



# General Certificate of Secondary Education

---

English 3701

English (Mature) 3703

*Specification B*

2011

Material accompanying this Specification

- Specimen Assessment Materials
- A Teachers' Guide

# SPECIFICATION

This specification will be published annually on the AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk)). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

Further copies of this specification booklet are available from:

AQA Logistics Centre, Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester, M17 1EH.

Telephone: 0870 410 1036 Fax: 0161 953 1177

or

can be downloaded from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2008 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

# Contents

## Background Information

- |   |                                                        |   |
|---|--------------------------------------------------------|---|
| 1 | The Revised General Certificate of Secondary Education | 5 |
| 2 | Specification at a Glance                              | 6 |
| 3 | Availability of Assessment Units and Entry Details     | 7 |

## Scheme of Assessment

- |   |                       |    |
|---|-----------------------|----|
| 4 | Introduction          | 9  |
| 5 | Aims                  | 12 |
| 6 | Assessment Objectives | 13 |
| 7 | Scheme of Assessment  | 15 |

## Subject Content

- |   |                            |    |
|---|----------------------------|----|
| 8 | Summary of Subject Content | 19 |
|---|----------------------------|----|

## Key Skills and Other Issues

- |    |                                                                                       |    |
|----|---------------------------------------------------------------------------------------|----|
| 9  | Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence | 23 |
| 10 | Spiritual, Moral, Ethical, Social, Cultural and Other Issues                          | 28 |

## Centre-Assessed Component

11	Nature of the Centre-Assessed Component	30
12	Guidance on Setting the Centre-Assessed Component	33
13	Assessment Criteria	37
14	Supervision and Authentication	38
15	Standardisation	39
16	Administrative Procedures	40
17	Moderation	42

## Awarding and Reporting

18	Grading and Re-Sits	44
----	---------------------	----

## Appendices

A	Grade Descriptions	45
B	Record Forms	47
C	Overlaps with Other Qualifications	48
D	Oral Coursework Assessment	49
E	Written Coursework Assessment	53
F	Pre-1914 Writers and Poets	60
G	Recommendations for Drama and Post-1914 Fiction and Poetry	61

## Background Information

### 1

## The Revised General Certificate of Secondary Education

There have been changes to the subject-specific criteria for GCSE English for 2004 and beyond. These reflect changes in the requirements of the National Curriculum orders, changes to arrangements concerning *Speaking and Listening*, and the use of unannotated texts (i.e. pre-release material) in examinations (this “clean texts” requirement came into force for first examination in 2005). This specification for 2009 reflects these changes to the criteria.

### 1.1 Changes at GCSE Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of *Communication*, *Application of Number* and *Information Technology* at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of *Working with Others*, *Improving own Learning and Performance* and *Problem Solving* (See Section 9).

Spiritual, moral, ethical,  
social, cultural,  
environmental, and European  
Issues  
ICT

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues (See Section 10).

The national curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

Tiering

In most subjects the scheme of assessment must include question papers, targeted at two tiers of grades, ie A\* - D and C - G. A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A\* - D.

Citizenship

From 2002, students in England are required to study Citizenship as a national curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding (See Section 10).

## Specification at a Glance

### English Specification B/B (Mature)

This is one of three specifications in English offered by AQA: Specification B; Specification B (Mature) and Specification A.

Foundation Tier
3701 (B) 3703 (B Mature)
Higher Tier
3701 (B) 3703 (B Mature)



