

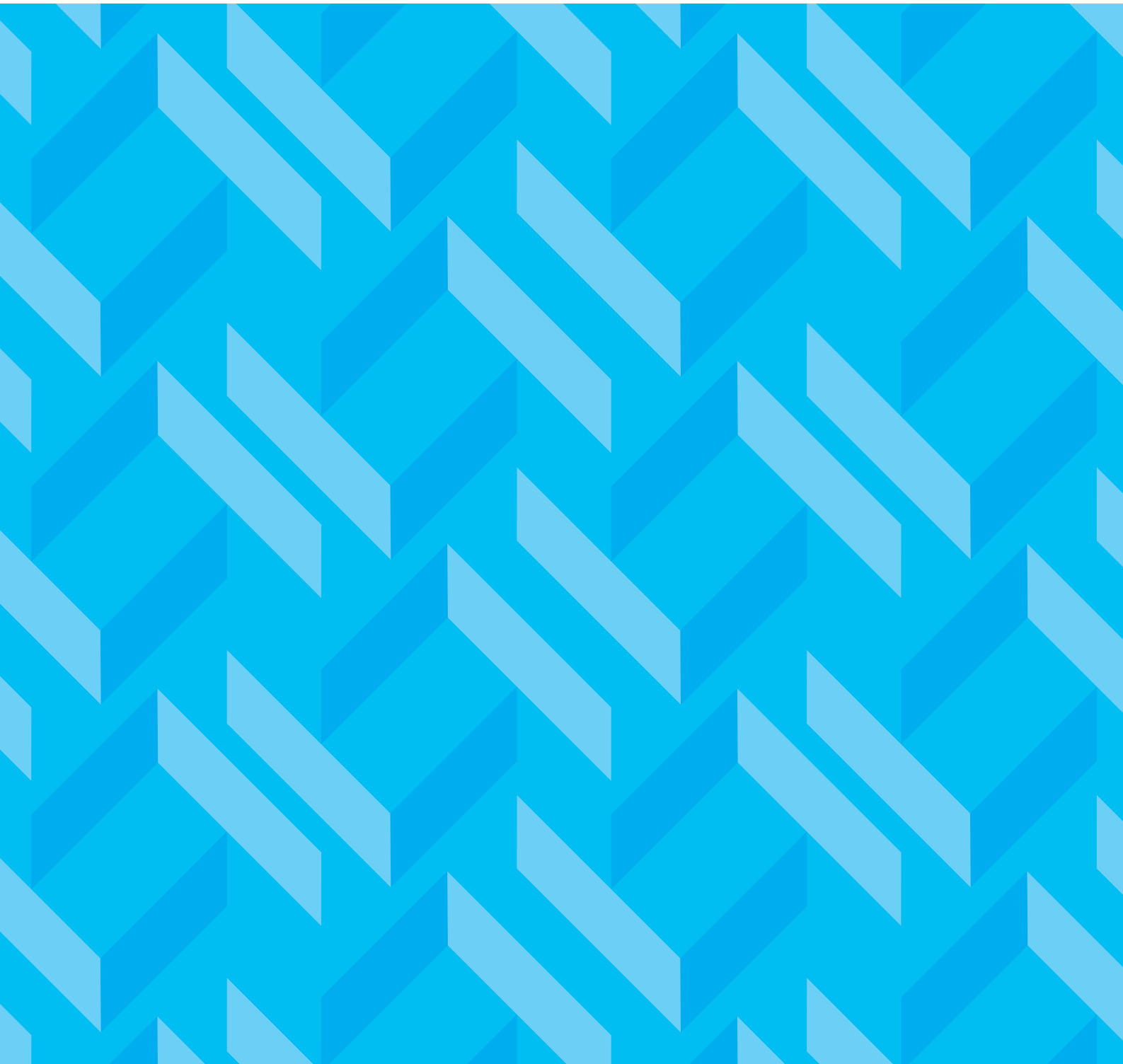


GCE

Examinations from 2009

English Literature

Revised July 2011



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WJEC AS GCE in English Literature WJEC A Level GCE in English Literature

First AS Award - Summer 2009
First A level Award - Summer 2010



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GCE English Literature

Subject/Option Entry Codes	
<i>AS "Cash in" entry</i>	2171
<i>A Level "Cash in" entry</i>	3171
LT1: Poetry and Drama 1	1171
LT2: Prose Study & Creative Reading	1172
LT3: Period and Genre Study	1173
LT4: Poetry and Drama 2	1174

Availability of Assessment Units				
Unit	January 2009	June 2009	January 2010 & each subsequent year	June 2010 & each subsequent year
LT1	✓	✓	✓	✓
LT2		✓		✓
LT3				✓
LT4			✓	✓

Qualification Accreditation Numbers

Advanced Subsidiary: 500/2931/9

Advanced: 500/2929/0

SUMMARY OF ASSESSMENT

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A level qualification.

ENGLISH LITERATURE

SUMMARY OF ASSESSMENT

AS (2 units)

LT1 30% 2½ hour Written Paper (open text) 60 marks (120 UMS)
Poetry and Drama 1 Section A: Poetry post-1900 Two texts: choice of 1 from 2 questions (30 marks) Section B: Drama post-1990 One text: choice of 1 from 2 questions (30 marks)
LT2 20% Internal Assessment 80 marks (80 UMS)
Prose Study & Creative Reading Section A: Prose Study 1800-1945 Two texts: one piece of extended writing (40 marks) Section B: Creative Reading One text: one piece of extended creative writing in response to wider reading of prose (20 marks) + commentary (20 marks)

A Level (the above plus a further 2 units)

LT3 20% Internal Assessment 40 marks (80 UMS)
Period and Genre Study 3 texts: one piece of extended writing on texts from different periods and genres, including poetry and prose (40 marks)
LT4 30 % 2½ hour Written Paper (closed text) 80 marks (120 UMS)
Poetry and Drama 2 Section A: Critical Reading of Poetry One text: pre-1800 poetry + unseen poetry choice of 1 from 5 questions (40 marks) Section B: Shakespeare and Related Drama Two texts: choice of 1 from 2 questions (40 marks)

ENGLISH LITERATURE

1

INTRODUCTION

1.1 Criteria for AS and A Level GCE

This specification has been designed to meet the general criteria for GCE AS and A level and the subject criteria for AS/A *English Literature* as issued by the regulators [July 2006]. The qualifications will comply with the grading, awarding and certification requirements of the Code of Practice for 'general' qualifications (including GCE).

The AS qualification will be reported on a five-grade scale of A, B, C, D, E. The A level qualification will be reported on a six-grade scale of A*, A, B, C, D, E. The award of A* at A level will provide recognition of the additional demands presented by the A2 units in term of 'stretch and challenge' and 'synoptic' requirements. 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 A level course.

The AS assessment units will have equal weighting with the second half of the qualification (A2) when these are aggregated to produce the A level award. AS consists of two assessment units, referred to in this specification as LT1 and LT2. A2 also consists of two units and these are referred to as LT3 and LT4.

Assessment units may be retaken prior to certification for the AS or A level qualifications, in which case the better result will be used for the qualification award. Individual assessment unit results, prior to certification for a qualification, have a shelf-life limited only by the shelf-life of the specification.

1.2 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. It should engage students from both traditional and more vocational modes of learning. This specification is not age specific and, as such, provides opportunities for candidates to extend life-long learning.

