

# Specification

## GCE English Language and Literature

### Edexcel Advanced Subsidiary GCE in English Language and Literature (8EL01)

First examination 2009

### Edexcel Advanced GCE in English Language and Literature (9EL01)

First examination 2010

Issue 2



# Edexcel GCE in English Language and Literature e-Spec

## Your free e-Spec

Here is your free e-Spec, Edexcel's electronic version of the specification that will help you evaluate the content.

## Everything you need

The e-Spec provides a range of useful resources including:

- A Senior Examiner explaining the changes to the new specification
- A customisable student guide to help recruit students
- A course planner to make it easy to plan delivery
- Links to sample assessment materials so you can see what is expected
- Information on the products and services provided by Edexcel to support the specification.

## Easy-to-use

Just click on the walkthrough to see how easy and useful the e-Spec is and get more out of this specification today.

# About this specification

Edexcel GCE in English Language and Literature is designed for use in school and colleges. It is part of a suite of GCE qualifications offered by Edexcel.

## Key features of the specification

### An integrated approach

The requirement to provide an integrated approach means that students will study a wide range of spoken, written and multimodal texts viewed as part of a continuum of ways of constructing meanings through language. Imaginative and engaging choices of texts and topics will allow teachers to gain student interest, generate enthusiasm and raise achievement. As observers, readers and writers, students will be inspired by learning about spoken and written language from real and imagined worlds and they will engage with the craft of writing to create their own texts at both AS and A2.

### Coursework freedom of choice, to ensure engagement and achievement

The new requirement for compulsory coursework has been addressed to provide maximum freedom of choice for teachers and the maximum gain for students, recognising the time and care that coursework takes and acknowledging the merits of allowing independent study and creative response.

### Texts

From time to time set texts will be refreshed and new choices offered.

## Why choose this specification?

### Reinvigorating English Language and Literature

Edexcel's English Language and Literature specification is designed to embrace the key lessons of the Qualifications and Curriculum Authority national debate on 'Taking English Forward', giving teachers the opportunity to reinvigorate the teaching and study of English Language and Literature whilst valuing best practice. The specification builds on the knowledge, understanding and skills established at GCSE and provides clear progression from AS to A2 both in content and in styles of assessment.

## Supporting you

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts. We also endorse a wide range of materials from other publishers to give you a choice of approach.

For more information on our wide range of support and services for this GCE in English Language and Literature qualification, visit our GCE website: [www.edexcel.com/gce2008](http://www.edexcel.com/gce2008)

## Specification updates

This specification is Issue 2 and is valid for Advanced Subsidiary (AS) examination from 2009 and A2 examination from 2010. If there are any significant changes to the specification Edexcel will write to centres to let them know. Changes will also be posted on our website.

For more information please visit [www.edexcel.com/](http://www.edexcel.com/) or [www.edexcel.com/gce2008](http://www.edexcel.com/gce2008)

# Contents

<b>A</b>	<b>Specification at a glance</b>	<b>4</b>
<b>B</b>	<b>Specification overview</b>	<b>7</b>
	Summary of assessment requirements	7
	Assessment objectives and weightings	8
	Relationship of assessment objectives to units	8
	Qualification summary	8
<b>C</b>	<b>English Language and Literature unit content</b>	<b>11</b>
	Course structure	12
	Unit 1 Exploring Voices in Speech and Writing	13
	Unit 2 Creating Texts	17
	Unit 3 Varieties in Language and Literature	27
	Unit 4 Presenting the World	31
<b>D</b>	<b>Assessment and additional information</b>	<b>41</b>
	Assessment information	41
	Additional information	45

<b>E</b>	<b>Resources, support and training</b>	<b>49</b>
	Resources to support the specification	49
	Edexcel's own published resources	49
	Edexcel publications	50
	Additional resources endorsed by Edexcel	50
	Support	51
	Training	52
<b>F</b>	<b>Appendices</b>	<b>53</b>
	Appendix 1 Performance descriptions	55
	Appendix 2 Key skills mapping	59
	Appendix 3 Key skills development	61
	Appendix 4 Wider curriculum	69
	Appendix 5 Codes	71
	Appendix 6 Prescribed texts	73
	Appendix 7 Further resources and support	75
	Appendix 8 Disability Discrimination Act	77

# A Specification at a glance

AS Unit 1: Exploring Voices in Speech and Writing		*Unit code 6EL01	
<ul style="list-style-type: none"><li>■ Externally assessed</li><li>■ Availability: January and June</li><li>■ First assessment: January 2009</li></ul>	<b>60% of the total AS marks</b>	<b>30% of the total GCE marks</b>	
<b>Content summary:</b> Written and spoken language and prose study Close reading of one prose text from a prescribed list and reading from a range of other texts			
<b>Assessment:</b> External assessment: 2 hours 15 minutes Clean copies of the prescribed examination texts should be used in the examination Short question style – data response to unseen material Source booklet provided for Section A			

AS Unit 2: Creating Texts		*Unit code 6EL02	
<ul style="list-style-type: none"><li>■ Internally assessed</li><li>■ Availability: June</li><li>■ First assessment: June 2009</li></ul>	<b>40% of the total AS marks</b>	<b>20% of the total GCE marks</b>	
<b>Content summary:</b> Thematic study to produce own writing for different audiences and purposes One prose fiction text and one text from either drama or poetry and reading from a range of other texts			
<b>Assessment:</b> Internal assessment: 2000-2500 words maximum writing for different audiences and purposes; 500 words maximum for each commentary. Prescribed list of topic areas Free choice of literary and non-fiction texts			

\* See *Appendix 5* for description of this code and all other codes relevant to this qualification.

A2 Unit 3: Varieties in Language and Literature	*Unit code 6EL03	
<ul style="list-style-type: none"> <li>■ Externally assessed</li> <li>■ Availability: January and June</li> <li>■ First assessment: January 2010</li> </ul>	<b>60% of the total A2 marks</b>	<b>30% of the total GCE marks</b>
<p><b>Content summary:</b></p> <p>Written and spoken language and either drama or poetry study</p> <p>Two drama or two poetry texts from a prescribed list and reading from a range of other texts</p> <p><b>Assessment:</b></p> <p>External assessment: 2 hours 45 minutes</p> <p>Clean copies of the prescribed examination texts should be used in the examination</p> <p>Section A: unprepared prose</p> <p>Section B: prepared drama or poetry</p> <p>Source booklet provided for Section A</p>		

A2 Unit 4: Presenting the World	*Unit code 6EL04	
<ul style="list-style-type: none"> <li>■ Internally assessed</li> <li>■ Availability: June</li> <li>■ First assessment: June 2010</li> </ul>	<b>40% of the total A2 marks</b>	<b>20% of the total GCE marks</b>
<p><b>Content summary:</b></p> <p>Topic-based research and reading leading to the production of own writing</p> <p>One text from any genre and reading from a range of other texts</p> <p><b>Assessment:</b></p> <p>Internal assessment: 2500-3000 words maximum own writing; 1000 words maximum for the commentary.</p> <p>Free choice of texts to produce three pieces of writing: literary, non-fiction, and an analytical evaluative commentary</p>		

\* See *Appendix 5* for description of this code and all other codes relevant to this qualification.





## B Specification overview

### Summary of assessment requirements

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 1: Exploring Voices in Speech and Writing	AS	External assessment: 2 hours 15 minutes Clean copies of the prescribed examination texts should be used in the examination Short-question style – data response to unseen material Source booklet provided for Section A	100 marks
Unit 2: Creating Texts	AS	Internal assessment: 2000-2500 words maximum, 500 words maximum for each commentary Prescribed list of topic areas Free choice of literary and non-fiction texts	80 marks
Unit 3: Varieties in Language and Literature	A2	External assessment: 2 hours 45 minutes Clean copies of the prescribed examination texts should be used in the examination Section A: unprepared prose Section B: prepared drama or poetry Source booklet provided for Section A	100 marks
Unit 4: Presenting the World	A2	Internal assessment: 2500-3000 words maximum, 1000 words maximum for the commentary Free choice of texts to produce three pieces of writing: literary, non-fiction, and an analytical evaluative commentary	80 marks

### Assessment objectives and weightings

		% in AS	% in A2	% in GCE
<b>AO1</b>	Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression	25%	20%	22.5%
<b>AO2</b>	Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts	35%	30%	32.5%
<b>AO3</b>	Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception	20%	30%	25%
<b>AO4</b>	Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies	20%	20%	20%
<b>TOTAL</b>		100%	100%	100%

### Relationship of assessment objectives to units

Unit number	Assessment objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	7.5%	12.5%	5%	—	25%
Unit 2	5%	5%	5%	10%	25%
Unit 3	5%	10%	10%	—	25%
Unit 4	5%	5%	5%	10%	25%
<b>Total for Advanced GCE</b>	<b>22.5%</b>	<b>32.5%</b>	<b>25%</b>	<b>20%</b>	<b>100%</b>

### Qualification summary

#### Subject criteria

The General Certificate of Education is part of the Level 3 provision. This specification is based on the Advanced Subsidiary GCE and Advanced GCE Subject criteria for English Language and Literature; which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

The GCE in English Language and Literature has been designed in accordance with the aims of the subject.

