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WJEC Advanced Subsidiary GCE in English Language and Literature
WJEC Advanced GCE in English Language and Literature

2007 & 2008

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GCE ENGLISH LANGUAGE & LITERATURE

Subject/Option Entry Codes	
<i>Advanced Subsidiary (AS) “Cash in” entry</i>	400 80
<i>Advanced Level (AL) “Cash in” entry</i>	067 90
Unit ELL1 Poetry pre-1900	401 01
Unit ELL2 <i>Either</i> Writing Task	402 01
<i>Or</i> Internal Assessment	402 02
Unit ELL3 Analysis of Literary and Non-literary Texts	403 01
Unit ELL4 Drama pre-1770	404 01
Unit ELL5 <i>Either</i> The Language of Literature and Speech	405 01
<i>Or</i> Internal Assessment	405 02
Unit ELL6 Comparative Analysis of Texts with Writing Task	406 01

Availability of Assessment Units		
Unit	January	May/June
ELL1	✓	✓
ELL2		✓
ELL3	✓	✓
ELL4	✓	✓
ELL5		✓
ELL6		✓

SUMMARY OF ASSESSMENT

This specification is divided into a total of 6 units, three AS units and three A2 units. Weightings noted below are expressed in terms of the full Advanced qualification.

ADVANCED SUBSIDIARY (3 units)

ELL1	15%	1¼ hours (open text)
POETRY pre-1900		
One question (in two parts) based on anthology printed by the WJEC		
ELL2	15%	
<i>Either</i>		
WRITING TASK 1¾ hours		
1 question (in three parts) based on stimulus given		
<i>Or</i>		
INTERNAL ASSESSMENT		
2 pieces of original writing plus evaluation and comment		
ELL3	20%	1¾ hours (closed text)
ANALYSIS OF LITERARY AND NON-LITERARY TEXTS		
2 questions		

ADVANCED (the above plus the following A2 units)

ELL4	15%	1½ hours (open text)
DRAMA pre-1770		
1 question (in 2 parts) based on the study of chosen text		
ELL5	15%	
<i>Either</i>		
THE LANGUAGE OF LITERATURE AND SPEECH		
2 questions, one from each section 2 hours (closed text)		
<i>Or</i>		
INTERNAL ASSESSMENT		
2 assignments: research into the language of literature and speech		
ELL6	20% *	2½ hours
COMPARATIVE ANALYSIS OF TEXTS WITH WRITING TASK		
2 questions		

* synoptic assessment

ENGLISH LANGUAGE AND LITERATURE

I INTRODUCTION

Criteria for Advanced Subsidiary and Advanced GCE

This specification meets the General Criteria for GCE Advanced Subsidiary (AS) and Advanced (A) and the subject criteria for AS/A *English Language and Literature* issued by ACCAC/QCA (1999). The qualifications will comply with the grading, awarding and certification requirements of the revised GCE Code of Practice for courses starting in September 2000.

Both the AS and the Advanced qualifications will be reported on a five-grade scale of A, B, C, D, and E. Candidates who fail to reach the minimum standard for grade E are recorded as U (unclassified), and do not receive a certificate. The level of demand of the AS examination is that expected of candidates half way through a full Advanced course.

The AS assessment units will have equal weighting with the second half of the qualification (A2) when these are aggregated to produce the Advanced award. AS and A2 will each consist of three assessment units, referred to in this specification as ELL1-3 and ELL4-6 respectively.

Each assessment unit may be retaken once only, in which case the better result will be used for the qualification award. A candidate may, however, retake the whole qualification more than once. Individual assessment unit results, prior to certification for a qualification, have a shelf-life limited only by the shelf-life of the specification.

Prior Learning

There is no specific requirement for prior learning, although many candidates will have already gained a knowledge and understanding of relevant areas through their study of *English* and *English Literature* at GCSE. 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 life-long learning.

Progression

This specification will appeal to teachers and candidates looking for natural progression from GCSE *English* and/or *English Literature* who wish to continue varied academic work in English, studying a broad diversity of texts which have been chosen for their literary and linguistic qualities.

The specification has been designed to encourage the development of an integrated and coherent approach to the teaching of *English Language and Literature* at AS and Advanced. The study of language will enable a more detailed study of literary uses of language, and the study of literature will make candidates more aware of stylistic features in non-literary texts. We expect candidates to acquire transferable skills: they will learn principles and methods which can be applied to any text.

The six-part structure of this specification (3 units for AS, and an additional 3 for the full Advanced) allows for both end-of-unit and end-of-course assessment and thus offers flexibility to centres and candidates. The opportunities for staged assessment allow candidates to defer decisions about progression from AS to the full Advanced qualification.

This specification provides a suitable foundation for the study of English Language and Literature or a related area of study at further or higher education and/or preparation for future employment.

Prohibited combinations and overlap

Every specification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables. The classification code for this specification is 5010.

In view of the degree of overlap in content and skills, neither WJEC AS nor Advanced *English Language and Literature* may be taken at the same time as WJEC AS or Advanced *English Language* or *English Literature*. However, there are no other prohibited combinations with other qualifications at Level 3 of the National Qualifications framework.

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 the WJEC.

Rationale

In a recent book, Paul Simpson argues that "if looking at what writers do leads to a better understanding of language, then knowing about language is an extremely effective way of finding out about what writers are doing" (*Language through Literature: An Introduction*, Routledge, 1997).

This fundamental integration of language and literature, including spoken language and the ways in which speech is represented in literature, forms the basis of this specification. Such an approach is one that has informed GCSE specifications since their inception and teachers will find, therefore, that they are familiar with the basic concepts and methods, if not with some of the terminology.

Following QCA/ACCAC requirements, one AS and one A2 externally assessed unit within this specification will be examined without texts being available to candidates during the examination. In the open text units candidates will be expected to have access to the texts studied, and thus will be in a position to support their line of argument with a wider range of precise reference than would have been possible from memory alone. Having access to the texts in the examination allows candidates the opportunity to display their close reading skills in response to the questions set.

In accordance with QCA/ACCAC requirements, particular editions of texts studied are noted in the specification. The texts taken into the examination room (for ELL1 and ELL4 only) may include annotation added by the candidate (i.e. brief hand-written notes, underlining, highlighting and vertical lines in the margin), but must not contain essay plans or continuous prose.

Consideration has been given to offering a range of literary texts, including texts that have a Welsh dimension.

The section of this specification entitled 'Aspects of Language Study' (in Section 3) has been designed as an introduction to the relevant areas of language study.

Opportunities are provided throughout the specification for candidates to develop key skills, especially those in Communication and Information Technology.

The spiritual, moral, ethical, social and cultural dimension

English Language and Literature is a subject that requires candidates to identify and consider the ways attitudes and values are created and conveyed in speech and writing. This specification, therefore, provides a framework and includes specific content through which individual courses may address these issues. For example, preparing for ELL3 and ELL5 may provide opportunities for exploring relevant issues.

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AIMS

Advanced Subsidiary and Advanced

To encourage AS and Advanced candidates to study language and literature as interconnecting disciplines in order to deepen their understanding and enjoyment of these studies.

Advanced Subsidiary

To encourage candidates to develop their ability to use linguistic and literary-critical concepts and analytical frameworks in commenting on a wide range of spoken and written texts.

To encourage candidates to develop as independent, confident and reflective readers, enabling them to relate texts to the contexts in which they were produced.