GCSE English Specification B / B (Mature)			
<b>Paper 1</b>			
Written Paper	30% of the total marks		
Foundation and Higher Tier 1 hour 40 minutes			
Section A:			
One question testing reading and response to pre-released media texts and one question testing reading and response to an unseen non-fiction text.			(15%)
Section B:			
One question testing writing in response to the 'triplet' argue, persuade, advise.			(15%)
<b>Paper 2</b>			
Written Paper	30% of total marks		
Foundation and Higher Tier 1½ hours.			
Section A:			
One question testing reading and response to pre-released and unseen poetry from different cultures.			(15%)
Section B:			
One question testing writing in response to the 'triplet' analyse, review, comment.			(15%)
<b>Coursework</b>		<b>40% of total marks</b>	
<b>Speaking and Listening</b>		<b>20%</b>	
A wide range of speaking and listening activities undertaken during the course. <b>Three</b> best to be selected to illustrate a variety of situations and purposes, including a drama activity.			
<b>Writing</b>	10%	<b>Reading</b>	10%
<b>Four</b> pieces of work:			
1. Personal writing – explore, imagine, entertain			
2. Personal writing – inform, explain, describe			
<i>Responses to:</i>			
3. A Shakespeare play *			
4. Prose *			

## 3

## Availability of Assessment Units and Entry Details

- 
- 3.1 Availability of Assessment Units** Examinations based on Specification B are available in both the June and November examination series. Examinations based on Specification B (Mature) are available in June **only**.
- 
- 3.2 Entry Codes** Normal entry requirements apply, but the following information should be noted.
- The **Subject Code** for entry to the GCSE English B award is 3701. The **Subject Code** for entry to the GCSE English B (Mature) award is 3703.
- 
- 3.3 Private Candidates** AQA GCSE English Specification B is only available to private candidates where they have access to an AQA centre which will supervise and assess the coursework (both *Speaking and Listening* and *Written* coursework). Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.
- Private candidates who do not have access to an AQA centre should consider entering for AQA Specification B (Mature) which includes external assessment of coursework (both *Speaking and Listening* and *Written*).
- It is emphasised that the external assessment facility is available to private candidates only.
- 
- 3.4 Access Arrangements and Special Consideration** We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.
- We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).
- Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.
-

3.5 Language of Examinations

All components are provided in English only. They are not provided in Welsh or Gaelic.

# Scheme of Assessment

## 4

## Introduction

### 4.1 National Criteria

This GCSE English Specification complies with the following: the GCSE Subject Criteria for English;

- the *GCSE, GCE and AEA Code of Practice April 2009*;
- the GCSE Qualification Specific Criteria;

the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

In England, a specification must require the range of reading assessed to include prose, poetry and drama. Within this, the range must include:

- a play by Shakespeare;
- work from the English literary heritage by at least one major writer with a well-established critical reputation;
- texts from different cultures and traditions.

The reading assessed should also include:

- non-fiction texts;
- media texts.

In Northern Ireland, a specification must require the range of reading assessed to include prose, poetry and drama. Within this, the range must include:

- work by at least one author published before **1914**;
- work by at least one major Irish author with a well established critical reputation whose work was published after **1914**;
- texts from other cultures and traditions.

The reading assessed should also include:

- non-fiction texts;
- media texts.

Although candidates from centres in Northern Ireland are not required to include, under the second bullet point above, an Irish author in order to gain GCSE accreditation, centres that omit this from courses of study at Key Stage 4 will not be fulfilling the Northern Ireland Curriculum requirements for Key Stage 4.

In this specification, bullet point 1 above is met in the Shakespeare Coursework assignment. Bullet point 2 can be met by a suitable work used as the focus for the coursework Prose assignment. Bullet point 3 can be met in Paper 2 Section A. Bullet points 4 and 5 can be met in Paper 1.

In Wales, a specification must require the range of reading assessed to include prose, poetry, and drama. Within this, the range must include the following:

- work from the English literary heritage by at least one major writer with a well-established critical reputation;
- work by a Welsh author writing in English or that has a Welsh setting or special relevance to Wales;
- texts from other cultures and traditions.

The reading assessed should also include:

- non-fiction texts;
- media texts.

Candidates from centres in Wales are not required to include, under bullet point 2 above, a Welsh author or a work that has a Welsh setting or a special relevance to Wales in order to gain GCSE accreditation through this specification. It would of course be possible to meet the Welsh Key Stage 4 requirements through work not submitted for the GCSE qualification.

