to the subject and structure the talk to help listeners follow what the student says; and • Use an image to illustrate clearly the main points. 	Examples of evidence Short talk A record from an assessor who observed the talk, or an audio/video tape of the talk. Notes from preparing and giving the talk. A copy of the image used.	Suggested context: Short presentation on one aspect of one of the texts set for examination.
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C2.2 READ AND SUMMARISE INFORMATION

C2.2 Students must: Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.	Evidence must show students can: <ul style="list-style-type: none"> • Select and read relevant material; • Identify accurately the lines of reasoning and main points from text and images; and • Summarise the information to suit the purpose. 	Examples of evidence Reading A record of what is read and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Evidence of summarising information could include the student's notes for the talk, or one of the documents written.	Suggested context: Reading of two pieces of background material (e.g. newspaper article, autobiographical account) as preparation for discussion of an aspect of one set text.
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C2.3 WRITE DIFFERENT TYPES OF DOCUMENT

C2.3 Students must: Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.	Evidence must show students can: <ul style="list-style-type: none"> • Present relevant information in an appropriate form; • Use a structure and style of writing to suit the purpose; and • Ensure the text is legible and that spelling, punctuation and grammar are accurate, so the meaning is clear. 	Examples of evidence Writing Two different documents might include a report or an essay, with an image such as a chart, graph or diagram, a business letter or notes.	Suggested context: Writing an essay on the content, themes, and technique of a play; writing notes for a particular actor in the play, giving advice on how to present his/her character in a particular scene, with illustrative diagram of staging.
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INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY: LEVEL 1			
IT1.1 FINDING, EXPLORING AND DEVELOPING INFORMATION			
<p>IT1.1 Students must:</p> <p>Find, explore and develop information for two different purposes.</p>	<p>Evidence must show students can:</p> <ul style="list-style-type: none"> • Find and select relevant information; • Enter and bring in information, using formats that help development; and • Explore and develop information to meet the student's purpose. 	<p>Examples of evidence</p> <p>Print-outs and copies of the information the student selects to use.</p> <p>A record from an assessor who observed the student using IT when exploring and developing information or working drafts with notes of how the student met the requirements of the Unit.</p>	<p>Suggested context:</p> <p>Use a CD-ROM learning package to research material for an oral presentation and an essay on the historical, social, or cultural background of a literary text.</p>
IT1.2 PRESENTING INFORMATION			
<p>IT1.2 Students must:</p> <p>Present information for two different purposes.</p> <p>The student's work must include at least one example of text, one example of images, and one example of numbers.</p>	<p>Evidence must show students can:</p> <ul style="list-style-type: none"> • Use appropriate layouts for presenting information in a consistent way; • Develop the presentation so it is accurate, clear and meets the purpose; and • Save information so it can be found easily. 	<p>Examples of evidence</p> <p>Working drafts showing how the student developed the presentation or records from an assessor who saw the presentation or records from an assessor who saw the student's screen displays.</p> <p>Print-outs or prints of a static or dynamic screen display of the student's final work, including examples of text, images and numbers.</p> <p>Records of how the student saved information.</p>	<p>Suggested context:</p> <p>Develop the information retrieved for IT1.1 for presentation in oral and written essay form.</p>

INFORMATION TECHNOLOGY: LEVEL 2			
IT2.1 SEARCHING FOR AND SELECTING INFORMATION			
IT2.1 Students must: Search for and select information for two different purposes.	Evidence must show students can: <ul style="list-style-type: none"> Identify the information needed and suitable sources; Carry out effective searches; and Select information that is relevant to the student's purpose. 	Examples of evidence Search for and select information Print-outs of the relevant information with notes of sources and how the student made searches, or a record from an assessor who observed the student using IT when searching for information.	Suggested context: Use the Internet/CD-ROM to research and select material for an oral presentation and an essay on the historical, social, or cultural background of a literary text.
IT2.2 EXPLORING AND DEVELOPING INFORMATION			
IT2.2 Students must: Explore and develop information, and derive new information, for two different purposes.	Evidence must show students can: <ul style="list-style-type: none"> Enter and bring together information using formats that help developments; Explore information as needed for the purpose; and Develop information and derive new information as appropriate. 	Examples of evidence Develop information Print-outs, or a record from an assessor who observed the student using IT, with notes to show how the student explored and developed information and derived new information.	Suggested context: Use the material accessed and selected for IT2.1 to reach conclusions about the topic being researched, for presentation in oral and written form.
IT2.3 PRESENT COMBINED INFORMATION			
IT2.3 Students must: Present combined information for two different purposes. The student's work must include at least one example of text, one example of images and one example of numbers.	Evidence must show students can: <ul style="list-style-type: none"> Select and use appropriate layouts for presenting combined information in a consistent way; Develop the presentation to suit the purpose and the types of information; and Ensure the work is accurate, clear and saved appropriately. 	Examples of evidence Present information Working drafts, or a record from an assessor who observed the screen displays, with notes to show how the student developed content and presentation. Print-outs, or prints of static or dynamic screen displays, of the final work, including examples of text, images and numbers. Records of how the information was saved.	Suggested context: Develop the information prepared for IT2.2 for presentation in oral and written essay form.