**Aims**

The aims of the Edexcel Advanced Subsidiary and Advanced GCE in English Language and Literature are to encourage students to develop their interest and enjoyment in English as they:

- use integrated linguistic and literary approaches in their reading and interpretation of texts
- engage creatively and independently with a wide range of spoken, written and multimodal texts, exploring the relationships between texts
- undertake independent and sustained studies to develop their skills as producers and interpreters of language.

---

**AS/A2 knowledge and understanding**

This Advanced Subsidiary and Advanced GCE specification requires students to undertake a wide and varied programme of study so that they show knowledge and understanding of:

- a range of spoken and written texts from different times, including at least two substantial texts from one of the genres of prose fiction, poetry and drama and at least one other substantial written text
- some of the key constituents of language and how they function in combination to make meaning in spoken and written English
- how variations in language, form and context shape and change meanings in speech and writing
- some of the ways in which individual texts are interpreted by different readers or listeners
- some analytical and creative approaches to the critical study of texts, drawing on linguistic and literary methodologies and concepts.

In addition, at A2 students are required to show deeper knowledge and understanding of:

- a wider range of spoken and written texts from different times, including at least two further texts from a genre (prose fiction, poetry, drama) not studied at Advanced Subsidiary, and at least one other substantial written text
- the significance of contextual factors in the production and reception of texts
- how to apply linguistic and literary methodologies and concepts to inform their responses to and interpretations of texts.

### AS/A2 skills

This Advanced Subsidiary and Advanced GCE specification requires students to:

- apply integrated linguistic and literary methods and concepts in the study of spoken, written and multimodal texts
- vary strategies for reading and listening according to text type and purpose for study
- identify and describe how meanings and effects are created and conveyed in texts
- compare and contrast texts, exploring relationships between them
- use English appropriately, accurately and creatively for a variety of audiences and purposes
- use a range of techniques to produce texts for different audiences and purposes, informed by wide reading and listening
- make accurate reference to texts and sources.

In addition, at A2 students are required to show judgement and independence as they:

- synthesise and reflect on their knowledge and understanding of linguistic and literary concepts and methods in the study of spoken and written texts
- make creative connections between elements of the course as a whole
- sustain informed, critical judgements about issues raised in an integrated approach to textual analysis
- devise, draft, edit and evaluate the effectiveness of their own texts, informed by their integrated studies
- make appropriate use of the conventions of writing in advanced studies in English, including references to quotations and sources.

# C English Language and Literature unit content

Unit 1 Exploring Voices in Speech and Writing 13

---

Unit 2 Creating Texts 17

---

Unit 3 Varieties in Language and Literature 27

---

Unit 4 Presenting the World 31

---

### Course structure

---

- Edexcel's GCE in English Language and Literature comprises four units and contains an Advanced Subsidiary subset of two AS units.
- The Advanced Subsidiary GCE is the first half of the GCE course and consists of Units 1 and 2. It may be awarded as a discrete qualification or contribute 50 per cent of the total Advanced GCE marks.
- The full Advanced GCE award consists of the two AS units (Units 1 and 2), plus two A2 units (Units 3 and 4) which make up the other 50 per cent of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete all four units.
- The structure of this qualification allows teachers to construct a course of study which can be taught and assessed either as:
  - ◆ distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
  - ◆ a linear course which is assessed in its entirety at the end.

## 1.1 Unit description

### An integrated literary and linguistic perspective

In this unit students will study voices in speech and writing from an integrated literary and linguistic perspective. Students will explore spoken and written language in literary, non-literary and multimodal texts of the 20th and 21st centuries in order to learn about how spoken voices are used and how written voices are created.

The focus will be on the close reading of **one prose text** which will be chosen from the list of prescribed texts.

Students will be expected to sample from a wide range of other texts in order to explore how writers create voices. Students will therefore employ a variety of reading strategies. During the lifetime of the specification the unseen assessment will use a wide range of prose fiction and non-fiction drawn from the types of language sources indicated below.

This unit meets the requirement for one genre from prose fiction, poetry or drama to be studied at AS.

## 1.2 Assessment information

### Section A and Section B

**Examination: 2 hours 15 minutes**

**100 marks**

**Students are required to take into the examination only clean copies of the texts studied.**

Students will analyse three short unseen texts/extracts/transcripts supplied. These will be drawn from spontaneous and scripted sources.

Students will be required to identify and comment on the extracts. Questions will require short responses based on data analysis. Students will also be required to examine how speakers and writers shape and craft the extracts provided.

The essay will focus on students' text of choice. Students will demonstrate their understanding of the range of ways the spoken word is represented in literary texts.

The question will focus on the creation and use of voice. Students will exemplify their understanding by referring to their chosen text. Their response will integrate both linguistic and literary analyses. Students will be allowed use only clean copies of the chosen texts in the examination.

### 1.3 Unit content

#### Details of learning content

Centres should refer to the Edexcel website for the most up-to-date details of the prescribed texts and editions — [www.edexcel.com](http://www.edexcel.com).

Students should be introduced to a wide range of reading to sample the range of practices used in drama, prose and poetry to create voices.

Students will be expected to demonstrate their knowledge of spontaneous and scripted language sources, which may include:

- short transcripts of conversation
- radio broadcasts such as music, sports broadcasts, news and current affairs
- TV chat shows, podcasts – from personal or broadcast sources
- scripted dialogue, such as play extracts, TV or radio drama, film scripts
- different ways in which writers have evoked voices in literary texts, such as *The Catcher in the Rye*, J D Salinger; *Bridget Jones's Diary*, Helen Fielding
- non-fiction such as *Notes on a Small Island*, Bill Bryson; Brian Keenan and John McCarthy (*Travel Book*); *An Evil Cradling*, Brian Keenan; *Some Other Rainbow*, Jill Morrell and John McCarthy
- electronic communication such as emails, text messages
- poetry texts which are characterised by the use of voice or voices such as the poetry of Tony Harrison; U A Fanthorpe; Carol Ann Duffy; Grace Nichols.



**Prescribed texts**

**One** text **must** be chosen from the list below:

*The Bloody Chamber*, Angela Carter

*paddy clarke ha ha ha*, Roddy Doyle

*The Color Purple*, Alice Walker

*Restoration*, Rose Tremain

*Address Unknown*, Kressman Taylor

*Cloudstreet*, Tim Winton

*Dubliners*, James Joyce

**1.4 What students need to learn:**

In this unit students will study voice and representations of voice. Students will be expected to have studied the following:

- the differences between speech and writing
- the features of spontaneous and scripted speech
- the features of natural conversation and the construction of dialogue in written texts
- the features of oral and written narratives
- the use of narrative voice in written texts, both literary and non-literary, in a range of genres
- idiolect in speech and the creation of distinctive voices in written texts
- audiences, purposes and contexts for spoken and written texts and how these might influence choices of language
- register in spoken and written texts and the degree of formality and informality
- representations of regional dialect in written texts.



## 2.1 Unit description

### Developing skills as writers for different purposes and audiences

In this unit students will develop their own skills as writers for different purposes and audiences. They will produce a coursework folder of their own writing supported by commentaries. The folder should be made up of no more than 2000-2500 words of the student's own writing supported by two commentaries of no more than 500 words for each piece.

Studies for this unit will be based on a choice from a **prescribed list of topic areas**. Texts may be studied and tasks chosen for the group or the individual as appropriate to the centre.

Students' writing will be informed by wider reading on a topic that includes the study of **one** prose fiction text (this must be different from the prose fiction text studied in Unit 1) and **one** text from **either** drama **or** poetry.

The specification does not prescribe texts or tasks but offers examples of the kinds of reading and writing that students might undertake. Texts chosen should be of sufficient merit to warrant study at AS. It is hoped that students will choose texts and tasks that reflect their own interests. Sources, references and quotations must be provided.

Further guidance can be found in the tutor support materials.

This study will enable students to meet one of the AS level text and genre requirements.

## 2.2 Assessment information

### The coursework folder

**Coursework folder: 2000-2500 words maximum own writing; 500 words maximum for each commentary**

#### **80 marks**

Choose **one** of the following prescribed topic areas:

- Entrapment
- Dystopia
- Women's Lives
- Gothic and Supernatural
- Journeys and Pilgrimages.

Within each topic there is a **free choice** of literary and non-fiction texts. This **must** include **one** prose fiction text and **one** text from either drama **or** poetry. Students will use this reading as stimulus to create their own writing within their chosen topic area.

Selected prose and suggested poetry or drama text should be of sufficient merit to warrant study at AS level.

Wide reading should cover a range of non-fiction genres: while texts chosen for wide reading do not have to be studied in as much depth and detail as the literary texts, they should cross genres, demonstrate different approaches and provide examples of good models to stimulate and inform candidates' own writing.

It is the responsibility of centres to ensure that individuals candidates choose an appropriate range for the prescribed topic area.

Their coursework folder **must** include:

- 1 One piece written primarily for a reading audience. The suggested word count is 1750.
- 2 One piece written primarily for a listening audience. The suggested word count is 750.
- 3 One commentary on the writing process for each piece of work.

It is the centre's responsibility to inform students that there is no tolerance on the prescribed word limit. Students are required to include a cumulative word count at the bottom of each page. Teacher-assessors and moderators will discontinue marking once the prescribed word limit is reached.