In this specification, bullet point 1 above is met in the Shakespeare coursework assignment. Bullet point 2 could be met by a suitable author or text used as the focus for the coursework Prose assignment. Bullet point 3 is met in Paper 2 Section A. Bullet points 4 and 5 are met in Paper 1.

---

**4.2 An Integrated English and English Literature Course**

This specification provides a structure for the integration of courses based on this specification and the AQA GCSE English Literature Specification B. AQA GCSE English Specification B may, however, be taken as a separate qualification if desired.

---

**4.3 Rationale**

This specification has been designed to develop candidates' knowledge and understanding of language and literature and to provide progression towards further study through a wide range of reading opportunities, reading and response to both literary and non-literary texts, writing for a variety of purposes, as well as speaking and listening in a range of contexts for a variety of purposes.

In following a course based on this specification candidates will have the opportunity to develop the skills necessary to communicate with clarity and meaning both in writing and orally.

The structure of the specification is designed to assist teachers/tutors in the teaching of Key Stage 4 English, in the development of students' literacy and in providing opportunities to generate evidence of attainment in key skills.

The pre-released material for Paper 1 and the flexibility of text choices for coursework allow teachers/tutors to be actively involved in the assessment process.

This specification is distinctive in having examination papers for both tiers partly based on a booklet of material previously distributed to

centres. This allows examiners to set focused, textually based questions for which candidates can be prepared and supported in class.

**For the 2011 examination, pre-release booklets taken into the examination must not be annotated (see paragraph 8.7). The copy of the pre-release booklet used in class may be annotated. An extra, “clean” copy of the relevant section of the booklet, for use in the examination, will be supplied with each question paper.**

- 
- |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4.4</b> <b>Prior level of attainment and recommended prior learning</b> | No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification.                                                                                                                                                                                                                                                                              |
| <b>4.5</b> <b>Progression</b>                                              | This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post-16 studies. It lays an appropriate foundation for further study of the subject or related subjects. In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning. |
-

## Aims

This specification reflects the aims of the National Curriculum Order for English and is concerned with the development of candidates’:

- a. *speaking and listening*, including their ability to formulate, clarify and express their ideas; adapt their speech to a widening range of circumstances and demands; listen, understand and respond appropriately to others; and, where appropriate, use the vocabulary and grammar of spoken standard English; take part in drama activities;
- b. *reading*, including their ability to read accurately and fluently; understand, respond to and enjoy literature of increasing complexity drawn from the English literary heritage and from other cultures and traditions; and analyse and evaluate a wide range of texts;
- c. *ability to construct and convey meaning in written standard English*, including the use of compositional skills to develop ideas and communicate meaning to a reader; the development of a wide range of vocabulary and an effective style; organising and structuring sentences grammatically and whole texts coherently; the development of essential presentational skills which include accurate punctuation, correct spelling and legible handwriting; and showing a wide variety of forms for different purposes.

**6****Assessment Objectives****6.1 A01***Speaking and Listening (En1)*

Candidates are required to demonstrate their ability to:

- (i) communicate clearly and imaginatively, structuring and sustaining their talk and adapting it to different situations, using standard English appropriately;
- (ii) participate in discussion by both speaking and listening, judging the nature and purposes of contributions and the roles of participants;
- (iii) adopt roles and communicate with audiences using a range of techniques.

**6.2 A02***Reading (En2)*

Candidates are required to demonstrate their ability to:

- (i) read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- (ii) distinguish between fact and opinion and evaluate how information is presented;
- (iii) follow an argument, identifying implications and recognising inconsistencies;
- (iv) select material appropriate to their purpose, collate material from different sources, and make cross references;
- (v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

**6.3 A03***Writing (En3)*

Candidates are required to demonstrate their ability to:

- (i) communicate clearly and imaginatively, using and adapting forms for different readers and purposes;
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features;
- (iii) use a range of sentence structures effectively with accurate punctuation and spelling.

6.4 Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on their Quality of Written Communication. Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of Written Communication is integrated into the assessment of *Writing* in English. The descriptors for coursework and for the assessment of *Writing* in the examination include and embody all three elements of the Quality of Written Communication.