To enable candidates to develop their own writing skills to produce texts for a variety of audiences and purposes.

Advanced

To broaden and deepen candidates' knowledge and understanding of the way language is used and received.

To enable candidates to make comparisons and connections between texts, taking into account the social, cultural and historical factors which influenced them.

To enable candidates to select approaches most appropriate for their investigation and research.

To encourage candidates to evaluate different analytical approaches to interpreting texts.

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SPECIFICATION CONTENT

The assessment focus of each unit is outlined in Section 6 of this document.

Advanced Subsidiary**ELL1****30% (15% of Advanced)****1¼ hour examination****Poetry pre-1900 (open text)**

This unit is based on the study of a collection of pre-1900 poetry produced by the WJEC. The collection includes poetry written in English from the Middle English period to 1900. The poems are arranged chronologically and divided into broad sections that characterise the development of the language: Middle English; Early Modern English and Modern English. This collection is designed to introduce candidates to the history of the language, enabling them to comment on the origins and development of words as well as introducing literary-critical concepts and terminology relating to genre, structure and style. The collection will also provide opportunities to introduce key linguistic frameworks, concepts and terminology, by presenting candidates with a range of linguistically varying styles.

Candidates will be required to answer **one** question, in two parts, from a choice of two.

The questions set will seek to elicit a fresh and analytical response from candidates, which integrates their study of language and literature and draws on both. Candidates will be required to respond to and analyse texts, using literary and linguistic concepts and approaches.

The first part of each question will require close analysis and appreciation of language and its literary effects. The second part will extend the first, asking candidates to draw on their wider knowledge of the collection, and to show some understanding of contextual variation.

ELL2**30% (15% of Advanced)****EITHER****1¾ hour examination****Writing Task**

In this unit candidates will be asked to draw on what they have learned about features of language and literary texts in order to produce their own writing. Candidates will also be encouraged to develop an evaluative and critical approach to their own writing.

Candidates will be required to answer **one compulsory** question. This question will contain three tasks.

The tasks will ask candidates to produce pieces which could be either literary or non-literary. The question will be based on a range of stimuli and will invite candidates to write for a particular purpose and audience.

Candidates will also be asked to comment on and explain the reasons for their stylistic choices in one of the texts produced, and to assess how far they feel they have been successful.

OR

Internal Assessment 30% (15% of Advanced)

Original writing and commentary

This option requires candidates to produce **two** pieces of original writing, in two different genres, of approximately 1000 words each.

The pieces could be essentially literary (e.g. a short story, autobiographical writing, a collection of poems) or non-literary (e.g. a magazine article, a newspaper report, an advertising campaign) or a combination of literary and non-literary.

One piece of writing must be accompanied by comment and explanation (approximately 500 words) which will specify the intended purpose and audience, the stylistic techniques chosen to create impact on the target audience, and an evaluation of the piece's success.

Centres wishing to take up this option need to inform the WJEC of their intentions no later than the end of September of the academic year in which the internal assessment is being presented for moderation.

The completed work should be marked and sent to the appropriate moderator before a day to be set by the Board (usually in April). All centres that follow this option will receive a report from the moderator in the autumn term after the examination.

Full guidelines for internal assessment are printed in Section 8 of this document.

ELL3

40% (20% of Advanced)

1¾ hour examination Analysis of Literary and Non-literary Texts (closed text)

This unit, which includes literary and non-literary texts, will be divided into two sections.

Candidates will be required to answer **two** questions, one from each of the sections below.

Section A

This question requires candidates to comment on three texts, including at least one transcript of spontaneous spoken language.

Section B

This section will be based on the detailed study of a nineteenth or twentieth-century prose literary text chosen from a list. As well as studying the text from a literary standpoint, candidates will also be expected to have closely examined the writer's use of language using linguistic approaches and concepts, considering how attitudes and values are created.

Candidates will be required to answer **one** question: two questions will be set on each text listed.

This is a closed text examination, developing candidates' ability to recollect and organise their knowledge and understanding of the text without access to it in the examination.

Advanced**ELL4****15%****1½ hour examination****Drama pre –1770 (open text)**

This section will be based on the detailed study of a play written before 1770 chosen from a list. There will always be a choice of plays by Shakespeare within that list.

Candidates will be required to answer **one** question in two equally-weighted parts: two questions will be set on each text.

Each question will be based on a specified extract from the text, and will primarily ask candidates to use and evaluate different literary and linguistic approaches to the text (eg phonology and sound patterning, or any other relevant approach) showing how these approaches inform their readings. Candidates will also be asked to demonstrate their wider knowledge of the play by extending the analysis.

The questions will seek to elicit an informed and analytical response from candidates, which shows that they have a detailed understanding of the text studied and an appreciation of literary and linguistic approaches. They will also need to have a sound grasp of how the language of the text functions as spoken dramatic language.

ELL5

15%

EITHER

2 hour examination

The Language of Literature and Speech (closed text)

This unit will be divided into two discrete parts.

Candidates will be required to answer **two** questions, one from each of the sections below:

Section A: Choice of Literary Text

This section will be based on the detailed study of a text chosen from a list. The texts, from the three main literary genres, will be predominantly twentieth century.

Candidates are required to answer on **one** text only. Candidates will answer **one** question from a choice of two.

The questions will seek to elicit an informed and analytical approach from candidates. Different kinds of texts demand different analytical approaches and this section gives the opportunity for teachers and candidates to pursue their own particular fields of interest.

Section B: Spoken Language

There will be one compulsory question that will ask candidates to explore relationships and comparisons between three spoken texts of different types and periods. It will also provide opportunities to discuss how the spoken word creates attitudes and values. All the texts will be transcriptions of speech and may include both prepared and spontaneous speech.

OR

Internal Assessment

Research into the language of literature and speech

This option requires candidates to produce **two** assignments: one based on the study of a literary text (nominated by the centre) and the other on a comparative analysis of transcripts of speech chosen by the candidate.

Literary text

The literary text must have been published after 1900. Primarily, this assignment of 1000 words should enable candidates to communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression. Candidates will also be expected to show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts, and to identify and consider the ways attitudes and values are created and conveyed in writing.

Examples of possible literary texts and tasks:

- the importance of different text types in *The Wasteland*
- a comparison of at least three short stories produced in contrasting contexts e.g. early twentieth century and later
- shifting relationships in a play by (for example) Pinter
- narrative voice in *The French Lieutenant's Woman*.

Spoken texts

This 1000 word assignment should be a comparative analysis based on 3 spoken texts of different types and periods. The texts which provide a basis for the analysis should total approximately 1000 words or no more than 2 recorded minutes. A minimum of one (maximum two) of the texts must be a transcription of spontaneous speech. Other texts could include prepared speeches or readings.

Examples of tasks might include analysis of the language of:

- spoken comedy
- storytelling
- children
- religion
- law
- film
- teaching

Primarily, this assignment should enable candidates to respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them. Candidates will also be expected to show understanding of the ways contextual variation and choice of form, style and vocabulary shape the meanings of texts, and to identify and consider the ways attitudes and values are created and conveyed in speech.

Centres wishing to take up this option need to inform the WJEC of their intention no later than the end of September of the academic year in which the internal assessment is moderated.

The internally assessed assignment should be marked and sent to the appropriate moderator before a day to be set by the Board (usually in April). All centres that follow this option will receive a report from the moderator in the autumn term after the examination.