**Examples of tasks**      **Own writing for a reading audience**

Suggested examples of tasks:

- comparative reviews of a text in two different genres eg novel/film, documentary/film
- short story inspired by one of the texts
- guide to a literary walk eg Gothic London
- entries from weblog by one of protagonists in one of texts studied
- creating a web home page for one of the prose texts studied, highlighting qualities and appeal and making intertextual links.

**Own writing for a listening audience**

Suggested examples of tasks:

- script for 'off-stage' characters in monologue
- audio script for celebratory exhibition
- presentation for student event
- monologue based on life of historical/literary figure
- dramatisation of scene from novel/poem
- peer presentation on particular aspect of a text eg cultural/literary context of a fiction text
- adaptation of part of novel/short story for radio.

## Examples of study for coursework folder

---

### Entrapment

#### Selected prose text

*The Collector*, John Fowles

#### Suggested drama or poetry text

W H Auden: *The Secret Agent*, *O What Is That Sound*, *Refugee Blues*, *There Will Be No Peace*, *Epilogue*

#### Suggested wider reading

Diaries and accounts of hostages, newspaper/magazine articles and reports eg kidnapping of Beirut hostages John McCarthy and Brian Keenan.

---

### Dystopia

#### Selected prose text

*The Handmaid's Tale*, Margaret Atwood

#### Suggested drama or poetry text

*Accidental Death of an Anarchist*, Dario Fo

#### Suggested wider reading

Related films eg *The Children of Men*, 1984, reading newspaper articles, reviews, authors' blogs.

**Women's Lives****Selected prose text**

*The Well of Loneliness*, Radclyffe Hall

**Suggested drama or poetry text**

*A Taste of Honey*, Shelagh Delaney

**OR**

A selection of individual poems featuring women's lives, eg 'The Emulation', Sarah Egerton, 'Warming Her Pearls', Carol Ann Duffy, 'To His Coy Mistress', Andrew Marvell, 'Not in My House', U A Fanthorpe.

**Suggested wider reading**

*Baghdad Burning: Girl Blog from Iraq*

**Gothic and  
Supernatural****Selected prose text**

*Dracula*, Bram Stoker

**Suggested drama or poetry text**

*Agamemnon: The Fall of the House of Usher*, Steven Berkoff

**OR**

*The Raven and other Favorite Poems*, Edgar Allan Poe

**Suggested wider reading**

Scripts of *Buffy the Vampire Slayer*

### Journeys and Pilgrimages

#### Selected prose text

*Cloud Atlas*, David Mitchell

#### Suggested drama or poetry text

*Our Country's Good*, Timberlake Wertenbaker

#### OR

*The General Prologue to the Canterbury Tales*, Chaucer

#### Suggested wider reading

*In Xanadu*, William Dalrymple

---

### The Commentary

In the commentary students will:

- Identify and discuss the literary and linguistic features used
- Explain why they were used and what effect was intended
- Use short quotations from the text to illustrate
- Comment on the influences of the stimulus texts, showing how they helped in the production of the original writing

Edexcel will provide advice on task setting through training and tutor support materials.

## 2.3 Unit content

---

### Details of learning content

For this unit students will:

- study a variety of spoken and written texts
- identify and describe how meanings and effects are created and conveyed in texts
- write using English appropriately, accurately and creatively for a variety of audiences and purposes
- use a range of techniques to produce texts for different audiences and purposes informed by wide reading and listening.



## 2.4 What students need to learn:

- select reading in preparation for their own writing
- classify their reading in a topic area and identify different forms for different purposes and audiences
- structure content to meet the needs of purpose
- write appropriately for a listening and a reading audience
- comment on the effectiveness of their own work.

## 2.5 Assessment criteria

### Reading Audience

<b>A01</b>	<b>Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression</b>
<b>Band 1 Marks 0–3</b>	<ul style="list-style-type: none"> <li>■ show limited awareness of audience and purpose</li> <li>■ make minimal attempt to write in an appropriate register for a reading audience</li> <li>■ write with some clarity but with some technical lapses</li> </ul>
<b>Band 2 Marks 4–8</b>	<ul style="list-style-type: none"> <li>■ show confidence in identifying audience and purpose</li> <li>■ write fluently and confidently to produce coherent, controlled texts</li> </ul>

<b>A04</b>	<b>Demonstrate expertise and creativity in using language appropriate for a variety of purposes and audiences, drawing on insights from linguistic and literary studies</b>
<b>Band 1 Marks 0–3</b>	<ul style="list-style-type: none"> <li>■ make an attempt to vary techniques when writing for a reading audience</li> <li>■ use some appropriate literary and linguistic approaches relating to insights from literary and linguistic studies</li> </ul>
<b>Band 2 Marks 4–7</b>	<ul style="list-style-type: none"> <li>■ use a variety of appropriate literary and linguistic techniques in producing a text for a reading audience</li> <li>■ select and use a range of appropriate literary and linguistic approaches, drawing on insights from literary and linguistic studies</li> </ul>
<b>Band 3 Marks 8–11</b>	<ul style="list-style-type: none"> <li>■ use a variety of effective literary and linguistic strategies in producing a text for a reading audience</li> <li>■ accurately select and use appropriate literary and linguistic approaches, drawing on insights from literary and linguistic studies</li> </ul>
<b>Band 4 Marks 12–16</b>	<ul style="list-style-type: none"> <li>■ show creativity in the production of a text for a reading audience</li> <li>■ demonstrate expertise in selecting and using literary and linguistic approaches, drawing on insights from literary and linguistic studies</li> </ul>

## Listening Audience

<b>AO1</b>	<b>Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression</b>
<b>Band 1 Marks 0–3</b>	<ul style="list-style-type: none"> <li>■ show limited awareness of audience and purpose</li> <li>■ make minimal attempt to write in an appropriate register for a listening audience</li> <li>■ write with some clarity but with some technical lapses</li> </ul>
<b>Band 2 Marks 4–8</b>	<ul style="list-style-type: none"> <li>■ show confidence in identifying audience and purpose</li> <li>■ write fluently and confidently to produce coherent, controlled texts</li> </ul>
<b>AO4</b>	<b>Demonstrate expertise and creativity in using language appropriate for a variety of purposes and audiences, drawing on insights from linguistic and literary studies</b>
<b>Band 1 Marks 0–3</b>	<ul style="list-style-type: none"> <li>■ make an attempt to vary techniques when writing for a listening audience</li> <li>■ use some appropriate literary and linguistic approaches relating to insights from literary and linguistic studies</li> </ul>
<b>Band 2 Marks 4–7</b>	<ul style="list-style-type: none"> <li>■ use a variety of appropriate literary and linguistic techniques in producing a text for a listening audience</li> <li>■ select and use a range of appropriate literary and linguistic approaches, drawing on insights from literary and linguistic studies</li> </ul>
<b>Band 3 Marks 8–11</b>	<ul style="list-style-type: none"> <li>■ use a variety of effective literary and linguistic strategies in producing a text for a listening audience</li> <li>■ accurately select and use appropriate literary and linguistic approaches, drawing on insights from literary and linguistic studies</li> </ul>
<b>Band 4 Marks 12–16</b>	<ul style="list-style-type: none"> <li>■ show creativity in the production of a text for a listening audience</li> <li>■ demonstrate expertise in selecting and using literary and linguistic approaches, drawing on insights from literary and linguistic studies</li> </ul>

## COMMENTARY

These AOs should be applied to the two commentaries overall.

If there is significantly different performance, each commentary can be marked individually, dividing the mark in half.

<b>AO2</b>	<b>Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts</b>
<b>Band 1 Marks 0–3</b>	<ul style="list-style-type: none"> <li>■ acknowledge and make an attempt to explain more obvious literary and linguistic choices in stimulus texts and in own writing with some evidence of critical understanding</li> <li>■ show some awareness of how form and language shape meaning</li> </ul>
<b>Band 2 Marks 4–7</b>	<ul style="list-style-type: none"> <li>■ identify and discuss some clear and relevant examples of literary and linguistic techniques in stimulus texts and own writing</li> <li>■ show awareness of how form and language shape meaning</li> </ul>
<b>Band 3 Marks 8–11</b>	<ul style="list-style-type: none"> <li>■ examine a range of literary and linguistic techniques in stimulus texts and own writing</li> <li>■ demonstrate knowledge and understanding in discussing how form and language shape meaning, showing well-developed critical understanding</li> </ul>
<b>Band 4 Marks 12–16</b>	<ul style="list-style-type: none"> <li>■ explain and comment on an interesting range of literary and linguistic techniques in stimulus texts and in own writing</li> <li>■ demonstrate some sensitivity and perception in discussing how form and language shape meaning, showing detailed critical understanding</li> </ul>

<b>AO3</b>	<b>Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception</b>
<b>Band 1 Marks 0–3</b>	<ul style="list-style-type: none"> <li>■ indicate some awareness of the significance of contextual factors in relation to literary and linguistic choices</li> <li>■ identify and make some relevant comments on the influence of stimulus texts on own writing</li> </ul>
<b>Band 2 Marks 4–7</b>	<ul style="list-style-type: none"> <li>■ offer some relevant comment on the significance of contextual factors in relation to literary and linguistic choices</li> <li>■ provide some explanation of the influence of the stimulus texts on own writing</li> </ul>
<b>Band 3 Marks 8–11</b>	<ul style="list-style-type: none"> <li>■ explain in some detail the significance of contextual factors in relation to literary and linguistic choices</li> <li>■ explore and make some comment on the influence of the stimulus texts on own writing</li> </ul>
<b>Band 4 Marks 12–16</b>	<ul style="list-style-type: none"> <li>■ show awareness and explore the significance of contextual factors in relation to literary and linguistic choices</li> <li>■ explore and offer detailed comment on the influence of the stimulus texts on own writing</li> </ul>

## TOTAL MARKS FOR UNIT 2: 80

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. For more information, please refer to the *Edexcel AS and GCE in English Language and Literature: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website, [www.edexcel.com](http://www.edexcel.com)

## 2.6 Administration of internal assessment

---

- 1 Internal standardisation** Teachers must show clearly how marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

---

- 2 Authentication** All candidates must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled candidates must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sample work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

---

- 3 Further information** For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel AS and GCE in English Language and Literature: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website.  
  