1.3 Progression

The four-part structure of this specification (2 units for AS, and an additional 2 for the full Advanced) allows for both staged and end-of-course assessment and thus allows candidates to defer decisions about progression from AS to the full A level qualification.

This specification provides a suitable foundation for the study of English Literature or a variety of other courses in higher education; progression to the next level of vocational qualifications; or direct entry into employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

1.4 Rationale

This specification is based on a conviction that the study of literature should encourage enjoyment of literary studies based on an informed personal response to a range of texts.

The **AS specification** has been designed to serve both as the first half of a full A level course and also as a discrete course for those wishing to follow just one year of study.

It provides students with an introduction to the discipline of advanced literary studies and presents opportunities for reading widely and for making creative and informed responses to each of the major literary genres of poetry, prose and drama. The specification requires students to show knowledge and understanding of:

- the functions and effects of structure, form and language in texts;
- some of the ways in which individual texts are interpreted by different readers;
- some of the ways in which texts relate to one another;
- some of the contexts in which they are written and read.

The **A level specification** extends these studies in breadth and depth, developing and enhancing students' techniques of analysis, evaluation and comparison of literary texts in the context of a wider range of texts of cultural and literary significance. The specification requires students to show knowledge and understanding of the significance of:

- the ways in which writers use and adapt language, form and structure in texts;
- the interpretation of texts by different readers, including over time;
- how texts relate to literary traditions, movements and genres;
- the cultural and contextual influences on readers and writers.

Each unit, whether internally or externally assessed, offers a choice of texts for study. Consideration has been given to offering a wide range, including texts that have a Welsh dimension. In the internally assessed unit, centres are invited to nominate their own texts for study following the guidelines printed in this specification.

Following QCA/DELLS requirements for candidates to be examined in different ways, the A2 externally assessed unit within this specification will be examined without texts being available to candidates during the examination. For the AS externally assessed unit 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 be 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. The texts must be clean copies, with no annotation.

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

1.5 The Wider Curriculum

English Literature is a subject that by its nature requires candidates to consider individual, moral, ethical, social, cultural and contemporary issues. The specification provides a framework for exploration of such issues and includes specific content through which individual courses may address these issues. For example, in meeting the assessment objective AO4, students are engaged in considering the significance and influence of contexts in which literary texts are written and received. Spiritual, moral, ethical, social and cultural aspects are pertinent to such contexts.

1.6 Prohibited combinations and overlap

Every specification is assigned 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 only have one grade (the highest) counted for the purpose of the School and College Performance Tables. The classification code for this specification is 5110.

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

1.7 Equality and Fair Assessment

AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

In *GCE English Literature*, reading independently may be problematic for some students but should not be a barrier to assessment.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website (www.jcq.org.uk).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

2

AIMS

- To encourage AS and A level students to develop their interest in and enjoyment of literature and literary studies through reading widely and independently both set texts and others that they have selected for themselves.
- To encourage students to engage creatively with a range of texts and ways of responding to them.
- To enable students to develop and apply effectively their knowledge of literary analysis and evaluation in speech and writing.
- To encourage students to explore the contexts of the texts they are reading and others' interpretations of them.
- To help students deepen their understanding of the changing traditions of literature in English.
- To encourage students to explore comparisons and connections between texts.

3

ASSESSMENT OBJECTIVES

Candidates must meet the following assessment objectives in the context of the content detailed in Section 4 of the specification:

AO1

Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression.

AO2

Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts.

AO3

Explore connections and comparisons between different literary texts, informed by interpretations of other readers.

AO4

Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

Weightings

Assessment objective weightings shown as % of AS and A2 (full A-level in brackets)

UNIT	%	AO1%	AO2%	AO3%	AO4%
LT1	60 (30)	20 (10)	20 (10)	10 (5)	10 (5)
LT2	40 (20)	15 (7.5)	15 (7.5)	5 (2.5)	5 (2.5)
TOTAL AS	100 (50)	35 (17.5)	35 (17.5)	15 (7.5)	15 (7.5)
LT3	40 (20)	5 (2.5)	15 (7.5)	10 (5)	10 (5)
LT4	60 (30)	15 (7.5)	15 (7.5)	15 (7.5)	15 (7.5)
TOTAL A2	100 (50)	20 (10)	30 (15)	25 (12.5)	25 (12.5)
TOTAL A LEVEL	100	27.5%	32.5%	20%	20%

4 SPECIFICATION CONTENT

AS

LT1 Poetry and Drama 1 60% (30%)

External examination 2½ hours

Open text (clean copy)

Clean copies (no annotation) of the texts studied for both sections must be taken into the examination.

Candidates must answer one question from Section A and one question from Section B.

In this unit, candidates are required to demonstrate the following skills:

- communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts;
- use literary critical concepts and terminology with understanding and discrimination;
- explore comparisons and contrasts between texts, establishing links and relationships;
- identify and consider how attitudes and values are expressed in texts;
- draw on their understanding of different interpretations in responding to and evaluating texts;
- make accurate reference to quotations from texts and sources.

Section A Poetry post-1900 30% (15%)

Relevant Assessment Objectives: AO1 AO2 AO3

Candidates will be required to study in depth **one** text from the following list of 'core' poetry texts, and to study for wider reading the designated 'partner' poetry text. Candidates will be required to answer **one** question based on that pair: two questions will be set on each pair of texts.

Core poetry texts	Partner poetry texts
Carol Ann Duffy: <i>Selected Poems</i> (Penguin) (<i>Standing Female Nude, The Other Country, The World's Wife</i>)	Sheenagh Pugh: <i>Selected Poems</i> (Seren)
T.S.Eliot: <i>Selected Poems</i> (Faber) (<i>Prufrock and Other Observations, The Waste Land, The Hollow Men, Ariel Poems</i>)	W.B.Yeats: <i>Selected Poems</i> (OUP)
Seamus Heaney: <i>New Selected Poems</i> (Faber) (<i>Death of a Naturalist, Door into the Dark, The Haw Lantern</i>)	Owen Sheers: <i>Skirrid Hill</i> (Seren)
Philip Larkin: <i>The Whitsun Weddings</i> (Faber)	Dannie Abse: <i>Welsh Retrospective</i> (Seren)
Sylvia Plath: <i>Poems selected by Ted Hughes</i> (Faber)	Ted Hughes: <i>Poems selected by Simon Armitage</i> (Faber)
Eavan Boland: <i>Selected Poems</i> (Carcenet) (<i>New Territory, The War Horse, The Journey</i>)	Clare Pollard: <i>Look, Clare! Look!</i> (Bloodaxe)

In their response to the poetry question, candidates will be expected to show knowledge and understanding of:

- the functions and effects of structure, form and language in texts;
- some of the ways in which individual texts are interpreted by different readers;
- some of the ways in which texts relate to one another.

The relevant assessment objectives for this section expect candidates to:

- articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression (AO1);
- demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts (AO2);
- explore connections and comparisons between different literary texts, informed by interpretations of other readers (AO3).

Section B Drama post-1990 **30% (15%)**

Relevant Assessment Objectives: AO1 AO2 AO4

Candidates will be required to study in depth **one** of the following post-1990 drama texts:

Tom Stoppard: <i>Arcadia</i> (Faber)
David Mamet: <i>Oleanna</i> (*Methuen) * not the Methuen Student edition
Brian Friel: <i>Dancing at Lughnasa</i> (Faber)
David Hare: <i>Murmuring Judges</i> (Faber)
Arthur Miller: <i>Broken Glass</i> (Methuen)
Diane Samuels: <i>Kindertransport</i> (Nick Hern Books)

Candidates will be required to answer **one** question on their chosen text.