Full guidelines for internal assessment are printed in Section 8 of this document.

ELL6

20%

**2½ hour examination
Task**

Comparative Analysis of Texts with Writing

Candidates will answer **two** questions.

The first question will require candidates to make a detailed comparative analysis of at least four texts; one will be literary, at least one will be non-literary and one will be a spoken text in transcript form. The texts chosen will be from a range of types and periods, and candidates will need to draw on all that they have learned about stylistic techniques, both linguistic and literary, in order to answer the question.

Questions will seek to elicit an informed and analytical response which shows that candidates can identify and evaluate texts of different types and periods, exploring points of comparison and contrast between them.

The second question will require candidates to produce two texts from a stimulus provided and write an analytical commentary.

The question will seek to elicit responses that show that candidates can write effectively and accurately, adapting their own uses of language to purpose, audience, and context. They will need to be able to apply to their own writing what they have learnt about other writers' stylistic techniques and comment on and explain their literary and linguistic choices.

This unit is **synoptic**; it fulfils the definition of synoptic assessment as printed in section 6.3 of the ACCAC/QCA subject criteria for *English Language and Literature*:

“Synoptic assessment in English Language and Literature will take account of the requirement that A level qualifications should enable candidates to develop a broader and deeper understanding of the connections between knowledge and understanding set out in the specification as a whole, including the requirement to include a range of written work which is accurate, well structured and appropriate to its purpose. Synoptic assessment will involve the explicit synthesis of insights gained from the study of a range of texts, both spoken and written. Candidates will be required to demonstrate the ability to analyse and comment on a range of familiar and unfamiliar texts from the past and the present. The specification will ensure that candidates draw on literary and linguistic approaches in articulating critical, informed readings, showing that they understand how the contextual factors can influence interpretations.”

3.1 Set Texts

Advanced Subsidiary (2007 & 2008)

ELL1

Poetry (pre-1900) (Open text)

WJEC-produced anthology including poems from Middle English to 1900.

ELL3

Prose (Closed text)

Austen:	<i>Emma</i>
Brontë:	<i>Wuthering Heights</i>
Chopin:	<i>The Awakening and Selected Stories</i> (Penguin Classics)
Dickens:	<i>Great Expectations</i>
McEwan:	<i>Enduring Love</i>
Roy:	<i>The God of Small Things</i>

Candidates will be required to study **one** text for this unit.

Advanced (2007 & 2008)

ELL4

Drama: pre-1770 (Open text)

Shakespeare:	<i>King Lear</i> <i>Much Ado about Nothing</i>
Jonson:	<i>Volpone</i>
Webster:	<i>The Duchess of Malfi</i>

Candidates will be required to study **one** text for this unit. In the case of a Shakespeare play, a good modern edition should be used, such as Arden, Cambridge, Heinemann or Penguin. **Line references within questions will be as printed in *The Complete Works of Shakespeare*, edited by P Alexander (Collins).** For *The Duchess of Malfi* and *Volpone*, a good modern edition should also be used. **Line references within examination questions will be based on the New Mermaids editions for both texts (A & C Black).**

ELL5

Choice of texts (Closed text)

Atwood:	<i>The Handmaid's Tale</i> (Heinemann)
Friel:	<i>Translations</i> (Faber)
Heaney:	<i>New Selected Poems 1966-1987</i> (Faber) (<i>Death of a Naturalist</i> , <i>Door into the Dark</i> , <i>Wintering Out</i> , <i>Stations</i>)
Ishiguro:	<i>The Remains of the Day</i> (Faber)
Mamet:	<i>Oleanna</i> (Methuen)
Thomas RS:	<i>Selected Poems 1946 – 1968</i> (Bloodaxe, 1986)

Candidates will be required to study **one** text for this unit. The editions noted above will be used for setting the questions.

Where the words “open text” appear alongside the assessment units, copies of the texts studied should be taken into the examination i.e. Board-produced anthology in ELL1 and Drama pre-1770 in ELL4. This contributes towards the requirement for candidates to be examined in different ways as laid down by ACCAC/QCA.

Questions in the “closed text” units (ELL3 and ELL5) may expect candidates to respond to an extract of the text printed in the examination paper in order to examine candidates’ close reading skills as well their ability to relate an extract to the text as a whole.

3.2 Aspects of Language Study for both AS and Advanced

It is important to stress that there is no more point in learning linguistic terminology for its own sake than there is, say, in being able merely to identify a metaphor or simile. The point of learning linguistic terms is so that candidates will be able to articulate more precisely, and therefore more effectively, their perceptions about literary and non-literary texts. This will, it is hoped, not only enhance their appreciation of other people’s writing, but will also help them to write more effectively and accurately for a wide variety of purposes.

Inevitably, some of the areas of learning noted below will be similar to those in the AS/Advanced *English Language* specification, though there will be some differences. The major difference is quantitative rather than qualitative - it will not be necessary for candidates of Advanced *English Language and Literature* to have the same depth of knowledge of linguistic concepts and frameworks as that required for the study of Advanced *English Language*.

Style

This is the crucial focus of this specification: why writers and speakers choose one form of language rather than another and what effects are produced by that choice. Candidates will, of course, study the styles of their “set” literary texts in detail, but they will also need to study as wide a range of non-literary material as possible, including newspapers (both tabloid and broadsheet); different types of magazines; (auto)biography; the language of television and radio, advertisements, children’s literature, travel writing, speeches etc. Literary techniques such as figurative language, alliteration, rhythm and metre etc. are certainly not confined to literary texts; the application of stylistic approaches usually associated with linguistics will enhance candidates’ appreciation and understanding of literary texts.

Context

Neither the study of language nor the study of literature can ever be divorced from its context: historical, cultural, social and political. Candidates need to be aware of these contexts, as well as being aware that they are reading the text in the context of their own experience, and that other readers might bring a different understanding to that text.

The linguistic context in which literary texts are written forms an integral part of this. As candidates will be studying texts from periods before 1900 in the AS specification and before 1770 in Advanced, they will therefore need to be aware of significant historical and societal factors affecting the language of the periods of the text they are studying, as well as how it differs from contemporary English.

Certain texts include other aspects of language such as American English and, in the case of Chaucer, Middle English. Candidates who study these texts will be expected to have a sound understanding of their linguistic, as well as their literary qualities, as it is a central tenet of this specification that the two cannot be divorced.

Spoken English

The study of spoken language is a feature of the specification. Candidates will need to understand how speech and writing differ and what happens when writers seek to imitate natural speech patterns in writing, as in drama, dialogue in novels and much modern poetry, or when they consciously alter the natural rhythms of speech, as in poetry with a set metre.

A study of how conversation works, of turn-taking and conversational strategies of management and control, as well as politeness strategies, will be necessary in order that candidates can evaluate how far different writers succeed in writing naturalistic dialogues. So will an understanding of accent and dialect, and how and why writers of literary texts seek to replicate their features.

Candidates will also need to understand how writers (particularly, but not exclusively, poets) manipulate sound in order to create certain effects. The detailed study of phonetics will not be required.

Points of View

In their study of both literary and non-literary texts candidates will learn to distinguish between the points of view and perspectives of characters and narrators and those of the author. Equally, in responding to non-literary texts, candidates should be able to recognise the bias, the moral outlook, the prejudices, attitudes and values of speakers and writers and to be able to analyse how these are conveyed through the language.