For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) – Instructions for conducting coursework/portfolio document on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).  
  
For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications – Suspected Malpractice in Examinations: Policies and Procedures and the Joint Council for Qualifications (JCQ) – Instructions for conducting coursework/portfolio document on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

### 3.1 Unit description

#### Creative connections between texts and contexts

In this unit students will apply their skills and knowledge of literary and linguistic concepts and approaches gained in AS units, and from their wider reading, to explore varieties of language and literature. They will begin to synthesise their learning and make observations about how language works across the spectrum of written and spoken production. There is a choice of four topic areas.

Within each topic area there is a choice of **either two drama or two poetry texts**, supported by wider reading of non-literary texts. Students will explore and evaluate the different ways writers deal with similar themes and issues and make creative connections between texts and contexts.

As with Unit 4, this unit contains elements of synopticity, which require students to demonstrate that they can make connections between texts and work independently.

This unit meets the requirement for one genre from prose fiction, poetry or drama to be studied at Advanced level.

### 3.2 Assessment information

**Examination: 2 hours 45 minutes**

**100 marks**

**Students are required to take only clean copies of the texts studied into the examination.**

In the examination students will be presented with an **unseen** prose non-fiction extract which will be drawn from texts from the 18th century to the present day and be related to the topic/theme that they have studied.

#### Section A

Students will write a critical analysis of the unseen spoken or written extract linked to the chosen topic. They will apply their knowledge and understanding of literary and linguistic concepts.

### Section B

Students will analyse language techniques and literary devices. They will comment on the contextual factors and relevant issues relating to their chosen texts.

### 3.3 Unit content

#### Details of learning content

Centres should refer to the Edexcel website for the most up-to-date details of the prescribed texts and editions — [www.edexcel.com](http://www.edexcel.com)

For this unit students will study a pair of texts chosen from the genres of EITHER drama OR poetry.

---

#### A Sense of Place

**Either** drama:

*Translations*, Brian Friel **and** *Stuff Happens*, David Hare

**Or** poetry:

*Poems*, Thomas Hardy **and** *The Best Loved Poems of John Betjeman*, John Betjeman

---

#### The Individual in Society

**Either** drama:

*Othello*, Shakespeare **and** *Equus*, Peter Schaffer

**Or** poetry:

*Selected Poems*, Thom Gunn and Ted Hughes **and** *The Waste Land and Other Poems*, T S Eliot

---

#### Love and Loss

**Either** drama:

*The Glass Menagerie*, Tennessee Williams **and** *Betrayal*, Harold Pinter

**Or** poetry:

*Metaphysical Poetry*, editors C Burrow and C Ricks **and** *Selected Poems*, Sylvia Plath

**Family Relationships**

**Either** drama:

*All My Sons*, Arthur Miller **and** *A Doll's House*, Henrik Ibsen

**Or** poetry:

*The Wife of Bath's Prologue and Tale*, Chaucer **and** *Selected Poems*, Tony Harrison

---

**Wider reading**

Wider reading for this unit should include examples drawn from a broad range of sources across genres and contexts, for example:

- reviews
- travel writing
- diaries
- letters
- reportage
- biography and autobiography
- media texts and screen plays
- obituaries
- court proceedings
- political speeches
- online newspapers
- Prime Minister's Question Time
- reality TV
- written and video diaries
- newspaper features.

---

**3.4 What students need to learn:**

- literary and linguistic concepts and approaches
- the significance of contextual factors in the production and reception of texts
- critical judgements about issues raised in the analysis of texts.





## 4.1 Unit description

### Independent research and study

In this unit of independent research, students have a free choice of texts to study from a range of writers in English. They will focus on the presentation of the human experience — both as it is represented both personally and universally in literary and non-fiction texts and through spoken and written forms.

Reading will include the study of **one** text from any genre. Students will apply literary and linguistic methodologies and concepts to examine how writers and speakers present human experience. Students will research and comment on varied representations in order to produce their own literary and non-fiction responses for a defined purpose and audience. The folder should be made up of no more than 2500-3000 words supported by a single analytical evaluative commentary of no more than 1000 words.

Students will build upon their earlier studies to demonstrate their understanding of the connections between texts. Texts may be studied and tasks chosen for the group or the individual as appropriate to the centre.

As with Unit 3, this unit contains elements of synopticity, which require students to demonstrate that they can research independently and write with the appropriate regard for audiences, purpose and format.

This study will enable students to meet one of the Advanced GCE text requirements.

## 4.2 Assessment information

### The coursework folder

**Coursework folder: 2500-3000 words maximum own writing; 1000 words maximum commentary**

### **80 marks**

A chosen area of human experience and texts related to this choice will form the basis of the coursework folder.

Students will produce a coursework folder of three pieces of writing:

- 1 one piece of literary writing — eg section of writing which presents a factual event through narration
- 2 one piece of non-fiction writing — eg an analytical comment article for a broadsheet newspaper
- 3 an analytical evaluative commentary.

There should be a balance of the word count across the two pieces of student work.

Preparation for this unit should include choosing a topic area of sufficient scope to provide the students with existing examples of literary and non-fiction writing across a range of genres. The topic area provides the unifying feature which will allow the students to analyse texts on a spectrum from literary to non-fiction.

The texts chosen in the topic area should be of sufficient challenge to represent the synoptic nature of this unit and the need for the students to achieve across the full range of marks.

A period of reading and reflection on how writers present their subject and the contrasts there are between the genres will be needed. It is suggested that students should practise the writing conventions to be found in a range of genres.

There are three pieces of writing to be created.

The literary and non-fiction writing tasks should represent sufficient challenge to reflect the synoptic nature of these activities and the need for the students to achieve across the full range of marks.

The commentary should be a single piece of evaluative writing in which both the literary and the non-fiction writing are discussed. Reference should be made in the commentary to the influence of the work of other writers on the students' own work as observed in the period of reading and reflection.

It is the centre's responsibility to inform students that there is no tolerance on the prescribed word limit. Students are required to include a cumulative word count at the bottom of each page. Teacher-assessors and moderators will discontinue marking once the prescribed word limit is reached.

## Examples of areas of study

### Suggested topics for writing and substantial text

#### Caught in the Dilemma of Duty

*The Kite Runner*, Khaled Hosseini

#### Suggested reading and research

- *On the Road to Kandahar*, Jason Burke
- Journalism over time
- Witness testimony
- Historical references
- Contemporary accounts

#### The Impact of War on the Individual

Poems chosen from *101 Poems Against War*, Paul Keegan and Matthew Hollis

#### Suggested reading and research

- *War Stories*, Jeremy Bowen
- Journalism over time
- Letters
- Editorials
- Witness testimony
- Documentaries
- Historical references

### A Personal Moment

*Once in a House on Fire*, Andrea Ashworth

#### Suggested reading and research

- *All of These People*, Fergal Keane
- *In The Blood*, Andrew Motion
- Letters
- Features
- Witness testimony
- Documentaries
- Contemporary accounts

---

### Celebration

*A Midsummer Night's Dream*, William Shakespeare

#### Suggested reading and research

- Letters
- Features
- Editorials
- Witness testimony
- Web pages
- Historical references
- Contemporary accounts

---

### The Commentary

The Commentary should:

- explain how the texts produced are linked to the study of the stimulus texts
- discuss how the candidate attempted to achieve their objectives, using specific examples of literary and linguistic choices supported by references to the source texts and illustrations from the candidate's own writing
- reflect on the wider reading for this unit ie by drawing on a range of points of view, candidates should build on and sustain critical discussion about texts and interpretations, reflecting on what such views have added to their own writing.

Edexcel will provide advice on task setting through training and tutor support materials.

### 4.3 Unit content

---

#### Details of learning content

Unit 4 requires students to synthesise and reflect on their knowledge and understanding of literary and linguistic concepts and approaches gained throughout the course and to make creative connections between elements of the course as a whole.

### 4.4 What students need to learn:

---

- Show their understanding of the significance of contextual factors both in their own writing and in their reading of texts.
- Use literary and linguistic approaches in their response to and interpretation of texts.
- Create, draft, edit and evaluate the effectiveness of their own texts.
- Show evidence of independent research, including references to quotations and sources.