In their response to the drama question, candidates will be expected to show knowledge and understanding of:

- the functions and effects of structure, form and language in texts;
- the contexts in which texts are written, performed and read.

The relevant assessment objectives for this section expect candidates to:

- articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression (AO1);
- demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts (AO2);
- demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received (AO4).

Weighting of assessment objectives LT1 (full A level in brackets)

LT1	%	AO1%	AO2%	AO3%	AO4%
SECTION A	30 (15)	10 (5)	10 (5)	10 (5)	
SECTION B	30 (15)	10 (5)	10 (5)		10 (5)
TOTAL	60 (30)	20 (10)	20 (10)	10 (5)	10 (5)

LT2 Prose Study & Creative Reading 40% (20%)

Internal assessment

Candidates are required to submit a folder of **three** pieces of work, all of which require a response to **wider reading of prose**. In total, the folder of work should be **approximately 3000 words**.

In this unit, candidates are required to demonstrate the following skills:

- read texts in a variety of ways and respond critically and creatively;
- communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts;
- use literary critical concepts and terminology with understanding and discrimination;
- explore comparisons and contrasts between texts, establishing links and relationships;
- identify and consider how attitudes and values are expressed in texts;
- draw on their understanding of different interpretations in responding to and evaluating texts;
- make accurate reference to quotations from texts and sources.

Section A Prose Study 20% (10%)

Relevant Assessment Objectives: AO1 AO2 AO3 AO4

Candidates will be required to produce for Section A one piece of work of approximately **1500 words**. The **Prose Study** requires candidates to write about **two approved** prose texts, one chosen for detailed study ('core' text), and one for wider reading ('partner' text).

The **core prose text** for detailed study must be nominated for approval from a prescribed list of authors writing from **1800-1945**. For broader study, an **additional prose text** must be nominated for approval, which may be taken **either** from the same period 1800-1945, **or** from another period, and which will have the purpose of illuminating and enhancing the reading of the core text. The term 'prose text' in both cases will be taken to include **the novel, a collection of short stories, autobiography and memoir, travel writing and essays**. If they wish, candidates may select another author from the prescribed list for their additional prose text, and they also have the option of an author study, based on two works by the same author from the prescribed list.

In their Prose Study, candidates will be expected to show knowledge and understanding of:

- the functions and effects of structure, form and language in texts;
- some of the ways in which individual texts are interpreted by different readers;
- some of the ways in which texts relate to one another and to the contexts in which they are written and read.

Candidates should choose one author for the **core text** from the list below:

Jane Austen	Thomas Hardy
Charlotte Brontë	D.H. Lawrence
Emily Brontë	H.G.Wells
Kate Chopin	Katherine Mansfield
Joseph Conrad	Mary Shelley
Charles Dickens	Elizabeth Gaskell
George Eliot	Evelyn Waugh
E.M. Forster	Edith Wharton
F Scott Fitzgerald	Virginia Woolf

The relevant assessment objectives for this section expect candidates to:

- articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression (AO1);
- demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts (AO2);
- explore connections and comparisons between different literary texts, informed by interpretations of other readers (AO3);
- understand the significance and influence of the contexts in which literary texts are written and received (AO4).

Section B Creative Reading 20% (10%)

Relevant Assessment Objectives: AO1 AO2

Candidates will be required to produce **two** pieces of work of approximately **750 words each**:

- a personal creative writing response, written in a **specific literary genre**, to wider reading of prose.
- a commentary on their creative writing response.

The texts chosen for wider reading should be a prose text other than those studied for Section A of this unit. All texts must be nominated for approval.

- The creative response may take the form of one of the following genres:

short story
essay
life writing (biography/autobiography/journals)
drama script
travel writing
a collection of poems (minimum of six poems or equivalent)

The relevant assessment objective for this task expects candidates to:

- articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression (AO1).
- In the commentary candidates should focus on:
 - their use of structure, form and language
 - the distinctive features of the stimulus prose text
 - what effects were aimed at.

The relevant assessment objectives for this task expects candidates to:

- demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts (AO2).

Weighting of assessment objectives LT2 (full A level in brackets)

LT2	%	AO1	AO2	AO3	AO4
SECTION A	20 (10)	5 (2.5)	5 (2.5)	5 (2.5)	5 (2.5)
SECTION B	20 (10)	10 (5)	10 (5)		
TOTAL	40 (20)	15 (7.5)	15 (7.5)	5 (2.5)	5 (2.5)

Note: Task-setting and administration advice appears in the section headed Internal Assessment Guidelines.

A Level

LT3 Period and Genre Study (Synoptic) 40% (20%)

Internal assessment

Relevant Assessment Objectives: AO1 AO2 AO3 AO4

Candidates will be required to produce a folder of approximately **3,000 words**. The focus of the study may be thematic, but candidates are free to select another literary focus. The folder will consist of an exploration of three texts, two of which must be of **different periods and genres**, one prose and the other poetry. These two should be regarded as the 'core' texts, selected for detailed study. The third, 'partner' text may be drama, another poetry text or prose text. The texts chosen must be nominated to WJEC for approval.

The emphasis in this coursework unit is placed on **independent reading and research**.

The texts chosen should not be texts which the candidate has studied or is studying for other units at AS or A2 and should not be texts which appear on the current set text list for any units of this specification. All texts must be nominated for approval.

In this unit, candidates are required to demonstrate the following skills in addition to those required for AS:

- synthesise and reflect upon their knowledge and understanding of a range of literary texts and ways of reading them;
- make appropriate use of the conventions of writing in literary studies, including references to quotations and sources.

In the context of their study of a wider range of texts of cultural and literary significance, candidates will be expected to show knowledge and understanding of the significance of:

- the ways in which writers use and adapt language, form and structure in texts;
- the interpretation of texts by different readers, including over time;
- how texts relate to literary traditions, movements and genres;
- the cultural and contextual influences on readers and writers.

The relevant assessment objectives expect candidates to:

- demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts (AO2);
- explore connections and comparisons between different literary texts, informed by interpretations of other readers (AO3);
- demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received (AO4);
- articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression (AO1).

Weighting of assessment objectives LT3 (full A level in brackets)

LT3	%	AO1	AO2	AO3	AO4
TOTAL	40 (20)	5 (2.5)	15 (7.5)	10 (5)	10 (5)

Note: Task-setting and administration advice appears in the section headed Internal Assessment Guidelines

LT4 Poetry and Drama 2 (Synoptic) 60 % (30%)

2½ hours external examination

(closed text)

This is a closed text examination. Candidates are not permitted to take copies of the texts into the examination.

In this unit, candidates are required to demonstrate the following skill in addition to those required for AS:

- synthesise and reflect upon their knowledge and understanding of a range of literary texts and ways of reading them.