Readers, of course, play a very important role in the construction of meanings from texts. Different readers and listeners bring their own experience, backgrounds, prejudices, beliefs and values to their readings of texts, both literary and non-literary, and candidates need to develop a sound understanding of this.

Own Writing

This specification sees the development of students' own writing as a vital skill. It is important to be able to analyse and to develop reading skills, but students who follow the course will learn to use language themselves in a much greater variety of ways.

It is hoped that the course which teachers will devise from this specification will give students plenty of practice in using advanced writing skills in a variety of styles and contexts, and will develop an awareness of the appropriateness of tenor/tone and degrees of formality and informality, politeness, impersonality, etc., to suit the purpose and the audience.

3.3 Frameworks of Language

The subject criteria require AS and Advanced candidates of *English Language and Literature* to show knowledge and understanding of key frameworks for the study of spoken and written language, drawn from the different systems of **phonology**, **lexis**, **grammar** and **discourse**. Most teachers of English will already be teaching according to these frameworks, although they may well not be calling them by these names. An accessible text for candidates and teachers who are new to the study of language is *Mastering Advanced English Language* by Sara Thorne (Macmillan) 1997. This contains grammatical exercises (with answers) as well as commentaries that illustrate practical applications of the terminology.

Phonology

This is how the language sounds when it is spoken. It forms a natural part of the study of poetry, drama, dialogue in prose, and of conversation and spoken language such as speeches and broadcasts. In essence it seeks to evaluate aural impact.

Useful terms for the study of phonology include:

Mode (spoken or written); accent; Received Pronunciation; dialect; standard English/non-standard English; intonation; stress; pitch; pace; phoneme; phonetics; elision.

Typography

This deals with a writer's choice of the visual features of a text. In essence it deals with the visual impact of a text and can be relevant to a greater or lesser degree depending on the text. Advertising texts are often rich in their use of typographical features.

Useful terms for the study of typography include:

Font (serif; sans serif; size; use of bold, italics or underlining); orthography (especially non-standard or semi-phonetic usage); paragraphing; layout; use of colour; pictorial elements.

Lexis/Semantics

These labels relate to the vocabulary that writers and speakers use. They include a wide range of areas such as: slang; emotive and referential uses of words; degrees of formality; jargon; and words used in particular fields/domains (e.g. the Law, the Social Sciences); colloquial and taboo words; Greco-Latinate words; monosyllabic or polysyllabic words etc. It is also important to look at metaphorical/figurative language.

Useful terms for the study of lexis include:

Connotation; denotation; modification; modifier; word classes (Open: noun-concrete/abstract/common/proper/count/non-count; adjective; verb-stative/dynamic; adverb. Closed: pronoun; preposition); colloquialism; lexical set; register; standard/non-standard; literary-critical terms such as metaphor, imagery etc.

Grammar

This includes categorisation of words according to what word class they are: noun; verb; adjective; preposition; pronoun etc, but these are often most usefully dealt with under Lexis. Most of these terms will already be familiar to teachers; some such as *modifier* and *intensifier* might be less familiar.

Candidates will need to know about verb tenses and aspect, the difference between the active and the passive voice and the impact of, for example, the imperative mood.

The other important element here is **syntax**: how words are put together in phrases (especially the function of prepositional phrases as adverbials and pre-modification and post-modification of noun phrases), clauses and sentences. Candidates need to know the differences between these and how to recognise the different degrees of complexity in sentences. They will need to know the difference between simple, complex, compound and compound/complex sentences and about different types of subordinate clauses, especially when they function as adverbials. An understanding of the usual order of sentences in English (i.e. Subject, Verb, Object or Subject, Verb, Adverbial) will enable them to recognise what happens when writers and speakers use non-standard "ungrammatical" forms.

Some useful terms for the study of grammar include:

Verb tense and aspect: present tense; past tense; present progressive; past progressive; present perfect; past perfect; auxiliary verb; lexical verb; finite/non-finite verbs; modal auxiliary; ellipsis.

Phrases: pre-modifier; post-modifier/qualifier; head word.

Clause elements: subject (S); predicator (P); object (O); adverbial (A); complement (C); coordinating conjunction; subordinating conjunction; parenthesis; parallelism marked theme; end focus.

Sentence types: simple; compound; complex; compound/complex; active/passive voice; declarative; imperative; interrogative.

Discourse

This area deals with the ways in which writers order their material. It includes the narrative stance and the point of view adopted. It also includes the wider arrangement of the content in terms of its organisation and development and any juxtaposition of the content. It also addresses the ways in which conversations are managed.

Useful terms for the study of discourse include:

first/second/third person narrative; point of view; juxtaposition; chronology; flashback; turn-taking; topicalisation; politeness markers.

3.4 Bibliography

The list below features a wide range of publications that are relevant to the AS and Advanced specifications. These are not prescribed texts: they may, however, be useful to those studying and teaching the course.

* texts particularly suitable for students following the AS course

** texts particularly suitable for students following the Advanced course

Comprehensive Reference Books

The Cambridge Encyclopaedia of the English Language: David Crystal (CUP) 1995

The Oxford Companion to the English Language: ed. Tom McArthur (OUP) 1992

General books accessible to students

Language Change: Progress or Decay? Jean Aitchison (CUP 2nd edition), 1991

Mother Tongue: Bill Bryson (Penguin) 1990*

An Introduction to Stylistics: Urszula Clark (Stanley Thorne) 1996

Rediscover Grammar: David Crystal (Longman) 1988

Style: Dennis Freeborn (Macmillan) 1996

An Introduction to The Nature and Functions of Language: Jackson & Stockwell (Stanley Thorne) 1996

Writing in Action: Paul Mills (Routledge) 1996

The Story of English: McCrum, MacNeil & Cran (Faber) 1992

Variety in Contemporary English: W.R. O'Donnell & Loreto Todd (Routledge) 1991

Grammar, Structure and Style: Shirley Russell (OUP) 1993*

Mastering Advanced English Language: Sara Thorne (Macmillan) 1997**

Language: The Basics: R.L. Trask (Routledge) 1995

Books on the Language of Literature

A Linguistic History of English Poetry: Richard Bradford (Routledge) 1993

Stylistics: Richard Bradford (Routledge) 1997

Language and Literature: ed. Ronald Carter (Routledge) 1981

Linguistic Criticism: Roger Fowler (OUP) 1996

English in Speech and Writing: Rebecca Hughes (Routledge) 1996

Style in Fiction: Leech & Short (Longman) 1981

Language in Popular Fiction: Walter Nash (Routledge) 1990

Literature about Language: Valerie Shepherd (Routledge) 1994

Language through Literature, An Introduction: Paul Simpson (Routledge) 1997**

Books on the History of the English Language

A History of the English Language (Fourth edition): Baugh & Cable (Routledge) 1993

A Social History of English: Dick Leith (Routledge) 1993

Books about Grammar

English Grammar for Today: Leech, Deuchar & Hoogenraad (Macmillan) 1982

English Grammar: Edward Woods (Penguin) 1995

4

KEY SKILLS

Key Skills are integral to the study of AS/Advanced *English Language and Literature*, and a number of these 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, normally at Level 3:

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

English Language and Literature is, by its nature, a subject which requires candidates to communicate by means of continuous written responses. The quality of written communication will be assessed through assessment objective 1 (AO1) which states that candidates should communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.

In relation to the Key Skills, candidates will be required to show their competence in the following performance indicators.