## 7

# Scheme of Assessment

## 7.1 Assessment Components

The Scheme of Assessment comprises three components.

- Written Paper 1
- Written Paper 2
- Coursework

Speaking and Listening (En1) is weighted at 20% of the total mark.

Reading (En2) and Writing (En3) are each weighted at 40% of the total mark.

**Written Paper 1** 1 hour 40 minutes  
30% of the marks

### Section A

One question testing reading and response to pre-released media texts and one question testing reading and response to an unseen non-fiction text (15%).

### Section B

One question testing writing in response to the ‘triplet’ argue, persuade, advise (15%).

**Written Paper 2** 1½ hours  
30% of the marks

### Section A

One question testing reading and response to poetry from different cultures (15%).

### Section B

One question testing writing in response to the ‘triplet’ analyse, review, comment (15%).

**Coursework**  
40% of the marks

Speaking and Listening	20%
Reading	10%
Writing	10%

7.2 Coverage of Assessment Objectives

Assessment Objective	Oral Coursework	Written Coursework				Examination			
		Piece Number				First Paper		Second Paper	
		1	2	3	4	Section A	Section B	Section A	Section B
1.(i)	✓								
1.(ii)	✓								
1.(iii)	✓								
2.(i)				✓	✓	✓		✓	
2.(ii)						✓		(✓)	
2.(iii)						✓		(✓)	
2.(iv)				✓	✓	✓		✓	
2.(v)				✓	✓	✓		✓	
3.(i)		✓	✓				✓		✓
3.(ii)		✓	✓				✓		✓
3.(iii)		✓	✓				✓		✓

(✓) indicates may be covered

The mark scheme for each question paper also contains a grid showing how assessment objectives are assessed.

### 7.3 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)							Overall Weighting of AOs (%)
	Paper 1	Paper 2	S & L	Coursework				
				1	2	3	4	
AO1 Speaking and Listening	–	–	20					20
AO2 Reading	15	15				5	5	40
AO3 Writing	15	15		5	5			40
<b>Overall Weighting of Units (%)</b>	30	30		40				<b>100</b>

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

### 7.4 Differentiation

#### Terminal Examination

In the terminal examination differentiation is achieved by tiered papers. Two tiers are offered.

Foundation Tier (Tier F) targeting Grades C to G

Higher Tier (Tier H) targeting Grades A\* to D

Candidates may be entered for a single tier only in English in any sitting of the examination. However, candidates may be entered for a different tier in English Literature.

A safety net for candidates entered for the Higher Tier is provided, where a Grade E is available. Candidates achieving less than the minimum mark for Grade E on the Higher Tier (H) will be recorded as 'Unclassified'. Candidates entered for the Foundation Tier (F) will not be awarded higher than a Grade C.

While some reading or other stimulus materials are common to both Tier F and Tier H papers in the terminal examination, tasks are differentiated to allow appropriate access to all assessment objectives for all candidates. This differentiation is achieved both through the requirements of the tasks themselves and through the use of supporting prompts and structures for Tier F candidates.

Candidates appropriately entered for Tier H are likely to be confident readers who are able to follow ideas and arguments and are sensitive to implicit meanings and inconsistencies; their use of standard English will be accurate, sustained, and appropriately adapted to audience and purpose.

Candidates appropriately entered for Tier F are likely to be those whose reading skills may be less critical and inferential, and/or whose use of standard written forms of English is not consistently fluent or accurate. Such candidates will be helped in meeting the assessment objectives by the nature and structure of tasks in the Tier F papers.

### **Coursework**

Coursework provides opportunities for the teacher to differentiate work in all three Attainment Targets of *Speaking and Listening*, *Reading* and *Writing*. Differentiation may be achieved by using different reading or other stimulus materials, by varying the tasks set, or sometimes by the outcomes of common tasks using common materials. The teacher must judge which method will enable individual candidates to demonstrate their best achievements in each of the Attainment Targets.

