**WJEC English Language and Literature**

**Unit 4**

**Section A examples**

**Example 1**

‘*The three texts all have the theme of women in common and use linguistic and literary techniques to convey their ideas. There are some similarities between their views but also some differences, which might be because they were written for different purposes and audiences.’*

**Example 2**

‘*In texts A, B and C women are presented in both simular and different ways, these may be either positive or negative depending on the writers veiws and opinions.’*

**Example 3**

*‘The continuous prose, the poem and Clinton’s speech all highlight both the strengths of women and the sexism they often endure. The novel and the poem were both produced in the 1800s or early 1900s, when women across the globe had very few constitutional rights. Although when Clinton was speaking much later in 1995, the treatment of women had improved in many countries, prejudice and oppression were still rife in many others.’*

**Example 4**

*‘Text A presents the protagonist Becky and married women generally as both submissive and manipulative. This is partly a humorous view as the extract is from a satirical novel. Text B presents women in a more assertive manner, although again within a domestic setting, as the foundations of a functioning household and family. Text C also expresses the importance of women, emphasising their contributions both in and beyond the domestic sphere. As the First Lady of America and a strong feminist, Hillary Clinton focusses on the oppressive nature of societies which deny women the same rights and opportunities as men.’*

**Example 5**

‘*Text A is written in three paragraphs of continuous prose, with direct speech from the Captain and to show the thoughts of his wife. Text B has six quatrains, mostly with alternate rhyme and iambic tetrameter rhythm. Hillary Clinton in Text C uses stressed syllables to emphasise important points and varies her intonation to suggest her attitude to the topic.’*

**Comments on Section A examples**

**Example 1**

This gains no credit for AO2 or AO4 as the candidate has not mentioned what the texts actually say or made any specific connection between them. The idea about purposes and audiences indicates an approach to the task which is yet to be developed. However, the accurate, coherent expression will contribute to achievement on AO1 when the candidate starts to answer the question. (Band 1 with hints of potential)

**Example 2**

There is nothing to reward here. Technical lapses and an early appearance of the simplifying ‘positive or negative’ expression make for a discouraging start. (Band 1)

**Example 3**

This is a competent start with a clear succinct overview. The opening sentence makes a start on meanings (AO2) indicating areas to be developed and it answers the question with a comparative sentence which stands up to scrutiny (AO4). There is secure understanding of connections between the texts in terms of time factors (AO4). Expression is accurate and coherent with AO1 credit for knowledge (‘continuous prose) and vocabulary (‘constitutional rights’, ‘oppression and prejudice’). (Band 4)

**Example 4**

Confident, fluent expression with evidence of assured reading make for a strong start on AO1 and AO2. Like example 3, this addresses both parts of the question straight away without repeating it or writing out the text descriptors. There are clear starting points for meanings (AO2) in all three texts with linking connected to how the texts present women (AO4) and showing a firm grasp of the gist of each text. In addition, the candidate has shown awareness of genre (‘protagonist’, ‘humorous view’), gaining further credit for AO2. (Band 5)

**Example 5**

This candidate is using the ‘framework’ to organise the response, starting with the form and structure section. The merits of this example are narrow: expression is accurate and the identification of features is correct; there is implicit acknowledgement that these are different genres. But without examples, these are assertions and the approach is purely descriptive. This example uses only the ‘S’ (Statement) of the SEA analysis structure. There is no reference to meaning or even basic content and no explicit attempt to link the texts so no achievement on AO2 or AO4. The question is not yet being answered. For each text there are starting points for analysis but no development. The candidate needs to select a significant similarity or difference and draw upon relevant features from the framework to develop the comparison.

(Band 1 for AO2 and AO4; band 3- for AO1)