4.1 Communication

Candidates will be required to demonstrate their competence in the Key Skill of Communication:

1. When reading and responding to written materials candidates will be required to:
 - select and read appropriate materials for a purpose;
 - extract and collate necessary information from text and images;
 - summarise coherently information obtained from different sources.
2. When producing written materials candidates will be required to:
 - present clear and relevant information in a suitable format;
 - organise material coherently and use an appropriate style of writing;
 - check the text is legible and ensure that the meaning is clear;
 - use standard conventions of spelling, punctuation and grammar and present arguments clearly and logically.
3. Take part in discussions and make presentations, as appropriate.

Opportunities for generating evidence for assessing the Key Skill of Communication are outlined in an Appendix to this specification.

4.2 Information Technology

This specification will provide opportunities for candidates to demonstrate their use of IT.

1. Search for and select information for two different purposes.
 - (a) identify information needed and suitable sources;
 - (b) carry out effective searches;
 - (c) select information that is relevant to the purpose.

2. Explore and develop information, and derive new information, for two different purposes.
 - (a) enter and bring together information using formats that help development;
 - (b) explore information as needed for a purpose;
 - (c) develop information and derive new information as appropriate.

3. Present combined information for two different purposes.
 - (a) select and use appropriate layouts for presenting combined information in a consistent way;
 - (b) develop the presentation to suit the purpose and types of information;
 - (c) ensure work is accurate, clear and saved appropriately.

Opportunities for generating evidence for assessing the Key Skill of Information Technology are outlined in an Appendix to this specification.

4.3 Problem Solving

This specification will provide opportunities, in ELL2 and ELL5 in particular, for candidates to produce evidence to demonstrate their skills in Problem Solving in some or all of the following areas:

1. Explore a complex problem, come up with **three** options for solving it and justify the option selected for taking it forward.
2. Plan and implement at least **one** option for solving the problem, review progress and revise approach as necessary.
3. Apply agreed methods to check if the problem has been solved, describe the results and review approach to problem solving.

4.4 Working with Others

This specification will provide opportunities, in the internal assessment options in ELL2 and ELL5 in particular, for candidates to produce evidence to demonstrate their skills in Working with Others in some or all of the following areas:

1. Plan complex work with others agreeing objectives, responsibilities and working arrangements.
2. Seek to establish and maintain cooperative working relationships over an extended period of time, agreeing changes to achieve agreed objectives.
3. Review work with others and agree ways of improving collaborative work in the future.

4.5 Improving own Learning and Performance

This specification, throughout all units, will provide opportunities for candidates to produce evidence to demonstrate how candidates have improved their own learning and performance in some or all of the following areas:

1. Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.
2. Take responsibility for learning by using a plan, seeking feedback and support from relevant sources, to help meet targets.

Improve performance by:

- studying a complex subject ;
 - learning through a complex practical activity;
 - further study or practical activity that involves independent learning.
3. Review progress on **two** occasions and establish evidence of achievements, including how there has been learning from other tasks to meet new demands.

5

ASSESSMENT OBJECTIVES

The candidates entering AS and Advanced examinations for *English Language and Literature* are required to meet the following assessment objectives, in the context of the closely linked knowledge, understanding and skills prescribed for the course.

AS and Advanced each have six assessment objectives, of which four are common; the other two are framed differently to indicate the greater demands of the second part of the specification, while building on the knowledge skills and understanding established in AS.

Assessment objectives common to AS and Advanced:

- AO1** communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression
- AO4** show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts
- AO5** identify and consider the ways attitudes and values are created and conveyed in speech and writing
- AO6** demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made

Assessment objectives for AS only:

- AO2i** in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form
- AO3i** respond to and analyse texts, using literary and linguistic concepts and approaches

Assessment objectives for Advanced only:

- AO2ii** respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them
- AO3ii** use and evaluate different literary and linguistic approaches to the study of written and spoken language, showing how these approaches inform their readings

6

SCHEME OF ASSESSMENT

AS and Advanced qualifications are available to candidates following this specification.

Advanced Subsidiary

The AS is the first half of an Advanced course. It will contribute 50% of the total Advanced marks. Candidates will be expected to complete the following **three units** in order to gain an AS qualification.

		Weighting within AS	Weighting within Advanced
ELL1	Poetry pre-1900	30%	15%
ELL2	Writing task (Examination or internal assessment)	30%	15%
ELL3	Analysis of Literary and Non-literary Texts	40%	20%

The distribution of assessment objectives within each AS unit is indicated below.

	AO1	AO2i	AO3i	AO4	AO5	AO6
ELL1	7½%		15%	7½%		
ELL2	7½%			7½%		15%
ELL3		15%	5%	5%	15%	
Total of AS	15%	15%	20%	20%	15%	15%

All three units will address AO4.

Each unit will also cover additional assessment objectives as indicated above.

Advanced

The Advanced level specification consists of two parts: Part 1 (AS) and Part 2 (A2).

Candidates will be expected to complete the AS units outlined above plus a further three units to complete Advanced *English Language and Literature*. The A2 units will contribute 50% of the total Advanced marks.

		Weighting within Advanced
ELL4	Drama pre-1770	15%
ELL5	The Language of Literature and Speech (Examination or Internal assessment)	15%
ELL6 *	Comparative analysis of texts with Writing Task	20%

* synoptic assessment

The distribution of assessment objectives within each A2 unit is indicated below.

	AO1	AO2ii	AO3ii	AO4	AO5	AO6
ELL4	5%		15%	5%	5%	
ELL5	10%	10%		5%	5%	
ELL6	5%	10%	5%	5%	5%	10%
Total of A2	20%	20%	20%	15%	15%	10%

All three units will address AO1, AO4 and AO5.

Each unit will also cover additional assessment objectives as indicated above.

Synoptic Assessment

The Advanced specification includes synoptic assessment (see page 14 for definition) which tests candidates' understanding of the connections between the knowledge and understanding set out in the specification as a whole, drawing on all Advanced assessment objectives. The synoptic elements are in ELL6. This unit contributes 20% to the overall Advanced, and, therefore, fulfils the regulation that synoptic assessment must contribute 20% to the Advanced specification.

Availability of Units

All units, except internally-assessed units, are assessed by end-of-unit examinations. Details of the availability of assessment units are outlined in the grid below.

Unit	January	May/June
ELL1	✓	✓
ELL2		✓
ELL3	✓	✓
ELL4	✓	✓
ELL5		✓
ELL6		✓

Candidates may spread the unit examinations throughout the AS or Advanced course. Alternatively they may wish to sit all the examinations together at the end of the AS or Advanced course.

Following QCA guidelines, any unit may be retaken. Where units are retaken, the best available result will count towards the final award. A candidate may also retake the whole qualification. The shelf-life of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification.

Sequencing of Units

Two possible plans based on a two-year course starting in September 2006, for an Advanced qualification, are outlined below.

PLAN 1

January 2007	ELL1 15%	Poetry (pre-1900)
June 2007	ELL2 15%	Writing task (Internal Assessment option)
	ELL3 20%	Analysis of Literary and Non-literary Texts
January 2008	ELL4 15%	Drama (pre-1770)
June 2008	ELL5 15%	The Language of Literature and Speech
	ELL6 20%	Comparative analysis of texts with writing task

PLAN 2

June 2007	ELL1 15%	Poetry (pre-1900)
	ELL2 15%	Writing task (Internal Assessment option)
	ELL3 20%	Analysis of Literary and Non-literary Texts
June 2008	ELL4 15%	Drama (pre-1770)
	ELL5 15%	The Language of Literature and Speech
	ELL6 20%	Comparative analysis of texts with writing task

The plans above show just two of the many possibilities.