Detailed guidance on setting appropriate coursework tasks is given in Section 12.

# Subject Content

## 8

## Summary of Subject Content

### 8.1 Required Content Speaking and Listening (En1)

A course of study based on this specification must provide the following range of experiences to develop the skills and abilities listed in the assessment objectives. This specification enables coverage of *Speaking and Listening*, including the opportunity for group work, for an extended individual contribution, and drama-focused activity (e.g. working in role or on scripted or unscripted scenes). The course will provide opportunities to:

- explain, describe, narrate;
- explore, analyse, imagine;
- discuss, argue, persuade;

by means of a group discussion, a drama focused activity and an extended individual piece.

### Reading (En2)

The range of *Reading* assessed must cover aspects of the requirements exemplified in paragraphs 7-9 of the programme of study for En2 Reading in Key Stages 3 and 4 in *English in the National Curriculum*, pages 50-51. In England a specification must cover prose, poetry and drama texts including:

- a play by Shakespeare
- work from the English Literary Heritage by at least one major writer with a well-established critical reputation (paragraph 8(a) of the Reading programme of study)
- texts from different cultures and traditions.

The range of *Reading* must also include:

- non-fiction texts
- media texts.

### Writing (En3)

The range of *Writing* must include, in a variety of forms and genres, writing to:

- explore, imagine, entertain;
- inform, explain, describe;
- argue, persuade, advise;
- analyse, review, comment.



8.3 Paper 1 1 hour 40 minutes	<ul style="list-style-type: none"> <li>• <b>Section A</b> requires <i>Reading</i> responses to a <i>non-fiction</i> unseen article, feature or extract. There will be different pieces for Foundation Tier and Higher Tier. Questions will relate to understanding content, the effect of language and audience. There will also be questions in Section A which invite responses to a selection of Media texts in a booklet of pre-released material. Questions for <i>Media</i> will focus on two or three of the pieces in the pre-release booklet and will relate to presentation, different registers, audience, tone, language and the effect of any images.</li> <li>• <b>Section B</b> requires <i>Writing</i> in response to the ‘triplet’ argue, persuade, advise.</li> </ul> <p>Candidates will be advised to spend 1 hour on Section A and 40 minutes on Section B. Candidates will be advised to spend 10 minutes at the start of the examination reminding themselves of the content of the pre-release booklet for Paper 1.</p>
8.4 Paper 2 1½ hours	<ul style="list-style-type: none"> <li>• <b>Section A</b> requires <i>Reading</i> responses to a single question comparing an unseen poem with one or more of a group of poems drawn from different cultures and traditions and issued to centres in the booklet of pre-release material previously circulated for Paper 1. The Foundation Tier unseen poem will be different from the Higher Tier unseen poem.</li> <li>• <b>Section B</b> requires <i>Writing</i> in response to the ‘triplet’ analyse, review, comment.</li> </ul> <p>Candidates will be advised to spend 45 minutes on Section A and 45 minutes on Section B.</p>
8.5 Pre-release Booklet	<p>The pre-release booklet will be issued to centres entering candidates for the examination in January preceding the Summer examination.</p> <p>For <b>Paper 1</b> Section A <i>Media</i>, there will be 6 – 10 media extracts of various forms. These can include news stories, images, cartoons, letters, leaders from tabloid or broadsheet newspapers, web sites on one issue (e.g. the rail network) or one news story (e.g. Floods in Mozambique).</p> <p>For <b>Paper 2</b> Section A <i>Poetry</i>, there will be 8 – 10 poems of varying length, drawn from different cultures and traditions. Both tiers of examination will use the same pre-release material. The pre-release booklet will be used for Summer and the following Winter examination each year. Three or four of the poems may be carried over from one year’s examination pre-release booklet to the next.</p>
8.6 Examinations and Pre-Release Booklet for Specification B (Mature)	<p>The examination papers for Specification B (Mature) will follow the same format as those for Specification B. The subject matter addressed by the questions will be more suited to mature candidates than that in Specification B.</p> <p>In the pre-release booklet, Media material will be selected that is judged more suited to mature candidates than that used for Specification B. The Mature syllabus may use the same pre-released poems as Specification B.</p>

8.7 Annotation

For the 2009 examination, the pre-release booklet used in class may be annotated, but this may not be taken into the examination. An extra, ‘clean’ copy of the relevant section of the booklet, for use in the examination, will be supplied with each question paper.