Section A Critical Reading of Poetry 30% (15%)

Relevant Assessment Objectives: AO1 AO2 AO3 AO4

Candidates will be required to study in depth **one** of the following pre-1800 poetry texts:

Geoffrey Chaucer	<i>The Wife Of Bath's Prologue and Tale</i>
John Donne	<i>Selected Poems</i>
John Milton	<i>Paradise Lost Book IX</i>
William Blake	<i>Songs of Innocence and of Experience</i>
William Wordsworth & Samuel Taylor Coleridge	<i>Lyrical Ballads (1798)</i>

Candidates will be required to answer **one** question from a choice of five. In their response to their selected question, candidates must include detailed analysis of their set text and close reference to **any one** of the five **unseen poems or poetry extracts, taken from any period**, which will be printed on the paper. The set text should be regarded as the 'core' text, and the unseen poem or poetry extract as the 'partner' text.

Each question will require candidates to **analyse and evaluate connections** between the set text studied for this paper and the selected unseen poem or poetry extract.

In their response to the poetry question, candidates will be expected to show knowledge and understanding of the significance of:

- the ways in which writers use and adapt language, form and structure in texts;
- the interpretation of texts by different readers, including over time;
- how texts relate to literary traditions, movements and genres;
- the cultural and contextual influences on readers and writers.

The relevant assessment objectives expect candidates to:

- articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression (AO1);
- demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts (AO2);
- explore connections and comparisons between different literary texts, informed by interpretations of other readers (AO3);
- show understanding of the significance and influence of the contexts in which literary texts are written and received (AO4).

Section B Shakespeare & Related Drama 30% (15%)

Relevant Assessment Objectives: AO1 AO2 AO3 AO4

Candidates will be required to study in depth **one** text from the following list of 'core' Shakespeare texts, and to study for wider reading the designated 'partner' drama text. Candidates will be required to answer **one** question based on that pair: two questions will be set on each pair of texts.

Core Shakespeare Text	Partner Drama Text
<i>King Lear</i>	Sophocles: <i>Oedipus Rex</i>
<i>Hamlet</i>	Tourneur: <i>The Revenger's Tragedy</i>
<i>Measure For Measure</i>	Webster: <i>The Duchess of Malfi</i>
<i>The Tempest</i>	Marlowe: <i>Dr Faustus</i>
<i>Richard II</i>	Marlowe: <i>Edward II</i>

In this section, in the context of their study of a wider range of texts of cultural and literary significance, candidates will be expected to show knowledge and understanding of the significance of:

- the ways in which writers use and adapt language, form and structure in texts;
- the interpretation of texts by different readers, including over time;
- how texts relate to literary traditions, movements and genres;
- the cultural and contextual influences on readers and writers.

The relevant assessment objectives expect candidates to:

- articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression (AO1);
- demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts (AO2);
- explore connections and comparisons between different literary texts, informed by interpretations of other readers (AO3);
- show understanding of the significance and influence of the contexts in which literary texts are written and received (AO4).

Weighting of assessment objectives LT4 (full A level in brackets)

LT4	%	AO1	AO2	AO3	A04
SECTION A	30 (15)	7.5 (3.75)	7.5 (3.75)	7.5 (3.75)	7.5 (3.75)
SECTION B	30 (15)	7.5 (3.75)	7.5 (3.75)	7.5 (3.75)	7.5(3.75)
TOTAL	60 (30)	15 (7.5)	15 (7.5)	15 (7.5)	15 (7.5)

5 SCHEME OF ASSESSMENT

AS and A level qualifications are available to candidates following this specification.

AS

The AS is the first half of an A level course. It will contribute 50% of the total A level marks. Candidates must complete the following **two units** in order to gain an AS qualification.

		Weighting Within AS	Weighting Within A level
LT1	Poetry and Drama 1	60%	30%
LT2	Prose Study & Creative Reading	40%	20%

LT1 Written Paper (2½ hours)

Poetry and Drama 1 60% (30%)

60 marks

Section A Poetry post-1900 30 marks

Candidates will be required to study in depth one text from a list of 'core' poetry post-1900 texts, and to study for wider reading the designated 'partner' poetry text. Candidates will be required to answer **one** question based on that pair:

AO1: 10 marks

AO2: 10 marks

AO3: 10 marks

Section B Drama post-1990 30 marks

Candidates will be required to study in depth one set post-1990 drama text and answer **one** question on their chosen text.

AO1: 10 marks

AO2: 10 marks

AO4: 10 marks

LT2 Internal Assessment

Prose Study & Creative Reading 40% (20%)

80 marks

Section A Prose Study 40 marks

Candidates will be required to produce one piece of work of approximately **1500 words**. The **Prose Study** requires candidates to write about two approved prose texts, one chosen for detailed study ('core' text), and one for wider reading ('partner' text).

AO1: 10 marks

AO2: 10 marks

AO3: 10 marks

AO4: 10 marks

Section B Creative Reading 40 marks

Candidates will be required to produce **two** pieces of work of approximately **750 words each**:

- (i) a personal creative writing response, written in a **specific literary genre**, to wider reading of prose.
- (ii) a commentary on their creative writing response.

AO1: 20 marks

AO2: 20 marks

A Level

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

Part 1 (AS) may be taken separately and added to A2 at a further examination sitting to achieve an A level qualification, or alternatively, both the AS and A2 may be taken at the same sitting.

Candidates will be expected to complete the AS units outlined above plus a further two units to complete A Level *English Literature*. The A2 units will contribute 50% of the total A level marks.

		Weighting within A2	Weighting within A level
LT3*	Period and Genre Study	40%	20%
LT4*	Poetry and Drama 2	60%	30%

*Includes synoptic assessment

LT3 Internal Assessment

Period and Genre Study 40% (20%)

40 marks

Candidates will be required to produce a folder of approximately **3,000 words**. The folder will consist of an exploration of three texts, two of which must be of different periods and genres.

AO1: 5 marks

AO2: 15 marks

AO3: 10 marks

AO4: 10 marks

LT4 Written Paper (2½ hours)

Poetry and Drama 2 60% (30%)

80 marks

Section A Critical Reading of Poetry 40 marks

Candidates will be required to study in depth one set pre-1800 poetry text and answer **one** question from a choice of five. In their response to their selected question, candidates must include detailed analysis of their set text and close reference to any one of the five unseen poems or poetry extracts, taken from any period, which will be printed on the paper.

AO1: 10 marks

AO2: 10 marks

AO3: 10 marks

AO4: 10 marks

Section B Shakespeare and Related Drama 40 marks

Candidates will be required to study in depth one text from a list of 'core' Shakespeare texts, and to study for wider reading the designated 'partner' drama text. Candidates will be required to answer **one** question based on that pair: two questions will be set on each pair of texts.

AO1: 10 marks

AO2: 10 marks

AO3: 10 marks

AO4: 10 marks

Synoptic Assessment

Synoptic assessment, testing candidates' understanding of the connections between the different elements of the subject and their holistic understanding of the subject, is a requirement of all A level specifications. In the context of *English Literature*, this means:

- the explicit synthesis of insights gained from a close and detailed study of a range of texts important for the development of English literature;
- evidence of the ways in which contextual factors and different interpretations of texts illuminate their own readings.

Both LT3 and LT4 are synoptic units. Combined, they place more emphasis on the skills of AO3 and AO4, while the AS units LT1 and LT2 place more combined emphasis on the skills of AO1 and AO2.

The A2 units allow candidates to demonstrate a high level of independent performance across a range of contexts, as in both units they have to make relevant selections from their wider reading, and identify from across the programme of study the knowledge/understanding and skills, which are required to address the tasks.

LT3 requires candidates to study a range of texts in order to allow them to gain insight into the development of English literature: the internal assessment writing task focuses on examining the treatment of a common theme or other literary focus approached through different literary traditions.