## 4.5 Assessment criteria

### Literary writing

<b>A01</b>	<b>Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression</b>
<b>Band 1 Marks 0–2</b>	<ul style="list-style-type: none"> <li>■ make formulaic choices of genre/approach</li> <li>■ attempt to formulate a suitable research methodology</li> </ul>
<b>Band 2 Marks 3–5</b>	<ul style="list-style-type: none"> <li>■ show discrimination in selection of suitable genre and approach</li> <li>■ devise a clearly formulated and suitable research methodology</li> </ul>

<b>A04</b>	<b>Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies</b>
<b>Band 1 Marks 0–3</b>	<ul style="list-style-type: none"> <li>■ demonstrate general awareness of genre conventions</li> <li>■ attempt to maintain consistency of approach when writing a literary text for an identified audience, drawing on limited insights from linguistic and literary studies</li> </ul>
<b>Band 2 Marks 4–7</b>	<ul style="list-style-type: none"> <li>■ demonstrate some appropriate knowledge of genre conventions</li> <li>■ adopt a mainly appropriate, consistent register in producing a literary text for a defined audience, drawing on some insights from linguistic and literary studies</li> </ul>
<b>Band 3 Marks 8–11</b>	<ul style="list-style-type: none"> <li>■ demonstrate sound knowledge of genre conventions</li> <li>■ adopt a consistent, appropriate register when producing a literary text for a defined audience, drawing on a variety of insights from linguistic and literary studies</li> </ul>
<b>Band 4 Marks 12–16</b>	<ul style="list-style-type: none"> <li>■ demonstrate a comprehensive knowledge of genre conventions</li> <li>■ demonstrate the ability to maintain a consistent, sustained approach when producing a literary text for a defined audience, drawing on a broad range of insights from linguistic and literary studies</li> </ul>

### Non-fiction writing

<b>A01</b>	<b>Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression</b>
<b>Band 1 Marks 0–2</b>	<ul style="list-style-type: none"> <li>■ make formulaic choices of genre/approach</li> <li>■ attempt to formulate a suitable research methodology</li> </ul>
<b>Band 2 Marks 3–5</b>	<ul style="list-style-type: none"> <li>■ show discrimination in selection of suitable genre and approach</li> <li>■ devise a clearly formulated and suitable research methodology</li> </ul>

<b>A04</b>	<b>Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies</b>
<b>Band 1 Marks 0-3</b>	<ul style="list-style-type: none"> <li>■ demonstrate general awareness of genre conventions</li> <li>■ attempt to maintain consistency of approach when writing a literary text for an identified audience, drawing on limited insights from linguistic and literary studies</li> </ul>
<b>Band 2 Marks 4-7</b>	<ul style="list-style-type: none"> <li>■ demonstrate some appropriate knowledge of genre conventions</li> <li>■ adopt a mainly appropriate, consistent register in producing a literary texts for a clearly defined audience, drawing on a variety of insights from linguistic and literary studies</li> </ul>
<b>Band 3 Marks 8-11</b>	<ul style="list-style-type: none"> <li>■ demonstrate sound knowledge of genre conventions</li> <li>■ adopt a consistent, appropriate register when producing a literary texts for a clearly defined audience, drawing on a variety of insights from linguistic and literary studies</li> </ul>
<b>Band 4 Marks 12-16</b>	<ul style="list-style-type: none"> <li>■ demonstrate a comprehensive knowledge of genre conventions</li> <li>■ demonstrate the ability to maintain a consistent, sustained approach when producing a literary text for a defined audience, drawing on a broad range of insights from linguistic and literary studies</li> </ul>

## Commentary

<b>A01</b>	<b>Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression</b>
<b>Band 1 Marks 0-2</b>	<ul style="list-style-type: none"> <li>■ attempt to explain the research methodology</li> <li>■ make use of basic technical terminology</li> </ul>
<b>Band 2 Marks 3-6</b>	<ul style="list-style-type: none"> <li>■ provide a clear and comprehensive rationale for choice of approach</li> <li>■ make discriminating use of a range of appropriate technical terminology</li> </ul>

<b>A02</b>	<b>Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts</b>
<b>Band 1 Marks 0-3</b>	<ul style="list-style-type: none"> <li>■ provide some evidence of background reading and research</li> <li>■ show minimal critical awareness and understanding of the more obvious literary and linguistic approaches</li> <li>■ provide limited explanation of the evidence of deliberate crafting of the literary and non-literary texts</li> </ul>
<b>Band 2 Marks 4-7</b>	<ul style="list-style-type: none"> <li>■ show some evidence of wider reading and research</li> <li>■ make appropriately accurate and critical use of knowledge of literary and linguistic approaches</li> <li>■ provide limited analysis of the evidence of deliberate crafting of the literary and non-literary texts</li> </ul>
<b>Band 3 Marks 8-11</b>	<ul style="list-style-type: none"> <li>■ show clear evidence of wider reading and research</li> <li>■ demonstrate proficiency in the critical application of knowledge of literary and linguistic approaches</li> <li>■ provide some analytical explanation of the deliberate crafting of the literary and non-literary texts</li> </ul>
<b>Band 4 Marks 12-16</b>	<ul style="list-style-type: none"> <li>■ show extensive evidence of wider reading and research</li> <li>■ demonstrate assured and discriminating application of critical knowledge of literary and linguistic approaches</li> <li>■ provide detailed analytical explanation of the deliberate crafting of the literary and non-literary texts</li> </ul>



<b>A03 Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception</b>	
<b>Band 1 Marks 0-3</b>	<ul style="list-style-type: none"> <li>■ attempt to explore texts on different levels</li> <li>■ show some evidence of selection in identifying relevant literary and linguistic characteristics of texts</li> <li>■ limited attempt to make connections and comparisons between texts</li> <li>■ show limited awareness in identifying audiences and purposes</li> </ul>
<b>Band 2 Marks 4-7</b>	<ul style="list-style-type: none"> <li>■ show awareness of the possibility of different interpretations and perspectives</li> <li>■ demonstrate some understanding of the complexity of texts</li> <li>■ show evidence of critical thinking in analysing texts</li> <li>■ analyse some contextual factors with some evaluative comment</li> <li>■ show some awareness of the demands of audiences and purposes</li> </ul>
<b>Band 3 Marks 8-11</b>	<ul style="list-style-type: none"> <li>■ show understanding of a variety of interpretations and perspectives</li> <li>■ demonstrate sound awareness of the complexity of texts</li> <li>■ show some critical insight in analysing texts</li> <li>■ takes an analytical and evaluative approach to relevant contextual factors</li> <li>■ show developed awareness of the demands of audiences and purposes</li> </ul>
<b>Band 4 Marks 12-16</b>	<ul style="list-style-type: none"> <li>■ demonstrate understanding of different interpretations and perspectives offered by stimulus texts</li> <li>■ show awareness of the multi-layered nature of texts</li> <li>■ demonstrate the ability to produce close, probing analyses</li> <li>■ take an incisive analytical and evaluative approach to a range of relevant contextual factors</li> <li>■ show discrimination and precision in describing the demands of audience and purposes</li> </ul>

### TOTAL MARKS FOR UNIT 4: 80

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. For more information, please refer to the *Edexcel AS and GCE in English Language and Literature: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website, [www.edexcel.com](http://www.edexcel.com).

## 4.6 Administration of internal assessment

- 
- 1 Internal standardisation** Teachers must show clearly how marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.
- 
- 2 Authentication** All candidates must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled candidates must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sample work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.
- 
- 3 Further information** For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel AS and GCE in English Language and Literature: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website.
- For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) – Instructions for conducting coursework/portfolio document on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).
- For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications – Suspected Malpractice in Examinations: Policies and Procedures and the Joint Council for Qualifications (JCQ) – Instructions for conducting coursework/portfolio document on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

# D Assessment and additional information

## Assessment information

<b>Assessment requirements</b>	For a summary of assessment requirements and assessment objectives, see <i>Section B: Specification overview</i> .
<b>Entering candidates for this qualification</b>	Details of how to enter candidates for the examinations for this qualification can be found in Edexcel's Information Manual, copies of which are sent to all examinations officers. The information can also be found on Edexcel's website: <a href="http://www.edexcel.com">www.edexcel.com</a> .
<b>Resitting of units</b>	<p>There is no limit to the number of times that a student may retake a unit prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.</p> <p>After certification all unit results may be reused to count towards a new award. Students may re-enter for certification only if they have retaken at least one unit.</p> <p>Results of units held in the Edexcel unit bank have a shelf life limited only by the shelf life of this specification.</p>
<b>Awarding and reporting</b>	<p>The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2008, which is published by the Qualifications and Curriculum Authority. The AS qualification will be graded and certificated on a five-grade scale from A to E. The full GCE Advanced level will be graded on a six-point scale A* to E. Individual unit results will be reported.</p> <p>A pass in an Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E of which grade A is the highest and grade E the lowest. A pass in an Advanced GCE subject is indicated by one of the six grades A*, A, B, C, D, E of which Grade A* is the highest and Grade E the lowest. To be awarded an A* students will need to achieve an A on the full GCE Advanced level qualification and an A* aggregate of the A2 units. Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.</p>
<b>Performance descriptions</b>	Performance descriptions give the minimum acceptable level for a grade. See <i>Appendix 1</i> for the performance descriptions for this subject.