7 **GRADE DESCRIPTIONS**

The following grade descriptions indicate the level of attainment characteristic of the given grade at Advanced. They give a general indication of the required learning outcomes at each specified 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 overall. Shortcoming in some aspects of the examination may be balanced by better performances in others.

Grade A

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

Grade C

Candidates demonstrate a secure knowledge and understanding of the inter-relationships between the study of English Language and Literature drawing on some of the concepts and frameworks underlying them, in response to the tasks set. They make thoughtful comparisons between a range of texts and draw sound conclusions which make use of their awareness of the influences of contextual factors. Candidates are sensitive to the use of different approaches to the analysis of spoken and written texts and comment on the value of some of these from the perspective of their own independent study. They write accurately and can sustain a line of argument, supporting this by relevant illustration, appropriate for the audience and purpose.

Grade E

Candidates demonstrate some knowledge and understanding of concepts and frameworks relevant to the study of English Language and Literature in their observations and comments on literary and non-literary texts from different periods, in response to the tasks set. They are able to point out links between texts based on a general understanding of background factors and literary influences, and draw on knowledge of the differences between spoken and written English. Candidates' detailed reading of texts shows response to literary features and patterns of language use, occasionally making links between approaches. Their writing is generally accurate in expression, and conveys basic ideas, showing some variation in response to audience and purpose.

8

INTERNAL ASSESSMENT GUIDELINES**INTRODUCTION**

Within this specification it is possible for candidates to offer internal assessment as an alternative to **either or both** of the following units: ELL2 (an AS unit); and ELL5 (an A2 unit).

Internal assessment provides opportunities to:

- * develop original writing;
- * pursue particular interests that arise during the course;
- * take advantage of reference material;
- * compare texts in a detailed way;
- * plan, explore and edit work;
- * reflect on strengths and weaknesses through assessments made during the course.

Predominantly, **AS internal assessment (ELL2)** will allow opportunities to demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made.

Predominantly, **A2 internal assessment (ELL5)** will allow opportunities to communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression; and to respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them.

ENTRY

Centres entering the internal assessment option need to inform the WJEC of their intention no later than the end of September of the academic year in which the internal assessment is moderated. Centres will be grouped in consortia and assigned to a consultative moderator who will be responsible both for support and advice during the course and for end-of-course moderation.

Texts nominated for ELL5 must be approved in advance, no later than the end of September of the academic year in which the internal assessment is moderated.

It is important that the tasks set for internal assessment are appropriate for both the assessment objectives addressed and for AS/Advanced study generally. The Board will issue examples of suitable tasks as support material. Centres will be guided in their task-setting by their moderators.

Advanced Subsidiary

Internal assessment as an alternative within ELL2

Candidates will be required to produce a folder of approximately 2500 words.

The folder will consist of **two pieces of original writing** of different genres (approximately 1000 words each): **one piece will be accompanied by comment and explanation** (approximately 500 words) which will specify the intended purpose and audience, the stylistic techniques chosen to create impact on the target audience, and an evaluation of the piece's success.

Examples of original writing might include:

- a short story
- autobiographical writing
- a collection of poems
- a magazine article
- a newspaper report
- an advertising campaign.

Advanced

Internal assessment as an alternative within ELL5

Candidates offering internal assessment as an alternative within ELL5 will be required to produce **two 1000 word analyses**:

1. based on the study of a **literary text** published after 1900 and
2. based on a comparison of the use of language in at least **three spoken texts**, of different types and periods. A minimum of one (maximum two) of the texts must be a transcription of spontaneous speech.

Examples of possible literary texts and tasks could include explorations of:

- the importance of different text types in *The Wasteland*
- a comparison of at least three short stories produced in contrasting contexts e.g. early twentieth century and later
- shifting relationships in a play by (for example) Pinter
- narrative voice in Fowles' *The French Lieutenant's Woman*

Examples of tasks focusing on spoken texts might include research into:

- spoken comedy
- storytelling
- children
- religion
- law
- film
- teaching

Advanced Subsidiary and Advanced

TASK-SETTING

It is important that centres give due consideration to the setting of internal assessment assignments to ensure that they make full use of the internal assessment situation and allow candidates to display those skills necessary for attainment at the highest levels of performance.

It is unwise to use an old question from an examination paper, for instance, without fully considering the different purpose of such a task. **Candidates should be directed to the assessment objectives relevant to the internal assessment.**

If in doubt about an internal assessment task then it is always possible to consult the centre's moderator.

VALIDATION

It is important that internal assessment is rigorously monitored by centres to ensure that candidates' work is their own. Candidates will be required to sign a statement endorsing the originality of their assignment(s) and centres will countersign that they have taken all reasonable steps to validate this. Validity can be further enhanced by careful attention to the following points:

* **Acknowledgements**

References to particular critics' work must always be clearly acknowledged: by direct reference if a quotation is used; and by an appended bibliography if the reference is of a general nature.

* **Drafting**

Guidance may be given by teachers in the re-drafting of assignments but this must only consist of general observations. Once an assignment is finally submitted and marked the work may not be further revised. In no cases are fair copies of marked work acceptable. Drafts must be included for the external moderator where they are likely to be important for a fair assessment of the final version.

* **Work in Typed Format**

There is no restriction on the number of pieces of work that may be presented in typed format, provided that the centre is confident that the work is the candidate's own.

* **Plagiarism**

Centres are required to be vigilant and to refuse to include in submissions any work the authenticity of which is doubtful. Candidates will be penalised for any attempt to plagiarise.

ASSESSMENT

Marking of Internal Assessment

Each folder of work will be marked as follows:

- ELL2 out of 75 marks (25 x 3);
- ELL5 out of 50 marks (25 x 2).

In awarding marks teachers must pay close attention to the assessment objectives. The notes below should help to clarify which objectives apply to internal assessment. The assessment objectives are printed in full in Section 5 of this specification, and Section 6 shows the distribution for internal assessment. There are also two grids, which help in awarding precise marks, one for AS and one for A2. These also show the full wording of the assessment objectives.

AS ASSESSMENT (ELL2)

Three assessment objectives feature here. AO6 will account for half of the marks for this unit: the remaining half are divided equally between AO1 and AO4.

A2 ASSESSMENT (ELL5)

Four assessment objectives feature here. AO1 will account for two thirds of the mark for the assignment based on the study of a **literary text**; the remaining third should be divided between AO4 and AO5. AO2ii will account for two thirds of the marks for the assignment based on the **comparative study of spoken texts**; the remaining third should be divided between AO4 and AO5.

THE GRIDS

When assessing folders of internal assessment, teachers should study the assessment grids, which are designed to present a system that links the assessment objectives to marks, and which helps to discriminate clearly between the varying levels of achievement.

Thinking along the lines of ‘best fit’ is the best way to approach the use of each grid. Over adherence to any marking grid can lead to a depression of marks. The grid should support marking, not constrain it.

The grids will be of most value when used in conjunction with examples of internal assessment which will be issued annually to help centres identify the quality of work associated with the various mark bands.

Teachers must try to make specific reference to the assessment objectives in the comments that they write on the work and on the coversheets.