LT4 Section A requires candidates to analyse and evaluate connections between a set poetry text and unseen poem or poetry extract.

LT4 Section B requires candidates to show how the study of a related drama text has illuminated their reading of a Shakespeare play.

Both units make clear demands in terms of understanding the significance of contexts and considering how different interpretations of the texts studied may have illuminated candidates' own reading.

Quality of Written Communication

Candidates will be required to demonstrate their competence in written communication in all assessment units where they are required to produce extended written material. Mark schemes for these units include the following specific criteria for the assessment of written communication:

- legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- organising information clearly and coherently; use of specialist vocabulary where appropriate.

Availability of Units

Unit	January 2009	June 2009	January 2010 & each subsequent year	June 2010 & each subsequent year
LT1	✓	✓	✓	✓
LT2		✓		✓
LT3				✓
LT4			✓	✓

Awarding, Reporting and Re-sitting

The overall grades for the GCE AS qualification will be recorded as a grade on a scale from A to E. The overall grades for the GCE A level qualification will be recorded on a grade scale from A* to E. Results not attaining the minimum standard for the award of a grade will be reported as U (Unclassified). Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications (see table below). The grade equivalence will be reported as a lower case letter ((a) to (e)) on results slips, but not on certificates:

	Max. UMS	A	B	C	D	E
LT2 and LT3 (weighting 20%)	80	64	56	48 40		32
LT1 and LT4 (weighting 30 %)	120	96	84	72 60		48
AS Qualification	200	160	140	120	100	80
A level Qualification	400	320	280	240	200	160

At A level, Grade A* will be awarded to candidates who have achieved a Grade A in the overall A level qualification and 90% of the total uniform marks for the A2 units.

Candidates may re-sit units prior to certification for the qualification, with the best of the results achieved contributing to the qualification. If candidates wish to re-sit an Internal Assessment unit, either LT2 or LT3, they are required to submit **new work**. Work previously submitted may not be carried forward, and re-drafted material will not be acceptable. Candidates may submit work on the same texts as previously studied, but they must attempt new tasks. Individual unit results, prior to certification of the qualification have a shelf-life limited only by the shelf-life of the specification.

6

KEY SKILLS

Key Skills are integral to the study of AS/A level *English Literature* and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at level 3:

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

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for English Literature', available on the WJEC website.

7 PERFORMANCE DESCRIPTIONS

Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for English literature

<p>The performance descriptions for AS indicate the level of attainment characteristic of A/B and E/U boundary candidates in relation to specific assessment objectives. They should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. They give a general indication of the learning outcomes and levels of attainment likely to be shown by a representative candidate performing at each boundary. In practice, most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere.</p>		Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
	Assessment objectives	<p>Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression.</p>	<p>Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts.</p>	<p>Explore connections and comparisons between different literary texts, informed by interpretations of other readers.</p>	<p>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p>
	AS A/B boundary performance descriptions	<p>Candidates characteristically: a) communicate relevant knowledge and understanding of literary texts b) present relevant responses, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.</p>	<p>Candidates characteristically: a) identify relevant aspects of structure, form and language in literary texts b) explore how writers use specific aspects to shape meaning c) use specific references to texts to support their responses.</p>	<p>Candidates characteristically: a) explore links and connections between literary texts b) communicate understanding of the views expressed in different interpretations or readings.</p>	<p>Candidates characteristically: a) communicate understanding of the relationships between literary texts and their contexts b) comment appropriately on the influence of culture, text type, literary genre or historical period on the ways in which literary texts were written and were - and are – received.</p>
AS E/U boundary performance descriptions	<p>Candidates characteristically: a) communicate some knowledge and understanding of literary texts b) make use of appropriate terminology or examples to support interpretations c) communicate meaning using straightforward language.</p>	<p>Candidates characteristically: a) identify aspects of structure, form, and language b) describe some aspects with reference to how they shape meaning c) make related references to texts.</p>	<p>Candidates characteristically: a) make links and connections between literary texts b) reflect the views expressed in other interpretations of literary texts.</p>	<p>Candidates characteristically: a) communicate some understanding of context through descriptions of culture, text type, literary genre or historical period.</p>	

A2 performance descriptions for English literature

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Assessment objectives	Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression.	Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts.	Explore connections and comparisons between different literary texts, informed by the interpretations of other readers.	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
A/B boundary performance descriptions	Candidates characteristically: a) communicate extensive knowledge and understanding of literary texts b) create and sustain well organised and coherent arguments, using appropriate terminology to support informed interpretations c) structure and organise their writing using an appropriate critical register d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify significant aspects of structure, form and language in literary texts b) explore, through detailed critical analysis, how writers use these aspects to create meaning c) consistently make reference to specific texts and sources to support their responses.	Candidates characteristically: a) analyse and evaluate connections or points of comparison between literary texts b) engage sensitively and with different readings and interpretations demonstrating clear understanding.	Candidates characteristically: a) explore and comment on the significance of the relationships between specific literary texts and their contexts b) evaluate the influence of culture, text type, literary genre or historical period on the ways in which literary texts were written and were – and are – received.
E/U boundary performance descriptions	Candidates characteristically: a) communicate knowledge and some understanding of literary texts b) present responses, making some use of appropriate terminology and examples to support interpretations c) communicate content and meaning using straightforward language accurately.	Candidates characteristically: a) identify some aspects of structure, form or language in literary texts b) comment on specific aspects with reference to how they shape meaning c) make some reference to texts to support their responses.	Candidates characteristically: a) make connections between literary texts or note comparisons b) communicate understanding of the views expressed in other interpretations or readings.	Candidates characteristically: a) comment on some of the relationships between texts and their contexts b) comment on how culture, text type, literary genre or historical period influence the reading of literary texts.

8

INTERNAL ASSESSMENT GUIDELINES**General**

Within this specification, LT2 (at AS) and LT3 (at A level) are internal assessment units.

All texts selected for LT2 and LT3 must be nominated to WJEC for approval by the beginning of **December** in the year preceding submission of coursework. Centres should consult the website for nomination instructions.

Internal assessment units provide opportunities to:

- pursue wider reading during the course;
- encourage students to pursue particular interests that arise during the course;
- articulate creative responses to the study of literary texts through the student's own writing in genre;
- explore connections and comparisons between texts in greater depth and detail;
- plan, draft and edit work;
- research the contexts and literary traditions of texts;
- research other interpretations of texts.

It is not expected that complete critical works will be studied in preparation for these units.

It is important that candidates give sufficient emphasis to their own reading of the texts and that they make clear how other readings have informed their response. Other readings should be engaged with, not simply explained or used as endorsement of the candidates' own views.

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 Subject Officer.

Word Counts

It is the centre's responsibility to inform **students** that there is a **maximum tolerance of 10%** in excess of the prescribed word count for each task in LT2 and LT3.

Teachers **must stop marking** when the maximum tolerance is reached and credit only the work up to that point when awarding marks for the task.

External moderators will re-assess candidates' work up to the maximum tolerance only.

For **each task** within the internal assessment units, students are required to include a **cumulative word count** at the bottom of each page and record the total word counts for each task on the coversheet.

Task	Word Count	Tolerance	Maximum Allowed
LT2: Section A Prose Study	1500	150	1650
LT2 Section B Creative Writing task	750	75	825
LT2 Section B Commentary task	750	75	825
LT3 Period & Genre Study	3000	300	3300

LT2 (AS)

Section A (40 marks)

The **Prose Study** offers candidates the opportunity to explore topics which interest them in more than one text. It offers them the challenge of engaging with other readings and the chance to research the contexts in which the texts were written and received.