### Unit results

The minimum uniform marks required for each grade for each unit:

#### Unit 1

Unit grade	A	B	C	D	E
Maximum uniform mark = 120	<b>96</b>	<b>84</b>	<b>72</b>	<b>60</b>	<b>48</b>

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–47.

#### Unit 2

Unit grade	A	B	C	D	E
Maximum uniform mark = 80	<b>64</b>	<b>56</b>	<b>48</b>	<b>40</b>	<b>32</b>

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–31.

#### Unit 3

Unit grade	A	B	C	D	E
Maximum uniform mark = 120	<b>96</b>	<b>84</b>	<b>72</b>	<b>60</b>	<b>48</b>

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–47.

#### Unit 4

Unit grade	A	B	C	D	E
Maximum uniform mark = 80	<b>64</b>	<b>56</b>	<b>48</b>	<b>40</b>	<b>32</b>

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–31.

**Qualification results**

The minimum uniform marks required for each grade:

**Advanced Subsidiary Cash-in code 8EL01**

Qualification grade	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Maximum uniform mark = 200	<b>160</b>	<b>140</b>	<b>120</b>	<b>100</b>	<b>80</b>

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–79.

**Advanced GCE Cash-in code 9EL01**

Qualification grade	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Maximum uniform mark = 400	<b>320</b>	<b>280</b>	<b>240</b>	<b>200</b>	<b>160</b>

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–159.

**Language of assessment**

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

**Quality of written communication**

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

Students will be given the opportunity to demonstrate quality of written communication via AO1 in the units at AS and Advanced levels.

### Assessment objectives and weighting

		% in AS	% in A2	% in GCE
<b>AO1</b>	Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression	25%	20%	22.5%
<b>AO2</b>	Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts	35%	30%	32.5%
<b>AO3</b>	Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception	20%	30%	25%
<b>AO4</b>	Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies	20%	20%	20%
<b>TOTAL</b>		100%	100%	100%

#### Synoptic assessment

In synoptic assessment there should be a concentration on the quality of assessment to ensure that it encourages the development of the holistic understanding of the subject.

Synoptic assessment in English language and literature includes:

- synthesis of insights gained from the study of a range of texts, both spoken and written
- evidence of ability to select appropriate analytical tools to assess the validity of different views expressed about texts and contexts of production and reception
- skills of interpretation and expression to give insightful, accurate, well-argued responses to texts.

**Stretch and challenge**

Students can be stretched and challenged in A2 units through the use of different assessment strategies, for example:

- using a variety of stems in questions — for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing
- use of a wider range of question types to address different skills — for example open-ended questions
- improvement of synoptic assessment.

**Additional information****Malpractice and plagiarism**

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications — Suspected Malpractice in Examinations: Policies and Procedures document on the JCQ website [www.jcq.org.uk](http://www.jcq.org.uk)

**Access arrangements and special requirements**

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations.
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

---

### Disability Discrimination Act

Please see *Appendix 8* for the Advanced GCE in English Language and Literature Disability Discrimination Act information.

---

### Prior learning and progression

#### Prior learning

Students who would benefit most from studying a GCE in English Language and Literature are likely to have a Level 2 qualification such as a GCSE in English at grades A\*–C.

#### Progression

This qualification supports progression into further education, training or employment, such as media, education, law, public and voluntary sectors.

---

### Combinations of entry

Forbidden combinations are:

Any other Advanced Subsidiary GCE or Advanced GCE qualification with the title 'English Language and Literature' available at the same examination sitting. Also, this specification may not be taken with Edexcel Advanced Subsidiary GCE or Advanced GCE English Literature or Edexcel Advanced Subsidiary GCE or Advanced GCE English Language at the same examination sitting. There are no forbidden combinations with any other Level 3 qualifications.

---

### Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.



**Key skills**

This qualification provides opportunities for developing and generating evidence for assessing the key skills listed below:

- communication
- information and communication technology
- improving own learning and performance
- working with others.

Further details are available in *Appendices 2 and 3*.

This qualification will be mapped to functional skills once they are finalised. Information will be available on our website ([www.edexcel.com/gce2008](http://www.edexcel.com/gce2008)) at a later date.

---

**The wider curriculum**

This qualification provides opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of citizenship, environmental issues, health and safety considerations, and European developments consistent with relevant international agreements appropriate as applied to English Language and Literature. *Appendix 4: Wider curriculum* maps the opportunities available.



## Resources to support the specification

---

In addition to the resources available in the e-Spec and in the 'Getting Started' and Internal Assessment guide books, Edexcel produces a wide range of resources to support this specification.

## Edexcel's own published resources

---

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts. These resources include:

- AS Students' Book
- A2 Students' Book
- AS and A2 Teacher's CD ROM.

These materials are written by Senior Examiners and highly respected authors of GCE English Language and Literature materials.

For more information on our complete range of products and services for GCE in English Language and Literature, visit [www.edexcel.com/gce2008](http://www.edexcel.com/gce2008).

## Edexcel publications

---

You can order further copies of the specification and SAMs documents from:

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
Email: [publications@linney.com](mailto:publications@linney.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

## Additional resources endorsed by Edexcel

---

Edexcel also endorses additional materials written to support this qualification.

Any resources bearing the 'Endorsed by Edexcel' logo have been through a rigorous quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit [www.edexcel.com/endorsed](http://www.edexcel.com/endorsed)

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

The resources listed are intended to be a guide for teachers and not a comprehensive list. Further suggestions can be found in *Appendix 7*.

Please see [www.edexcel.com/gce2008](http://www.edexcel.com/gce2008) for up-to-date information.

## Support

### Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** — ResultsPlus is a new application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)

**Ask the Expert** — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at [www.edexcel.com/asktheexpert](http://www.edexcel.com/asktheexpert)

**Ask Edexcel** — Ask Edexcel is Edexcel's online question and answer service. You can access it at [www.edexcel.com/ask](http://www.edexcel.com/ask) or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

**Examzone** — The examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at [www.edexcel.com](http://www.edexcel.com)

### Training

---

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel  
Edexcel  
One90 High Holborn  
London WC1V 7BH

Telephone: 0844 576 0025  
Fax: 0845 359 1909  
Email: [trainingbookings@edexcel.com](mailto:trainingbookings@edexcel.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

# F Appendices

Appendix 1 Performance descriptions	55
Appendix 2 Key skills mapping	59
Appendix 3 Key skills development	61
Appendix 4 Wider curriculum	69
Appendix 5 Codes	71
Appendix 6 Prescribed texts	73
Appendix 7 Further resources and support	75
Appendix 8 Disability Discrimination Act	77





### 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 Language and Literature

Assessment objectives	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
<b>A/B boundary performance descriptions</b>	<p>Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a communicate relevant knowledge and understanding of the methods of language study</li> <li>b consistently use appropriate terminology to support interpretations when applying this understanding</li> <li>c structure and organise their writing well</li> <li>d communicate content and meaning through expressive and accurate writing.</li> </ul>	<p>Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a communicate relevant understanding of linguistic approaches, concepts and issues</li> <li>b explore the significant features of linguistic variation that create meaning in spoken and written language</li> <li>c generally use specific references to support their responses.</li> </ul>	<p>Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a explore the relationships between spoken and written language and the contexts in which both are used</li> <li>b communicate a practical understanding of issues relating to language in use.</li> </ul>	<p>Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a write effectively in a form and style matched to audience, purpose and genre</li> <li>b select and order relevant content</li> <li>c identify where, and suggest how, key linguistic features are used in their writing to create specific effects.</li> </ul>
<b>E/U boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a communicate some understanding of the methods of language study</li> <li>b apply this understanding to support interpretations</li> <li>c communicate content and meaning in writing using straightforward language.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a communicate some understanding of linguistic approaches, concepts or issues</li> <li>b identify features of linguistic variation that create meaning in spoken and written language</li> <li>c make some related references to texts to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a note some relationships between spoken and written language and the contexts in which both are used</li> <li>b communicate some understanding of issues relating to language in use.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a demonstrate some ability to write in a form or style matched to audience, purpose or genre</li> <li>b select and order content</li> <li>c identify where some linguistic features are used in their writing to create effects.</li> </ul>