WORKING WITH OTHERS

WORKING WITH OTHERS LEVEL 1

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
- **one** straightforward activity in a group situation.

Each activity must include tasks for WO1.1, WO1.2 and WO1.3.

Students must:	Evidence must show students can:	Examples of evidence	Suggested context :
<p>WO1.1 Plan with others what needs to be done to achieve given objectives, and confirm understanding of responsibilities and working arrangements.</p>	<ul style="list-style-type: none"> ● Check understanding of the objectives the student has been given for the activity; ● Identify what needs to be done to achieve them and suggest ways the student could help; ● Make sure that the student is clear about her/ his responsibilities and working arrangements. 	<p>Planning activities Records from an assessor who observed the student's discussions with others or audio/video tapes. Notes of the objectives, responsibilities and working arrangements for each activity.</p>	<p>Students plan a project on aspects of a literary text, selecting aspects to consider, the most appropriate ways of achieving objectives, and assigning appropriate roles. Students then work in pairs according to role assigned.</p>
<p>WO1.2 Work with others towards achieving the given objectives, carrying out tasks to meet responsibilities.</p>	<ul style="list-style-type: none"> ● Carry out tasks to meet responsibilities; ● Work safely, and accurately follow the working methods the student has been given; and ● Ask for help and offer support to others, when appropriate. 	<p>Working towards objectives Records of how the student carried out tasks to meet responsibilities. Notes of the help given and the support the student offered others. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.</p>	<p>Students implement plan formulated for WO1.1, as a group and in pairs.</p>
<p>WO1.3 Identify progress and ways of improving work with others to help achieve given objectives.</p>	<ul style="list-style-type: none"> ● Identify own and other's opinions on what have gone well and less well in carrying out the activity; ● Report any difficulties in meeting own responsibilities and what was done about them; and ● Identify ways of improving work with others to help achieve objectives. 	<p>Identifying progress Statements from both the student and others on progress (written or recorded). Records of answers to questions from an assessor about any difficulties and what the student did about them. Notes of ways to improve work with others.</p>	<p>Students review the progress of the project in pairs and as a group.</p>

WORKING WITH OTHERS LEVEL 2

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
- **one** straightforward activity in a group situation.

Each activity must include tasks for WO2.1, WO2.2 and WO2.3.

Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
WO2.1 Plan the activity with others, identifying objectives and helping to allocate responsibilities and confirm working arrangements.	<ul style="list-style-type: none"> • Identify the objectives of the activity and what needs to be done to achieve them; • Provide relevant information to help allocate responsibilities; and • Confirm working arrangements with those involved. 	<p>Planning activities Records from an assessor who observed the student's discussions with others or audio/video tapes. Note of the information provided, with details of the identified objectives, responsibilities and working arrangements for each activity.</p>	Students plan a project on a particular writer studied for coursework or the examination, selecting aspects to consider, the most appropriate ways of achieving objectives, and assigning appropriate roles. Students then work in pairs according to role assigned.
WO2.2 Work with others towards achieving the identified objectives, organising tasks to meet responsibilities, and support co-operative working.	<ul style="list-style-type: none"> • Organise own tasks so the student can be effective in meeting responsibilities; • Carry out tasks accurately and safely, using appropriate working methods; and • Support co-operative ways of working, seeking advice from an appropriate person when needed. 	<p>Working towards objectives Records of how the student organised and carried out tasks, supported co-operative work and sought advice. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.</p>	Students implement plan formulated for WO2.1 , as a group and in pairs.
WO2.3 Exchange information on progress and agree ways of improving work with other to help achieve objectives.	<ul style="list-style-type: none"> • Provide information on what has gone well and less well in carrying out the activity, including the quality of work; • Listen and respond appropriately to progress reports from others; and • Agree ways of improving work with others to help achieve objectives. 	<p>Exchanging information on progress Statements on progress (written or recorded) including details about the quality of work and how the student responded to other reports on progress. Notes of what the student agreed to do to improve work with others and help achieve objectives.</p>	Students review the progress of their project in pairs and as a group.