The **core prose text** for detailed study must be nominated for approval from a prescribed list of authors writing from **1800-1945**. For broader study, an **additional prose text** must be nominated for approval, selected either from the same period or from another period.

Tasks should be directed at the assessment objectives relevant to the internal assessment of Section A. They should be focused on comparisons of the two chosen prose texts, with the emphasis falling on the core text. Tasks should offer candidates one or more readings with which to engage, or allow candidates the opportunity to engage with critical discussion.

Possible approaches:

Tasks could be set on **texts by the same author**, e.g. Forster's *A Room with a View* and *Where Angels Fear to Tread*, or Austen's *Pride and Prejudice* and *Emma*.

Tasks could be set on **texts from the same period or different periods by different authors, one or both from the prescribed list of 1800-1945**, e.g. *Jane Eyre* and *Wide Sargasso Sea*, *The Return of the Native* and *Wuthering Heights*, *The Remains of the Day* and *A Room with a View*.

Alternatively, candidates could study **texts of different prose genres by the same author**, e.g. a novel and short stories by D.H. Lawrence, or short stories and travel writing by D.H. Lawrence, or **texts of different prose genres by different authors**.

Possible tasks:

The first two tasks are based on the study of two novels by the **same author**, in this case E.M. Forster:

1. 'The journey away from the familiar social setting is the key to change in Forster's novels.' Basing your response on a comparison of *A Room with a View* and one other novel by Forster, discuss to what extent you agree with this view.

In this task, the two parts of AO3 are addressed in the quotation and comparison. AO4 is implied in the reference to 'social setting'.

2. 'Considering the time in which he wrote, Forster's female characters are surprisingly adventurous.' Basing your response on a comparison of *A Room with a View* and one other novel by Forster, decide to what extent you agree with this view.

In this task, AO4 is directly addressed in the first sentence and AO3 by the quotation and the focus on comparison.

The next three tasks are based on novels by **different authors**:

3. 'Basing your response on a comparison of *The Return of the Native* and *Wuthering Heights*, explore the importance of place in these Victorian novels.
4. '*Pride and Prejudice* is a fairy tale in which, after some trials, the heroine eventually gets her prince.' Basing your response on a comparison of the roles of Elizabeth Bennett and Lucy Honeychurch, explore the treatment of marriage in *Pride and Prejudice* and *A Room with a View*.
5. A comparative study of the presentation of childhood and its effects on readers in *David Copperfield* and *Little Women*.

Section B (40 marks)

Creative Reading offers candidates the opportunity to write creatively in a chosen literary genre in response to their wider reading of a prose text and to write a commentary on their creative response. Candidates are free to write in any genre, but the **stimulus** for writing must be a prose text, **other than those prose texts selected for Section A**.

All Section B prose texts must be nominated for approval.

The submitted piece of creative writing for this section of LT2 should be approximately 750 words and is worth 20 marks.

The commentary gives candidates the opportunity to evaluate their own creative response to wider reading and to give clear indications of what they have learnt about the prose text chosen as the stimulus for writing. The commentary should also be approximately 750 words and is worth 20 marks.

The relevant assessment objective for the creative writing task is **AO1**, while for the commentary the relevant assessment objective is **AO2**. Candidates are expected to use appropriate literary terminology, and to demonstrate their knowledge and understanding of relevant literary concepts in both the creative writing response and the commentary. In the commentary, candidates will be expected to analyse closely their own literary response and to consider the features of the stimulus text which have influenced their writing. Candidates will also be assessed on the quality of their written expression.

In marking Section A, centres should be aware that all the assessment objectives are weighted equally. **(40 marks in total)**

Therefore, up to 10 marks can be awarded for each of the four assessment objectives.

In Section B (i) the creative writing response, the only assessment objective is AO1. **(20 marks)**

In Section B (ii) the commentary, the only assessment objective is AO2. **(20 marks)**

The LT2 grids (which appear on the following pages) should be used in assessing candidates' performance.

AS ENGLISH LITERATURE LT2 Section A Prose Study Assessment Grid 40 marks in total

TOTAL MARK /40	Band 1	Band 2	Band 3	Band 4	Band 5
AO1 Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression. 10 marks	<ul style="list-style-type: none"> Understands texts at a superficial or literal level. Offers some ideas about texts. Shows some grasp of basic terminology, though this may be occasional. Errors in expression and lapses in clarity. 0-2 marks	<ul style="list-style-type: none"> Attempts to engage with texts and organise material, though not always relevant to question. Some, not always relevant use of concepts and terminology. Expression may feature inaccuracies. 3-4 marks	<ul style="list-style-type: none"> Engages with texts and response is mostly relevant to question. Some sensible grasp of key concepts. Generally appropriate terminology. Expression tends to be accurate and clear, but there may be lapses. 5-6 marks	<ul style="list-style-type: none"> Clearly informed discussion of texts. Effectively structured argument. Secure grasp of concepts and secure and sensible use of terminology. Expression generally accurate and clear. 7-8 marks	<ul style="list-style-type: none"> Perceptive discussion of texts. Very well developed argument. Confident grasp of concepts and apt use of terminology. Accurate, fluent expression. 9-10 marks
AO2 Demonstrate detailed critical understanding in analysing the ways structure, form and language shape meanings in literary texts. 10 marks	<ul style="list-style-type: none"> May identify a few basic stylistic features. May offer narrative/descriptive comment on texts. Occasional textual support. 0-2 marks	<ul style="list-style-type: none"> Can make some basic points about use of structure, form and language to create meaning. Can support some points by reference to texts. 3-4 marks	<ul style="list-style-type: none"> Clear grasp of writers' use of structure, form and language to create meaning. Generally clear and appropriate textual support. 5-6 marks	<ul style="list-style-type: none"> Sound analysis and evaluation of writers' techniques to create meaning. Appropriate and secure textual support. 7-8 marks	<ul style="list-style-type: none"> Detailed critical understanding of writers' techniques to create meaning. Confident and apt textual support. 9-10 marks
AO3 Explore connections and comparisons between different literary texts 5 marks	May identify basic links between core and partner texts. 0-1 mark	Can make some basic, usually valid comparisons/connections between core and partner texts. 2 marks	Makes generally clear and appropriate comparisons/connections between core and partner texts. 3 marks	Makes purposeful use of specific connections and comparisons between core and partner texts. 4 marks	Productive and discerning comparisons/connections between core and partner texts. 5 marks
informed by interpretations of other readers. 5 marks	Can describe other views with partial understanding. 0-1 mark	Can acknowledge that texts may be interpreted in more than one way. 2 marks	Makes use of other relevant interpretations. 3 marks	Makes clear and purposeful use of other relevant interpretations. 4 marks	Confident and informed discussion of other relevant interpretations. 5 marks
AO4 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. 10 marks	<ul style="list-style-type: none"> May describe wider context in which texts are written and received. Shows little understanding of influence of contexts on texts. 0-2 marks	<ul style="list-style-type: none"> Basic grasp of wider context in which texts are written and received. Can show some understanding of the significance/influence of contexts in relation to texts. 3-4 marks	<ul style="list-style-type: none"> Clear grasp of wider context in which texts are written and received. Shows some appreciation of significance/influence of contexts in relation to texts. 5-6 marks	<ul style="list-style-type: none"> Sound analysis of wider context in which texts are written and received. Sound appreciation of significance/influence of contexts in relation to texts 7-8 marks	<ul style="list-style-type: none"> Confident analysis of wider context in which texts are written and received. Perceptive discussion of significance and influence of contexts in relation to texts. 9-10 marks