## A2 performance descriptions for English Language and Literature

Assessment objectives	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
<b>A/B boundary performance descriptions</b>	<p>Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a communicate extensive knowledge and understanding of the methods of language study</li> <li>b create and sustain well organised and coherent arguments, using appropriate terminology to support informed interpretations</li> <li>c structure and organise their writing using an appropriate linguistic register</li> <li>d communicate content and meaning through expressive and accurate writing.</li> </ul>	<p>Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a communicate critical understanding of linguistic approaches, concepts and issues</li> <li>b distinguish and describe a range of significant features of linguistic variation that creates meaning in spoken and written language</li> <li>c consistently make reference to authorities, texts and sources to support their responses.</li> </ul>	<p>Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a explore and comment on the significance of the relationships between spoken and written language and the contexts in which both are used</li> <li>b communicate an informed understanding of concepts and issues relating to language in use.</li> </ul>	<p>Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a write effectively in a form and style matched to audience, purpose and genre</li> <li>b select and order complex and relevant content</li> <li>c identify where and explain how key linguistic features are used in their writing to create specific effects.</li> </ul>
<b>E/U boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a communicate knowledge and some understanding of the methods of language study</li> <li>b present responses making some use of appropriate terminology to support interpretations</li> <li>c communicate content and meaning using straightforward language accurately.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a communicate an understanding of linguistic approaches, concepts or issues</li> <li>b identify features of linguistic variation that create meaning in spoken and written language</li> <li>c make some reference to authorities, texts or sources to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a comment on the relationships between spoken and written language and the contexts in which both are used</li> <li>b communicate some understanding of concepts and issues relating to language in use.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a demonstrate some ability to write in a form and style matched to audience, purpose or genre</li> <li>b select and order relevant content</li> <li>c identify where key linguistic features are used in their writing to create specific effects.</li> </ul>



## Appendix 2 Key skills mapping

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4
<b>Communication</b>				
C3.1a	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓
C3.2		✓		✓
C3.3				✓
<b>Information and communication technology</b>				
ICT3.1		✓		✓
ICT3.2		✓		✓
ICT3.3		✓		✓
<b>Improving own learning and performance</b>				
LP3.1	✓	✓	✓	✓
LP3.2		✓		✓
LP3.3	✓		✓	
<b>Working with others</b>				
WO3.1	✓	✓	✓	✓



## Appendix 3 Key skills development

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions for opportunities for the generation of Level 3 key skill evidence are given here.

### Communication — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
<b>C3.1a</b>	Take part in a group discussion.		Many of the topics in this specification are suitable as the basis of a group discussion. The discussion must be about a complex subject. This may be based on a number of ideas, some of which may be abstract, very detailed and/or sensitive. Specialist vocabulary may be used in the discussion. During the discussion students should make clear and relevant contributions, and develop points and ideas whilst listening and responding sensitively to others. They should also create opportunities for others to contribute as appropriate.
		1, 2, 3	Take part in a discussion on a complex aspect of one of the texts being studied.
		4	Take part in a group discussion on a complex issue (eg how to write for children, how far plot is the most important element of narrative). Take part in a formal debate on a topical issue.
		2	Take part in a formal debate or group discussion on an issue which arises from one of the prescribed topics.
<b>C3.1b</b>	Make a formal presentation of at least eight minutes using an image or other support material.		<p>Following a period of research, students could be given the opportunity to present their findings to the rest of the group. For example, students could present their key findings and conclusions resulting from their coursework study.</p> <p>During the presentation students should speak clearly and use a style that is appropriate to their audience and the subject. The presentation should have a logical structure that allows the audience to follow the sequence of information and ideas. The presentation should include an appropriate range of techniques such as the use of examples to illustrate complex points, audience experience used to involve the audience, tone of voice varied etc.</p> <p>Where appropriate, images should be used to both illustrate points and help engage the audience. Images could include charts and diagrams, pictures etc. At least one image should be used to illustrate and help convey a complex point.</p>
		1	Each member of the group gives a presentation on a complex subject (eg the use of the spoken word in advertisements for a specific type of product), using media images for illustration.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
		2	Individual presentations on subjects, using at least one chart, graph or diagram.
		3, 4	Individual presentations on media-related texts (eg magazine or newspaper reports), using at least one chart, graph, diagram or photograph. Some non-media texts would also lend themselves to individual presentation.
<b>C3.2</b>	<p>Read and synthesise information from at least two documents about the same subject.</p> <p>Each document must be a minimum of 1000 words long.</p>		<p>Students will have a number of opportunities to read and synthesise information from two extended documents. For example, as part of their preparation for the discussion and presentation of a complex subject, students will need to carry out preliminary research. Also, as students undertake research for their coursework they will need to refer to and synthesise information from a variety of sources.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read material that contains relevant information. From this information they will need to identify accurately and compare the lines of reasoning and main points from the text and images. Students will then need to synthesise this information into a relevant form – eg for a presentation, discussion or an essay.</p>
		2	Select and synthesise information for a specific task from a range of texts which include images in the form of graphs.
		4	<p>Select and synthesise information about a specific topic or subject for a specified audience and purpose. Students may produce multi-page documents which combine different types of presentation, including texts and images – eg evidence of political bias in two different articles from newspapers or magazines, or public service notices with some tabular or diagrammatical content.</p> <p>(There are opportunities in almost all units for the selection and synthesis of information on complex subjects, but the units indicated above have more opportunities for the inclusion of images.)</p>



Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
<b>C3.3</b>	Write two different types of documents, each one giving different information about complex subjects.  One document must be at least 1000 words long.		<p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should have a form and style of writing which is fit both for its purpose and the complex subject matter covered. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. Specialist vocabulary should be used where appropriate and the information in the document should be clearly and coherently organised, eg through the use of headings, paragraphs etc.</p> <p>Students should ensure that the text is legible.</p> <p>Unit 2 requires different formats and types of document for different audiences and different purposes. Teachers will have to ensure that students include at least one image in their response.</p>
		4	Preparation for this will involve producing responses in many different formats for different audiences. Some of these could easily include images. The unit requires writing to be directed to different audiences and that spelling, punctuation and grammar are accurate.

## Information and communication technology — Level 3

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
<b>ICT3.1</b> Search for information, using different sources, and multiple search criteria in at least one case.		Students will need to plan, and document, how they are to use IT as part of the activity, including how they will search for and incorporate relevant information from different electronic sources. These may include the internet and CD ROM. Information selected must be relevant and of the appropriate quality.
	2, 4	Use different CD ROMs to search for newspaper reports, for details of travel writing on specified countries, for biographies of famous people etc. It should not be difficult for teachers to suggest specific purposes for which the information might be required.  Use different databases to search for and select from media reportage on a person or event.
<b>ICT3.2</b> Enter and develop the information and derive new information.		Students are required to bring together, in a consistent format, their selected information and use automated routines as appropriate. For example, using icons and macros to generate standard forms of lists, tables, images etc.  Students should sort and group the information generated, produce graphs and charts if appropriate, to allow them to draw conclusions. For example, students could be working towards giving a presentation based on their findings. Information could be presented in handouts and/or as part of an automated slide show. Early drafts could be emailed to their tutor for feedback, or could be stored on a shared drive for access by others.
	2	Work in pairs or small groups, and investigate a chosen area (eg newspaper reporting). This will involve students in using databases, explaining their findings, exchanging with others, and producing multi-page documents which combine different types of information for specific purposes.
	4	Work in pairs to collect examples of information, exchange them with partner and develop the new information for a specific purpose.
<b>ICT3.3</b> Present combined information such as text with image, text with number, image with number.		In presenting information, students will need to develop a structure which may involve the modification of templates, the application of page numbers, dates etc. Tutors may provide early feedback on layout, on content and style that will result in formatting changes (early drafts should be kept as portfolio evidence).  The final format should be suitable for its purpose and audience, eg AS coursework, OHTs/handouts for a presentation etc. The document should have accurate spelling (use of spell-checker) and have been proof-read.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
		2	When students prepare for this unit they have to study a collection of information from different sources in the form of pre-released material. The exercise involves producing work in more than one specified format for specified audiences. To meet the key skill requirement, the work would need to be produced using word processing and desktop publishing skills, and would need to incorporate images and numbers as well as text.
		4	When students prepare for this unit they have to produce work for different audiences. To meet the key skill requirement the work would need to be produced in specific formats using word processing and desktop publishing skills, and would need to incorporate images and numbers as well as texts.

## Improving own learning and performance — Level 3

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
<p><b>LP3.1</b> Set targets using information from appropriate people and plan how these will be met.</p>		<p>Students plan how they are to produce their coursework. This will include setting realistic dates and targets and identification of potential problems and alternative courses of action. This will be determined with advice from others, eg their tutor.</p>
	1, 3	<p>Both units give students opportunities to plan their reading of a number of texts over a period of time – usually weeks or months, to set targets for the completion of each stage of their plan and to check their progress against the plan.</p>
	2, 4	<p>Both units require the production of a coursework folder and provide ideal opportunities for students to plan their study over a period of time, usually some months, setting targets which can be periodically checked by their teachers. Teachers can give periodic guidance during this process to help students to plan their research and to draft work, especially short stories, before submitting a final version.</p>
<p><b>LP3.2</b> Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p>	2, 4	<p>Students use the plan effectively when producing their coursework. This will involve prioritising action, managing their time effectively and revising their plan as necessary. The student should seek and use feedback and support and draw on different approaches to learning.</p>
<p><b>LP3.3</b> Review progress and establish evidence of your achievements.</p>	1, 3	<p>Students should review their own progress and the quality of their learning and performance. They should identify targets met, providing evidence of achievements from relevant sources. They should identify with others, eg their tutor, action for improving their performance.</p>