IMPROVING OWN LEARNING AND PERFORMANCE

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 1

Students must carry through at least:

- **one** example of study-based learning;
 - **one** example of activity-based learning.
- The whole process must be completed twice.*

Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
<p>LP1.1 Confirm understanding of targets and how these will be met, with the person setting them.</p>	<ul style="list-style-type: none"> • Make sure targets clearly show what is wanted to be achieved; • Identify action points and deadlines for each target; and • Make sure the dates for reviewing progress and how to get support needed are known. 	<p>Understanding targets Records of discussions which show the student checked her/his understanding of targets and knew how to get the support needed.</p>	<p>Students discuss individually an action plan for completion of a piece of coursework with teacher. Students plan a drama activity based around a set text and discuss with teacher.</p>
<p>LP1.2 Follow plans, using support given by others to help meet targets.</p>	<ul style="list-style-type: none"> • Work through the action points to complete tasks on time; • Use support and ways of learning given by others to help in the meeting of targets; and • Make changes suggested by the person supervising the student, when needed. 	<p>Following plans A log of study-based and activity-based learning, with notes of the support given. Records from those who have seen the work and which shows the tasks were completed on time and how any suggested changes were made.</p>	<p>Students follow the action plan and keep a record of the drafting process. Students follow the steps agreed upon in the initial discussion and keep a progress log.</p>
<p>LP1.3 Review achievements and progress in meeting targets, with help from an appropriate person.</p>	<ul style="list-style-type: none"> • Say what it is thought has gone well and less well, what was learned and ways learning took place; • Identify targets met and evidence of achievements; and • Check that the student understood how to improve her/his performance. 	<p>Reviewing progress Records of discussions which show what the student said about her/his progress and had checked s/he knew how to improve performance. Examples of work which show the student learned from two study-based and two activity-based activities. Notes on action plans to show targets met.</p>	<p>Students redraft coursework and, once work is completed, review the process with the teacher. Students complete drama activity and then review their own role in the activity.</p>

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2

Students must carry through tasks for LP2.1, LP2.2 and LP2.3 that include at least:

- **one** example of study-based learning;
- **one** example of activity-based learning.

The student must complete this whole process twice and include at least **one** example of working without close supervision and **one** example of using learning from one task to meet the demands of a new situation.

Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
LP2.1 Help set targets with an appropriate person and plan how these will be met.	<ul style="list-style-type: none"> • Provide accurate information to help set realistic targets for achieving what is to be done; • Identify appropriate action points for each target; and • Plan how time will be used effectively to meet targets, including use of support and a date for reviewing progress. 	<p>Setting targets Records of discussions which show the information provided to help set targets. Two action plans with action points, timetable and notes of support needed.</p>	<p>Students discuss a timetable for the completion of a piece of coursework with teacher, and draw up an action plan. Students plan a presentation based on aspects of one of the set texts.</p>
LP2.2 Use plans, identifying support from others to help meet targets, and take responsibility for some decisions about own learning.	<ul style="list-style-type: none"> • Use personal timetable and action points to help manage time well and complete tasks; • Identify when support is needed and use this effectively to help the meeting of targets; and • Take responsibility for some decisions about own learning, using suitable approaches and methods and make any changes to plans when needed. 	<p>Using plans A log of the study-based and activity-based learning, with notes of:</p> <ul style="list-style-type: none"> • When the student asked for support and it was used; • When and how the student took responsibility for own learning; • How own learning from one task was used to meet the demands of a new situation; • Any changes made to the plan; • Records from those who saw the work which show the student managed her/his time well and completed tasks. 	<p>Students follow the action plan and keep a record of the drafting process. Students follow the steps agreed upon in the initial discussion and keep a progress log.</p>
LP2.3 Review progress with an appropriate person and provide examples of evidence of achievements.	<ul style="list-style-type: none"> • Provide information on what has gone well, problems met, what was learned and ways learned; • Identify targets met, and examples of evidence of achievements; and • Identify ways of improving own performance. 	<p>Reviewing progress Records of information provided on progress and ways of improving performance. Examples of work which show what was learned from two study-based and two activity-based learning activities. Notes on personal action plans to show targets met.</p>	<p>Students redraft coursework and, once work is completed, review the process with the teacher. Students complete presentation and then review their own role in the activity and what they have learnt.</p>

PROBLEM SOLVING

PROBLEM SOLVING LEVEL 1

The student must: carry through a straightforward activity, which includes tasks for PS1.1, PS1.2 and PS1.3, for each of **two** given problems.

Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
<p>PS1.1 Confirm understanding of the given problem and identify at least two options for solving it, with help from an appropriate person.</p>	<ul style="list-style-type: none"> • Check with an appropriate person that the problem is understood, and how to succeed in solving it; • Identify different ways of tackling the problem; • Decide, with help, which options have a realistic chance of success. 	<p>Confirm problems and identify options Descriptions of the two problems and how success in solving the problem would be shown. Descriptions of ways for solving the two problems and the most realistic options to try. Records of help given.</p>	<p>Students are given an unseen poem with lines in the incorrect order. They must order them correctly. They identify two ways of discovering the correct order.</p>
<p>PS1.2 Plan and try out at least one option for solving the problem, using given evidence and support.</p>	<ul style="list-style-type: none"> • Confirm with an appropriate person the option to be tried for solving the problem; • Plan how to carry out this option; and • Follow through the plan, making use of advice and support given by others to help in the tackling of the problem. 	<p>Plan and try out options Statements on how the student confirmed the options to be tried out. A plan for trying out each option. Records of what was done in following the plan, with notes on the advice and support given.</p>	<p>Students carry out the two solutions to the problem.</p>
<p>PS1.3 Follow given methods to check whether the problem has been solved and describe the results, including ways to improve the approach.</p>	<ul style="list-style-type: none"> • Follow accurately the methods given to check whether the problem has been solved successfully; • Describe clearly the results of the problem solving activity; and • Identify ways of improving the approach to problem solving. 	<p>Check and describe results Records of the methods given and they were used. Descriptions of the results of the problem solving activities and ways to improve the approach to problem solving.</p>	<p>Students review their actions and their success or otherwise. From this they suggest ways of improving the approach and record what they have learnt about the form and structure of the poem.</p>

PROBLEM SOLVING LEVEL 2

The student must carry through a straightforward activity, which includes tasks for PS2.1, PS2.2 and PS2.3, for each of two given problems.:

Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
<p>PS2.1 Identify the problem and come up with at least two options for solving it.</p>	<ul style="list-style-type: none"> Identify with accuracy the main features of the problem and how the student will personally show success in solving it; Come up with different ways of tackling the problem; and Decide which options have a realistic chance of success, using help from others when appropriate. 	<p>Identify problems and options Descriptions of the two given problems and how the student is going to show they have been solved successfully. Descriptions of ways for solving the two given problems and how these were arrived at. Records of how the student decided which options were most realistic, including the help obtained.</p>	<p>Students are presented with a scenario</p> <ul style="list-style-type: none"> the planning of a trip to a theatre production of a set text.
<p>PS2.2 Plan and try out at least one option for solving the problem, obtaining support and making changes to the plan when necessary.</p>	<ul style="list-style-type: none"> Confirm with an appropriate person the option to be tried for solving the problem, and plan how to carry it out; Follow the plan, organising the relevant tasks and making changes to the plan when necessary; and Obtain and effectively use support to help in tackling the problem. 	<p>Plan and try out options Statements on how the options were confirmed and tried out. A plan for trying out each option. Records of what was done, including any changes made to the plan. Notes of the support obtained and how this was used effectively.</p>	<p>Students try out approaches to the task.</p>
<p>PS2.3 Apply given methods to check whether the problem has been solved and describe the results and explain the approach, including that to problem solving.</p>	<ul style="list-style-type: none"> Apply accurately the methods given to check whether the problem has been solved successfully; Describe clearly the results, and explain the decisions taken at each stage of tackling the problem; and Identify the strengths and weaknesses of the approach to problem solving and describe what would be done differently if a similar problem were met. 	<p>Check and describe results Records of the methods used, the results of the checks carried out and explanations of the decisions taken. Descriptions of the strengths and weaknesses of the approach to the problem solving activities, and what would be done differently.</p>	<p>Students review their actions. From this they suggest methods of improving the approach.</p>

APPENDIX 3: ASSESSMENT GRID**SPECIFICATION A**

<i>Assessment Objectives</i>	<i>Terminal Examination</i>	<i>Coursework</i>		
		<i>Poetry (2)</i>	<i>Prose</i>	<i>Drama</i>
Respond to texts critically, sensitively and in detail, selecting suitable ways to convey their response, using textual evidence as appropriate.	✓	✓	✓	✓
Explore how language, structure and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations.	✓	✓	✓	✓
Explore relationships and comparisons between texts, selecting and evaluating relevant material.		(✓)	(✓)	
Relate texts to their social, cultural and historical contexts and literary traditions.	✓	✓	✓	✓

(✓) = At least two coursework tasks must address this objective.

SPECIFICATION B

<i>Assessment Objectives</i>	<i>Terminal Examination</i>	<i>Coursework</i>			
		<i>Poetry</i>	<i>Prose</i>	<i>Drama</i>	<i>Wider Reading</i>
Respond to texts critically, sensitively and in detail, selecting suitable ways to convey their response, using textual evidence as appropriate.	✓	✓	✓	✓	✓
Explore how language, structure and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations.	✓	✓	✓	✓	✓
Explore relationships and comparisons between texts, selecting and evaluating relevant material.	✓				
Relate texts to their social, cultural and historical contexts and literary traditions.	✓	✓	✓	✓	✓