AS ENGLISH LITERATURE LT2 Section B Creative Reading Assessment Grid 40 marks in total

TOTAL MARK /40	Band 1	Band 2	Band 3	Band 4	Band 5
i. Creative Writing Task AO1 Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression. <p style="text-align: right;">20 marks</p>	<ul style="list-style-type: none"> Attempts to produce a personal creative writing response. Very simple style. Material may not be coherent or appropriate. Shows little understanding of chosen genre. Errors in expression and lapses in clarity. <p style="text-align: right;">0-4marks</p>	<ul style="list-style-type: none"> Shows some engagement with creative writing task. Writes in acceptable if simplistic style. Material may not always be appropriate or coherently structured. Shows some understanding of chosen genre. Expression may feature inaccuracies/ lapses in clarity. <p style="text-align: right;">5-8 marks</p>	<ul style="list-style-type: none"> A sensible attempt to produce a personal creative response. Generally appropriate style and tone. Generally appropriate and coherent material. Sensible grasp of chosen genre. Expression tends to be accurate and clear, but there may be lapses. <p style="text-align: right;">9-12 marks</p>	<ul style="list-style-type: none"> An effective personal creative response. Effective and appropriate style and tone. Well-shaped and controlled material. Secure grasp of chosen genre. Expression generally accurate and clear. <p style="text-align: right;">13-16marks</p>	<ul style="list-style-type: none"> Confident, controlled and highly effective personal creative response. Confident and well-chosen style and tone. Accomplished structuring of material. Skilful handling of chosen genre. Accurate, fluent expression; may be sophisticated at the top of the band. <p style="text-align: right;">17-20 marks</p>
ii. Commentary AO2 Demonstrate detailed critical understanding in analysing the ways structure, form and language shape meanings in literary texts. <p style="text-align: right;">20 marks</p>	<ul style="list-style-type: none"> May identify a few basic stylistic features. May offer narrative/descriptive comment on texts. Occasional textual support. <p style="text-align: right;">0-4 marks</p>	<ul style="list-style-type: none"> Can make some basic points about use of structure, form and language to create meaning. Can support some points by reference to texts. <p style="text-align: right;">5-8 marks</p>	<ul style="list-style-type: none"> Clear grasp of writers' use of structure, form and language to create meaning. Generally clear and appropriate textual support. <p style="text-align: right;">9-12 marks</p>	<ul style="list-style-type: none"> Sound analysis and evaluation of writers' techniques to create meaning. Appropriate and secure textual support. <p style="text-align: right;">13-16 marks</p>	<ul style="list-style-type: none"> Detailed critical understanding of writers' techniques to create meaning. Confident and apt textual support. <p style="text-align: right;">17-20 marks</p>

LT3 (A level) (40 marks)

The **Period and Genre Study** offers candidates the opportunity to explore topics which interest them across literary periods and genres. It encourages students to analyse the ways in which structure, form and language shape meanings in texts, the challenge of engaging with other readings, and the chance to explore the influence of the contexts in which texts are created and received. The emphasis in this coursework unit is placed on **independent reading and research**.

Tasks should be directed at the assessment objectives relevant to this internal assessment unit, with the emphasis on AO2 and AO3. Tasks should be focused on comparisons of the three chosen texts: **two** core texts which must be of **different genres**, (one prose and one poetry), **and of different periods**, and **one** partner text of any genre. One of the three texts may be a text in translation. The three texts do not need to be studied or written about in the same detail. The texts chosen should **not be texts which the candidate has studied or is studying for other units at AS or A2 and should not be texts which appear on the current set text list for any units of this specification**.

Tasks should enable candidates to engage with other readers' interpretations of the texts.

The **core** and **partner** texts selected for study must be nominated to WJEC for approval by the end of **December** in the A2 year.

Possible areas for study:

- **Themes:** a study of how a theme is treated across periods and genres
- **A literary tradition**, e.g. satire, Gothic, across periods and genres
- **An aspect of form, structure and language**, e.g. use of imagery/ dialogue/narration, across periods and genres.

Suggested Themes and Texts for thematic study:

These themes and texts are offered as examples of what is possible within a thematic study for this unit. However, candidates are free to choose any independent approach which fulfils the assessment objectives.

Childhood:

- William Wordsworth – *The Prelude Book 1* (poetry)
- Emyr Humphreys – *A Toy Epic* (prose)
- Margaret Atwood – *Cat's Eye* (prose)

Love:

- Shakespeare's sonnets (poetry)
- Charlotte Brontë – *Jane Eyre* (prose)
- Ted Hughes – *Birthday Letters* (poetry)

War/Conflict:

- R.C. Sheriff – *Journey's End* (drama)
- Keith Douglas – *Selected Poems* (poetry)
- Pat Barker – *Regeneration* (prose)

Marriage/Position of women:

- Henrik Ibsen – *A Doll's House* (drama)
- Sylvia Plath – *The Bell Jar* (prose)
- Gillian Clarke – *Selected Poems* (poetry)

Suggested Literary Traditions and Texts:

Satire:

- Alexander Pope – *The Rape of the Lock* (poetry)
- Evelyn Waugh – *A Handful of Dust* (prose)
- Zadie Smith – *White Teeth* (prose)

Gothic:

- Mary Shelley – *Frankenstein* (prose)
- Angela Carter – *The Bloody Chamber* (prose)
- Edgar Allan Poe – *Selected Poems* (poetry)

Realism:

- George Orwell – *Down and Out in Paris and London* (prose)
- Wilfred Owen – *Selected Poems* (poetry)
- George Bernard Shaw – *Mrs Warren's Profession* (drama)

Examples of tasks:

1. A comparative study of the methods of satire in different genres and their effects on readers, with an exploration of how readers may find different emphases at different times.
2. A comparative study of the significance and presentation of place in post-colonial literature.
3. A comparative study of the theme and presentation of love/war/childhood/marriage in different genres and their effects on readers; with an exploration of how readers may find different emphases at different times.

In marking the work for this unit, centres should be aware of the weighting of each of the assessment objectives:

AO2 is weighted at 15%, with AO3 and AO4 weighted at 10% each, and AO1 weighted at 5%. (40 marks in total)

Therefore, AO1 carries 5 marks, AO2 15 marks, while AO3 and AO4 carry 10 marks each.

The grid for assessing LT3 can be found at the end of the Internal Assessment section.

Validation: LT2 and LT3

It is important that **internal assessment is rigorously monitored by centres to ensure that candidates' work is their own**. According to JCQ regulations, **all** candidates are required to sign a statement endorsing the originality of their assignment(s) and centres must countersign that they have taken all reasonable steps to validate this. The **WJEC Internal Assessment Folder form** should be completed for **all candidates**, not just for those candidates selected for the sample to be sent to the moderator. The forms can be downloaded from the WJEC website, and are also despatched to centres in hard copy. 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**.

* **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.