Each candidate’s internal assessment folder will be accompanied by a coversheet, an example of which appears at the end of this section. This requires the candidate to supply brief titles and/or explanations of each piece, and the teacher to provide an overall comment for the moderator. The coversheet must be signed by both the candidate and the teacher.

Short/Overlong Folders

Candidates are expected to follow the guidelines on length of folders as stated in this specification. Candidates who offer work that is too short are penalising themselves by not allowing appropriate coverage of the required assessment objectives. Candidates who significantly exceed the word limit are penalising themselves through a lack of precision and focus.

AS ENGLISH LANGUAGE AND LITERATURE: INTERNAL ASSESSMENT WJEC

Bands	Marks	A01 Communicate clearly knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression	A04 Show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts	A06 Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made
1	0-7	Limited evidence of combined study of literature and language. Written expression often has lapses in accuracy and clarity. Basic terminology often misunderstood.	Some awareness of the broadest contextual factors, and how some of the most obvious choices in form, style and vocabulary create meaning. Errors in understanding the texts.	Attempting variation in register in response to audience and purpose, but with limited success. Some accuracy and clarity, but frequent lapses and errors. An attempt to comment, but limited.
2	8-10 11-13	Some basic evidence of combined study. Some use of basic terminology, but often sketchy. Some inaccuracy in expression. Adequate expression, conveying basic ideas. Use of some appropriate key terms.	Some basic understanding of how the context affects meaning. Some awareness of basic language features. Basic grasp of meaning. Reasonable observations of context and some key language features. Clear understanding of basic meaning of texts.	Some variation in register in response to audience and purpose. Not always successful. Some inaccuracy. Commentary may be thin. Mainly appropriate expression. Attempts to vary styles. Reasonable comments on some choices.
3	14-16 17-19	Clear evidence of combined study. Sound use of appropriate key terms. Generally accurate expression. Written expression is accurate and coherent. Wider ranging use of terminology.	Sensible awareness of the influence of contextual factors on texts. More sustained focus on language use. Sensible understanding of texts. Clear grasp and overview of contextual variation. More detailed appreciation of language use. Sound understanding of text and subtext.	Register is more clearly suited to audience and purpose. Commentary highlights deliberate use of some literary and linguistic features. Style and tone are appropriate for audience and purpose. Clear and competent commentary.
4	20-25	Thorough knowledge, understanding and insights gained from combined study. Accurate and sensitive use of terminology. Written expression is confident and fluent.	Confident awareness of the impact of contextual factors. Confident overview. Perceptive awareness of the way choices in form, style and language create meaning. Mature reading of the texts.	Style demonstrates some flair and is accurately pitched for audience and purpose. Comments on stylistic choices show a detailed knowledge of literary and linguistic features and their impact.

For weightings of Assessment Objectives, see page 32

A2 ENGLISH LANGUAGE AND LITERATURE: INTERNAL ASSESSMENT WJEC

Bands	Marks	A01 Communicate clearly knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression	A02ii Respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them	A04 Show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts	A05 Identify and consider the ways attitudes and values are created and conveyed in speech and writing
1	0-7	Limited evidence of combined study of literature and language. Written expression may have lapses in accuracy and clarity. Basic terminology may be misunderstood.	Focus on most obvious distinguishing features of texts, but limited. Very limited identification of period features and links between texts.	Some attempt to show understanding of contextual factors, and how some choices in form, style and vocabulary create meaning. Some errors in understanding the texts.	Some basic understanding of how most obvious attitudes and values are conveyed in speech and writing.
2	8-10 11-13	Some evidence of combined study. Some appropriate use of basic terminology, but often sketchy. Some inaccuracy in expression. Writing is generally accurate in expression, conveying basic ideas. More consistent use of some appropriate key terms.	Some attempt to distinguish, describe and interpret variations in meanings and forms. Simple observations of period features. Basic links observed. Reasonable observation, description and interpretation of some key links between texts, including some period details.	Some understanding of how the context affects meaning. Some awareness of straightforward language features. Basic grasp of meaning. Basic evaluation of context and key language features. Clear understanding of basic meaning of texts.	Some identification of attitudes with some limited consideration of how the dominant attitudes and values are created and conveyed. Accurate identification of some key attitudes and values and some basic awareness of how these are created. Some reasonable consideration of supporting examples.
3	14-16 17-19	Competent demonstration of understanding, knowledge and insights. Sound use of appropriate terms. Competent expression. Written expression is accurate and coherent. Secure use of terminology.	More accurate description and interpretation of variation in meaning and form. Sensible discussion of period details and links. More detailed descriptions of texts. Sound explanation and interpretation. Developed overview. Thoughtful comparisons in a range of texts.	Sound evaluation of the influence of contextual factors on texts. Clear focus on language use. Good understanding of texts. Genuine grasp and overview of contextual variation. Detailed appreciation of language use. Confident understanding of text and subtext.	Accurate identification of how the key attitudes and values are created. Sensible consideration of supporting examples. Clear overview and convincing analysis of the way attitudes are created. Full use of supporting examples.
4	20-25	Thorough and wide-ranging command of knowledge, understanding and insights. Accurate and sensitive use of demanding terminology. Written expression is confident and sophisticated.	Thorough and wide-ranging knowledge and understanding. Cogent comparisons and links across a range of texts. Confident and convincing overview.	Sophisticated awareness of the impact of contextual factors. Perceptive overview. Perceptive and full analysis of the way choices in form, style and language create meaning. Sophisticated reading of the texts.	Sophisticated analysis of how attitudes and values are created and conveyed in a text. Detailed and sophisticated consideration of supporting examples. Confident, coherent and convincing overview.

For weightings of Assessment Objectives, see page 32

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 way that criteria have been employed to make a final assessment.

Moderation will occur at three levels:

- (i) Within centre, to ensure that a reliable overall rank order is produced by the centre. Standardising material will be issued by the Board to assist in this process.
- (ii) Through the discussion of work at optional regional co-ordinating meetings.
- (iii) Through the inspection of a sample of work from each centre by the Board's moderators.

The process of external moderation will not normally involve adjustments to the rank order produced by teachers within a centre. It is therefore essential that whatever the initial marking policy, the final assessment is made according to an agreed single standard for all the teaching groups involved. Consultation between teachers should include the opportunity for the work of candidates to be marked by at least one member of staff not responsible for the teaching of those candidates.

Moderation sample marksheets plus candidates' work should be sent to the external moderator by an agreed date in May. Instructions for the selection of the sample are given in *Coursework/Internal Assessment Manual* (available from WJEC). Centres with 10 candidates or fewer will be required to submit all folders.

Further samples of internal assessment assignments will be sent to the moderator if required. The WJEC reserves the right to call in all of a centre's assignments for re-marking if this proves necessary.

REPORT

All centres which submit internal assessment assignments will receive a report from the moderator in the autumn term after the examination.

**WJEC
CBAC**

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ELL2

**ENGLISH LANGUAGE & LITERATURE
ADVANCED SUBSIDIARY
Internal Assessment Folder**

Centre Name Centre No.

Candidate Name Candidate No.

ASSIGNMENT 1

Please give details of title and genre of original writing

Mark /25

ASSIGNMENT 2

Please give details of title and genre of original writing

Mark /25

ASSIGNMENT 3

Commentary to accompany Assignment [Please fill in assignment number]

Mark /25

TOTAL MARK: /75

Candidate Statement: I confirm that the contents of this internal assessment folder are my own unaided work. I am aware of the penalties for plagiarism and other unfair practice.