8.8 Coursework

**Coursework Folder**

Coursework submitted by candidates for assessment must consist of:

- The assessment of *Speaking and Listening* (En1)
  - ◆ Individual extended contribution
  - ◆ Group interaction
  - ◆ Drama-focused activity.
- **Two** responses to *Writing* (En3) and **two** responses to *Reading* (En2), comprising:
  - 1 Personal Writing (1), providing opportunities to *explore, imagine, entertain* (En3).
  - 2 Personal Writing (2), providing opportunities to *inform, explain, describe* (En3).
  - 3 Response to Shakespeare (En2).
  - 4 Response to Prose (En2).

Responses to coursework Tasks 3 and 4 above may be used as ‘cross-over’ pieces for GCSE English Literature Specification B so long as the requirements of both specifications are met.

N.B. Candidates’ performances in *Speaking and Listening* are **not** reported separately.

8.9 Integrated English and English Literature Course

Where GCSE candidates are entered for AQA Specification B in both English and English Literature, an integrated course of teaching is facilitated through

- the use of ‘cross-over’ coursework responses which can meet coursework requirements for English Literature;
- the opportunity to assess oral coursework for both English and English Literature, against the relevant assessment objectives.

When planning an integrated course, teachers must ensure that the overall content and assessment requirements of both specifications are fully satisfied.

## Key Skills and Other Issues

### 9

## Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

### 9.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number, Communication and Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance, Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be down loaded from the QCA Website (<http://www.qca.org.uk/keyskills>).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this specification for English Specification B and Specification B (Mature) can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication, Information Technology, Improving own Learning and Performance, Working with Others* and *Problem-Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to produce evidence for Part B of the units, are signposted below.

Opportunities for developing and generating evidence in *Application of Number* are not readily available in this specification.

## 9.2 Key Skills Opportunities in English Specification B and B (Mature)

The nature of English as a subject makes it an ideal vehicle to assist candidates in the development of knowledge and understanding of the Key Skills of *Communication*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving*, and to produce evidence of their application. This is especially true of *Communication* which will form an essential feature of any English Specification. *Information Technology* may be used for homework, for research and in coursework.

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the five Key Skills at Level 1 or Level 2, in the teaching and learning occurring during the course. The degree of opportunity will depend upon a number of centre-specific factors, including teaching strategies and level of resourcing.

### Communication Level 1

What you must do ...	Opportunities for Acquiring Evidence in Subject Content
C1.1 Take part in discussions	✓
C1.2 Read and obtain information	✓
C1.3 Write different types of documents	✓

### Communication Level 2

What you must do ...	Opportunities for Acquiring Evidence in Subject Content
C2.1a Contribute to discussions	✓
C2.1b Give a short talk	✓
C2.2 Read and summarise information	✓
C2.3 Write different types of documents	✓

**Information Technology Level 1**

<b>What you must do ...</b>	<b>Opportunities for Acquiring Evidence in Subject Content</b>
<b>IT1.1</b> Find, explore and develop information	✓
<b>IT1.2</b> Present information, including text, numbers and images	✓

**Information Technology Level 2**

<b>What you must do ...</b>	<b>Opportunities for Acquiring Evidence in Subject Content</b>
<b>IT2.1</b> Search for and select information	✓
<b>IT2.2</b> Explore and develop information and derive new information	✓
<b>IT2.3</b> Present combined information, including text, numbers and images	✓

**Working with Others Level 1**

<b>What you must do ...</b>	<b>Opportunities for Acquiring Evidence in Subject Content</b>
<b>WO1.1</b> Confirm what needs to be done and who is to do it	✓
<b>WO1.2</b> Work towards agreed objectives	✓
<b>WO1.3</b> Identify progress and suggest improvements	✓