* **Plagiarism**

Centres are required to be vigilant and to refuse to award marks or submit for moderation any work which they consider to be not the candidate's own. Candidates will be penalised for any attempt to plagiarise. General advice and guidance on how to proceed if plagiarism is suspected can be found in the WJEC Internal Assessment Manual, <http://www.wjec.co.uk/uploads/publications/2019.pdf> and also on the JCQ website <http://www.jcq.org.uk>.

Administration

- Each selected candidate's internal assessment folder must be accompanied by an **Internal Assessment Folder coversheet** on which the candidate must supply brief titles and/or explanations of each piece, and the teacher must provide an overall comment for the moderator.
- **The coversheet must be signed by both the candidate and the teacher.**

N.B. Please remember that **all** candidates' work, not just the sample, must be authenticated internally by signing a coversheet.

Examples of coversheets appear at the end of this section.

Sampled candidates' work should be sent to the external moderator by an agreed date in the summer term of the AS/A2 year. Instructions for coursework administration are given in the WJEC Internal Assessment Manual, (available from examinations officers at centres and on WJEC website

Moderation

Moderation will occur at three levels:

- (i) Within centre, to ensure that a reliable rank order is produced by the centre. Standardising material will be issued by WJEC to assist with this process.
- (ii) Through discussion of work at INSET meetings.
- (iii) Through the inspection of a sample of work from each centre by WJEC's external moderators.

In order that assessments may be standardised fairly, each centre is assigned an external moderator by WJEC. It is essential that the moderator is aware of the aims of the assignments, the processes that have led up to the finished products, and the way that criteria have been used to make a final assessment.

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.

Moderators' Reports

All centres will receive reports from their moderators in the autumn term after the examination. There will be a separate report for LT2 and LT3.

The reports will comment on the following aspects of the internal assessment process:

- Administration
- Task-setting
- Assessment
- Advice/Guidance.

LT3 Period and Genre Study Assessment Grid 40 MARKS

Total Mark /40	Band 1	Band 2	Band 3	Band 4	Band 5
AO1 Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression. 5 marks	<ul style="list-style-type: none"> Understands texts at a superficial or literal level. Offers some ideas about texts. Shows some grasp of basic terminology, though this may be occasional. Errors in expression and lapses in clarity. 0-1 marks	<ul style="list-style-type: none"> Attempts to engage with texts and structure response, though not always relevant to question. Some, not always relevant use of concepts and terminology. Expression may feature inaccuracies. 2 marks	<ul style="list-style-type: none"> Engages creatively with texts and response is mostly relevant to question. Some sensible use of key concepts. Generally appropriate terminology. Expression generally accurate and clear, with some lapses. 3 marks	<ul style="list-style-type: none"> Clearly informed and creative response to texts. Coherent and sound argument. Sound and apt application of concepts and terminology. Expression generally accurate and clear. 4 marks	<ul style="list-style-type: none"> Sophisticated, creative and individual response to texts. Very effective organisation. Confident, sophisticated use of concepts and terminology. Writes with flair and accuracy. 5 marks
AO2 Demonstrate detailed critical understanding in analysing the ways structure, form and language shape meanings in literary texts. 15 marks	<ul style="list-style-type: none"> May identify basic features of language/form/structure May offer narrative/descriptive comment Occasional support from texts. 0-3marks	<ul style="list-style-type: none"> Can make some points about use of language/form structure to create meaning. Can support some points by reference to texts. Can show some grasp of implicit meaning. 4-6 marks	<ul style="list-style-type: none"> Purposeful,detailed discussion of use of language/form/structure to create meaning. Generally clear and appropriate textual support. Grasps implicit meanings. 7-9 marks	<ul style="list-style-type: none"> Sound analysis and evaluation of use of language/form/structure to create meaning. Neat and secure textual support. Sound grasp of implicit meaning. 10-12 marks	<ul style="list-style-type: none"> Perceptive critical analysis and evaluation of writers' techniques. Confident and apt textual support. Confident discussion of implicit meaning. 13-15 marks
AO3 Explore connections and comparisons between different literary texts 5 marks	May identify superficial connections/comparisons between core and partner texts. 0-1 mark	Can make some superficial, usually valid comparisons/connections between core and partner texts. 2 marks	Makes generally clear and appropriate comparisons/connections between core and partner texts. 3 marks	Makes purposeful and sound use of specific connections and comparisons between core and partner texts. 4 marks	Productive and illuminating comparisons/ connections between core and partner texts. 5 marks
informed by interpretations of other readers. 5 marks	Can describe other views of texts with partial understanding. 0-1 mark	Can acknowledge that texts may be interpreted in more than one way. 2 marks	Makes use of other relevant interpretations of texts. 3 marks	Makes clear and purposeful use of other relevant interpretations of texts. 4 marks	Mature and confident discussion of other relevant interpretations of texts. Autonomous, independent reader 5 marks
AO4 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. 10 marks	<ul style="list-style-type: none"> May describe wider contexts in which texts are written and received. Attempts to make superficial connections between texts and contexts. 0-2 marks	<ul style="list-style-type: none"> Can acknowledge the importance of contexts . Makes some connections between texts and contexts. 3-4 marks	<ul style="list-style-type: none"> Clear grasp of the significance and influence of contexts. Clear understanding of connections between texts and contexts. 5-6 marks	<ul style="list-style-type: none"> Sound appreciation of significance and influence of contexts. Sound understanding of connections between texts and contexts. 7-8 marks	<ul style="list-style-type: none"> Perceptive discussion of significance and influence of contexts. Confident analysis of connections between texts and contexts. 9-10 marks



**ENGLISH LITERATURE
AS Internal Assessment Folder**

LT2

Centre Name:

Centre No

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Candidate Name:

Candidate No

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ASSIGNMENT DETAILS (to be completed by candidate)

Section A: Prose Study

Core prose text 1800-1945 chosen for study:

Partner prose text chosen for study:

Title of assignment:

Word Count:

Section B: Creative Reading

Stimulus prose text:

Details of any other wider reading where relevant to creative reading response:

(i) Genre of assignment:

Title of assignment:

Word Count:

(ii) Commentary

Word Count:

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:**



ENGLISH LITERATURE
AS Internal Assessment Folder

LT2

LT2 FOLDER ASSESSMENT (to be completed by the teacher)

Please comment on the candidate's work in support of marks given with detailed reference to the relevant assessment objectives. **Note: you should record individual assessment objective marks for Section A in the brackets below.**

Section A: Prose Study

AO1 (/10):

AO2 (/10):

AO3 (/10):

AO4 (/10):

MARK : /40

Section B: Creative Reading

(i) Creative Writing Response

AO1:

MARK : /20

(ii) Commentary

AO2:

MARK : /20

TOTAL FOLDER MARK : /80

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:



ENGLISH LITERATURE
A level Internal Assessment Folder

LT3

Centre Name:

Centre No

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Candidate Name:

Candidate No

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ASSIGNMENT DETAILS (to be completed by candidate)

Period and Genre Study

Core Poetry Text chosen for study:

Core Prose Text chosen for study:

Partner Text chosen for study:

Title of assignment:

Word Count:

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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:**



ENGLISH LITERATURE
A level Internal Assessment Folder

LT3

LT3 FOLDER ASSESSMENT (to be completed by the teacher)

Please comment on the candidate's work in support of the mark given, with detailed reference to the relevant assessment objectives. **Note: you should record individual assessment objective marks in the brackets below.**

AO1 (/5):

AO2 (/15):

AO3 (/10):

AO4 (/10):

TOTAL FOLDER MARK: /40

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:**