Signature: Date:

Teacher's comment on candidate's work in support of marks given (continue overleaf if necessary)
N.B. Please include reference to the relevant assessment objectives as printed in the Internal Assessment Guidelines.

Teacher Statement: I confirm, as far as I am able, that the work of this candidate is his/her own work and that no unfair practices have occurred.

Signature: Date:

**WJEC
CBAC**

200...

ELL5

**ENGLISH LANGUAGE & LITERATURE
ADVANCED
Internal Assessment Folder**

Centre Name: Centre No.

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Candidate Name: Candidate No.

--	--	--	--	--

SECTION A: Literary text

Title of assignment

Mark	/25
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SECTION B: Spoken texts

Please give details of your 3 chosen spoken texts, including types and periods.

- 1.
- 2.
- 3.

Details of task

Mark	/25
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TOTAL MARK: /50

Candidate Statement: I confirm that the contents of this internal assessment folder are my own unaided work. I am aware of the penalties for plagiarism and other unfair practice.

Signature: Date:

Teacher's comment on candidate's work in support of marks given (continue overleaf if necessary)

N.B. Please include reference to the relevant assessment objectives as printed in the Internal Assessment Guidelines.

Teacher Statement: I confirm, as far as I am able, that the work of this candidate is his/her own work and that no unfair practices have occurred.

Signature: Date:

APPENDIX

THE EXEMPLIFICATION OF KEY SKILLS

The following tables give some examples of English Language & Literature contexts in which naturally occurring key skills evidence could be accumulated.

The first table focuses on Communication (Level 3): the tables which follow cover all three levels of Information Technology.

Note: If producing certain types of evidence creates difficulties due to disability or other factors, the candidate may be able to use other ways to show achievement. The candidate should ask the tutor or supervisor for further information.

COMMUNICATION: LEVEL 3

C3.1a TAKE PART IN A DISCUSSION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
contribute to a group discussion about a complex subject.	<ul style="list-style-type: none"> make clear and relevant contributions listen and respond appropriately create opportunities for others to take part. 	A record from someone who has observed discussion or has made video/ audio tape of discussion.	Discussion of presentation of a news item in a range of newspapers. ELL3

C3.1b MAKE A PRESENTATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
make a presentation about a complex subject, using at least one image to show complex points.	<ul style="list-style-type: none"> speak clearly and use suitable style structure ideas and information use a range of techniques. 	A record from someone who has observed discussion or has made video/ audio tape of discussion or preparatory notes with images.	Support a presentation on the above by reference to selected images. ELL3

C3.2 INFORMATION GATHERING			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
select and synthesise information from two extended documents that deal with a complex subject One of these documents should include at least one image.	<ul style="list-style-type: none"> select and read material that contains information needed identify accurately, and compare, the lines of reasoning and main points from texts and images synthesise the key information in a suitable form. 	A record of what was read and why, including a note of the image. Notes, highlighted text or answers to questions about material read. Evidence of synthesising information from notes of a presentation or a written document.	Preparation for a discussion about different writers' views of a particular place. ELL5

C3.3 WRITING			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.	<ul style="list-style-type: none"> select and use appropriate style of writing organise relevant information clearly and coherently, using specialist vocabulary ensure text is legible, spelling, punctuation and grammar are accurate, and that meaning is clear. 	The two different documents might include an extended essay or report, with an image such as a chart, graph or diagram and a letter or memo.	Write an opening to a biography and an opening to a novel based on the details of an author's life. ELL6

INFORMATION TECHNOLOGY: LEVEL 1

IT 1.1 FIND, STORE AND DEVELOP INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
find, explore and develop information for two different purposes.	<ul style="list-style-type: none"> • find and select relevant information • enter and bring in information, using formats that help development • explore and develop information to meet the student's purpose. 	<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>Find information on the Internet about poets whose work features in the Pre-1900 Anthology for:</p> <ul style="list-style-type: none"> • presentation to a group; • personal use. <p>ELL1</p>

IT 1.2 PRESENT INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
present 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.	<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 • save information so it can be found easily. 	<p>Working drafts showing how the student developed 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 students final work, including examples of text, images and numbers.</p> <p>Records of how the student saved information.</p>	<p>Present the above material as:</p> <ul style="list-style-type: none"> • part of a group task covering aspects of a selected poet/poem; • part of an initial assignment on a selected poem. <p>ELL1</p>

INFORMATION TECHNOLOGY: LEVEL 2

IT 2.1 SEARCH FOR AND SELECT INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
search for and select information for two different purposes.	<ul style="list-style-type: none"> • identify the information needed and suitable sources • carry out effective searches • select information that is relevant to the student's purpose. 	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.	Select information about poetic forms that feature in the Pre-1900 Anthology for: <ul style="list-style-type: none"> • presentation to a group; • individual use. ELL1
IT 2.2 EXPLORE AND DEVELOP INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
explore and develop information, and derive new information, for two different purposes.	<ul style="list-style-type: none"> • enter and bring together information using formats that help developments • explore information as needed for the purpose • develop information and derive new information as appropriate. 	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.	Collect examples of advertising campaigns and use these to develop own material plus analysis of language used. ELL2
IT 2.3 PRESENT COMBINED INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
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.	<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 • ensure the work is accurate, clear and saved appropriately. 	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.	Use IT skills to finalise a piece of creative writing using earlier drafts: one version for folder, the other for publication (eg in school magazine). The inclusion of number will depend on the nature of the task. ELL2

INFORMATION TECHNOLOGY: LEVEL 3

Candidates must plan and carry through at least **one** substantial activity that includes a number of related tasks for IT3.1, IT3.2 and IT3.3.

IT 3.1 SEARCH AND SELECT INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
compare and use different sources to search for, and select, information required for two different purposes.	<ul style="list-style-type: none"> plan how to obtain and use information choose appropriate techniques for searches make selections based on judgements. 	<p>Print-outs with notes of sources and how searches made and selected information</p> <p>A record from someone who observed use of IT to search for and explore information.</p>	<p>Use 2 different databases, such as the Internet or CD-ROMs, to research poetic conventions for</p> <ul style="list-style-type: none"> personal use; class presentation. <p>ELL1</p>

IT 3.2 DEVELOP INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
explore, develop and exchange information and derive new information to meet two different purposes.	<ul style="list-style-type: none"> bring together information in consistent form create and use appropriate structures use methods for exchanging information. 	<p>Print-outs or record of someone who observed use of IT showing how information has been exchanged, explored and developed.</p> <p>Notes of automated routines.</p>	<p>Use the Internet to exchange views on dramatists pre-1700 for</p> <ul style="list-style-type: none"> essay; class presentation. <p>ELL4</p>

IT 3.3 PRESENT INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
present information from different sources for two different purposes and audiences. One example of text, one of images and one of numbers.	<ul style="list-style-type: none"> develop structures and content present information effectively ensure work is accurate. 	<p>Working drafts or a record from an assessor who observed screen displays, showing how developed for presentation.</p> <p>Print-outs or a static or dynamic screen display of final work, including text, images and numbers.</p>	<p>Use IT skills to finalise a piece of creative writing using earlier drafts: one version for folder, the other for publication (eg in school magazine). The inclusion of number will depend on the nature of the task. ELL2</p>