## Working with others — Level 3

Key skills portfolio evidence requirement	AS/A2 unit	Opportunities for development or internal assessment
<b>WO3.1</b> Plan work with others.		Students could work in groups of six to eight and be required to investigate a given topic. Initial work will require identification and agreement of objectives and planning how to meet them, including any necessary action and resources required. The group needs to agree responsibilities and working arrangements.
	2	Work with others to plan and present a group performance for the whole class of a scene from the play studied.
	1	Work with others to produce a group presentation on one or more stories being studied. Unit 1 allows for oral work, and a group of students could work together to produce a role-play exploration, hot-seating of characters in a story, or a dramatised version of a story.
	3	Work in a group to plan a group presentation based on the texts studied. This could be a group reading or a discussion of a number of poems, a performance of a scene from a play, different critical readings of a novel etc.
	4	<p>Work with others to produce a group presentation on an issue arising from study for this unit. Groups could work together to organise the production of a radio broadcast on a specific topic. Unit 4 allows for the possibility of oral work, which could take the form of group work as well as individual presentations.</p> <p>Work with others to produce a group presentation on a topical issue. Groups could work together to organise the production of a radio broadcast on a specific topic.</p>



## Appendix 4 Wider curriculum

### Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓		✓	
Moral		✓		✓
Ethical		✓	✓	
Social	✓			✓
Cultural		✓		✓
Citizenship		✓	✓	
Environmental		✓		✓
European initiatives	✓		✓	
Health and safety	✓	✓	✓	✓

### Development suggestions

Issue	AS/A2 units	Opportunities for development or internal assessment
Spiritual	1, 3	<ul style="list-style-type: none"> <li>Discuss the view taken towards matters of personal belief in <i>Dubliners</i> or <i>Restoration</i></li> </ul>
Moral	2, 4	<ul style="list-style-type: none"> <li>Coursework preparation could include consideration of the moral dilemmas surrounding the choices to be made by real and imagined characters – <i>The Collector</i></li> </ul>
Ethical	2, 3	<ul style="list-style-type: none"> <li>The topic of 'Entrapment' and the play <i>Equus</i> could be used to explore the ethical implications of human actions</li> </ul>
Social	1, 4	<ul style="list-style-type: none"> <li>The effects of social background can be explored through <i>Cloudstreet</i> and <i>The Color Purple</i></li> </ul>
Cultural	2, 4	<ul style="list-style-type: none"> <li>The topic 'Journeys and Pilgrimages' can be used as a focus for discussion on cultural values and identity</li> </ul>
Citizenship	2, 3	<ul style="list-style-type: none"> <li>Discussion on how community experience is enriched by touring theatre groups or performance teachers</li> <li>Discussion on access to the arts by all communities</li> </ul>
Environmental	2, 4	<ul style="list-style-type: none"> <li>The reading materials should provide useful starting points for discussion and provide examples of the effects of the environment upon communities and vice versa</li> </ul>
European initiatives	1, 3	<ul style="list-style-type: none"> <li>Lifelong learning can be discussed in the context of exploring the value of reading including literary texts</li> <li>Accessing the dramatic or literary experience for people with disabilities could be explored</li> </ul>
Health and safety	1, 2, 3, 4	<ul style="list-style-type: none"> <li>The ways in which it is important to look after well-being when reading, using ICT, arranging trips to performances or inviting performers or audiences into public performance space are all aspects which can be discussed throughout the course</li> </ul>





Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students 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.	5010
National Qualifications Framework (NQF) codes	Each qualification title is allocated a QCA National Qualifications Framework (NQF) code.  The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are: AS — 500/2663/X  Advanced GCE — 500/2648/3
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 6EL01 Unit 2 — 6EL02 Unit 3 — 6EL03 Unit 4 — 6EL04
Cash in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	AS — 8EL01 Advanced GCE — 9EL01
Entry codes	The entry codes are used to:  1 enter a student for the assessment of a unit  2 aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the Edexcel Information Manual available on the Edexcel website.



**Unit 1**

*The Bloody Chamber and Other Stories*, Angela Carter (Vintage, 2006)  
ISBN 10 0099588110, ISBN 13 978 0099588115

*paddy clarke ha ha ha*, Roddy Doyle (Vintage, 1994)  
ISBN 10 0749397357, ISBN 13 978 0749397357

*The Color Purple*, Alice Walker (Phoenix, 2004)  
ISBN 10 0753818922, ISBN 13 978 0753818923

*Restoration*, Rose Tremain (Sceptre, 1995)  
ISBN 10 0340530448, ISBN 13 978 0340530443

*Address Unknown*, Kressman Taylor (Souvenir Press, 2002)  
ISBN 10 0285636294, ISBN 13 978 0285636293

*Cloudstreet*, Tim Winton (Picador, 2002)  
ISBN 10 0330322699, ISBN 13 978 0330322690

*Dubliners*, James Joyce (Penguin, 2000)  
ISBN 10 0141182458, ISBN 13 978 0141182452

**Unit 3****A Sense of Place**

*Translations*, Brian Friel (Faber and Faber, 1981)  
ISBN 10 0571117422, ISBN 13 978 0571117420

*Stuff Happens*, David Hare (Faber and Faber, 2006)  
ISBN 10 0571234062, ISBN 13 978 0571234066

*Poems (Everyman Poetry)*, Thomas Hardy (Phoenix, 1998)  
ISBN 10 0460879561, ISBN 13 978 0460879569

*The Best Loved Poems of John Betjeman*, John Betjeman (John Murray, 2006) ISBN 10 071956834X, ISBN 13 978 0719568343

**The Individual in Society**

*Othello*, William Shakespeare (Penguin Shakespeare, 2005)  
ISBN 10 0141012315, ISBN 13 978 0141012315

*Equus*, Peter Shaffer (Longman, 1993)  
ISBN 10 0582097126, ISBN 13 978 0582097124

*Selected Poems*, Thom Gunn and Ted Hughes (Faber and Faber, 1983)  
ISBN 10 0571130941, ISBN 13 978 0571130948

*The Waste Land and Other Poems*, T S Eliot (Penguin, 2003)  
ISBN 10 014243731X, ISBN 13 978 0142437315

---

**Love and Loss**

*A Streetcar Named Desire and Other Plays*, Tennessee Williams (Penguin Modern Classics, 2000)  
ISBN 10 0141182563, ISBN 13 978 0141182568

*Betrayal*, Harold Pinter (Faber and Faber, 1998)  
ISBN 10 0571160824, ISBN 13 978 0571160822

*Metaphysical Poetry*, editors C Burrow and C Ricks (Penguin, 2006)  
ISBN 10 014042444X, ISBN 13 978 0140424447

*Selected Poems*, Sylvia Plath (Faber and Faber, 2003)  
ISBN 10 0571135862, ISBN 13 978 0571135868

---

**Family Relationships**

*All My Sons*, Arthur Miller (Penguin Classics, 2000)  
ISBN 10 0141185465, ISBN 13 978 0141185460

*Four Major Plays*, Henrik Ibsen (Oxford, 1998)  
ISBN 10 0192833871, ISBN 13 978 0192833877

*The Wife of Bath's Prologue and Tale*, Geoffrey Chaucer (Cambridge, 1994)  
ISBN 10 052146689X, ISBN 13 978 0521466899

*Selected Poems*, Tony Harrison (Penguin, 2006)  
ISBN 10 0141024437, ISBN 13 978 0141024431

**Books****Reportage**

Cameron J, Marr A — *Point of Departure* (Granta Books, 2006)

ISBN 10 1862078246, ISBN 13 978 1862078246

Simpson J — *Twenty Tales from the War Zone* (Pan, 2007)

ISBN 10 0330449990, ISBN 13 978 0330449991

Simpson J — *Touching the Void* (Vintage, 1998)

ISBN 10 0099771012, ISBN 13 978 0099771012

---

**Websites**

[www.edexcel.com/gce2008](http://www.edexcel.com/gce2008)

**General teacher resource site**

[www.teachit.co.uk](http://www.teachit.co.uk)

**English resources and training provider**

[www.englishandmedia.co.uk](http://www.englishandmedia.co.uk)

**Newspapers**

[www.guardian.co.uk](http://www.guardian.co.uk)

[www.independent.co.uk](http://www.independent.co.uk)

[www.telegraph.co.uk](http://www.telegraph.co.uk)

[www.timesonline.co.uk/tol/news](http://www.timesonline.co.uk/tol/news)

**The British Library**

[www.bl.uk/learning/index.html](http://www.bl.uk/learning/index.html)

**Victorian authors, culture and history**

[www.victorianweb.org](http://www.victorianweb.org)



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.

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. For information on reasonable adjustments please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)).

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 competencies have been addressed. This will be kept under review and may be amended in the future.

The use of the term 'spoken' in AO2 can mean a written record of speech. The subject does not therefore require listening skills. Reading independently may be problematic for some students but should not be a barrier to assessment.

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

#### Acknowledgements

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel acknowledges its indebtedness to all those who contributed their time and expertise to the development of Advanced Subsidiary/Advanced GCE specifications.

References to third-party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Roger Beard  
Prepared by Jennifer Greatrex

Publications code UA024839

All the material in this publication is copyright  
© Edexcel Limited 2010



Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
Email: [publications@linney.com](mailto:publications@linney.com)

Publications code UA024839 May 2010

For more information on Edexcel and BTEC qualifications please visit our website:  
[www.edexcel.com](http://www.edexcel.com)

Edexcel Limited. Registered in England and Wales No. 4496750  
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07

Ofqual  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

  
Rewarding Learning