**Working with Others Level 2**

<b>What you must do ...</b>	<b>Opportunities for Acquiring Evidence in Subject Content</b>
<b>WO2.1</b> Plan work and confirm working arrangements	✓
<b>WO2.2</b> Work co-operatively towards achieving identified objectives	✓
<b>WO2.3</b> Exchange information on progress and agree ways of improving work with others	✓

**Improving Own Learning and Performance Level 1**

<b>What you must do ...</b>	<b>Opportunities for Acquiring Evidence in Subject Content</b>
<b>LP1.1</b> Confirm short-term targets and plan how these will be met	✓
<b>LP1.2</b> Follow plan to meet targets and improve performance	✓
<b>LP1.3</b> Review progress and achievements	✓

**Improving Own Learning and Performance Level 2**

<b>What you must do ...</b>	<b>Opportunities for Acquiring Evidence in Subject Content</b>
<b>LP2.1</b> Help set short-term targets and plan how these will be met	✓
<b>LP2.2</b> Use plan and support from others, to meet targets	✓
<b>LP2.3</b> Review progress and identify evidence of achievements	✓

**Problem Solving Level 1**

<b>What you must do ...</b>	<b>Opportunities for Acquiring Evidence in Subject Content</b>
<b>PS1.1</b> Confirm understanding of given problems	✓
<b>PS1.2</b> Plan and try out ways of solving problems	✓
<b>PS1.3</b> Check if problems have been solved and describe the results	✓

**Problem Solving Level 2**

<b>What you must do ...</b>	<b>Opportunities for Acquiring Evidence in Subject Content</b>
<b>PS2.1</b> Identify problems and come up with ways of solving them	✓
<b>PS2.2</b> Plan and try out options	✓
<b>PS2.3</b> Apply given methods to check if problems have been solved and describe the results	✓

**9.3 Further Guidance**

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill are given in the AQA specification support material, particularly the *Teachers' Guide*.

**9.4 Exemptions from the Key Skills External Tests**

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

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

10

## Spiritual, Moral, Ethical, Social, Cultural and Other Issues

---

### 10.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

The study of English can contribute greatly to candidates' understanding of spiritual, moral, ethical, social and cultural issues whilst developing the skills of *Reading, Writing, Speaking and Listening*.

#### Spiritual

Through the study of English, candidates are able to explore the human condition and evaluate their own existence and values in relation to society. In developing their skills in general candidates can address a wide range of psychological and sociological human issues. Fiction and non-fiction textual reading and discussion will often deal with issues of conflict or concern which face individuals or groups, and as a consequence candidates will explore a wide range of human desires, motivation, interaction and behaviour.

#### Moral and Ethical

The analysis and appreciation of the subject matter of the English specification encourages understanding of moral and ethical issues. Throughout the course of study candidates will face challenge in debate (En1) and study (En2, and En3) which will foster recognition and sympathetic awareness of others' values and beliefs.

#### Social and Cultural

The study of English through its language and literature, both historically and in a contemporary context, promotes an awareness of the factors which influence people. Exploring the link between ideas and emotions can bring candidates to a more rational interpretation of the values and patterns of humanity which form the basis of a society's cultural identity.

---

### 10.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers.

---

### 10.3 Environmental Issues

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "*Environmental Responsibility: An Agenda for Further and Higher Education*" 1993 in preparing this specification and associated specimen papers.

---

### 10.4 Citizenship

Knowledge, skills and understanding about becoming informed citizens can be acquired and applied through a course of study based on this specification. Candidates have the opportunity to develop skills of enquiry and communication throughout the course in class, home or coursework.

Through the study of fictional and non-fictional texts, and texts from media and other cultures, candidates will have opportunities to reflect upon and evaluate their personal roles within the wider community, become aware of contemporary political, moral, social and cultural issues, and the use and abuse of statistics. They will be able to develop the skills of expressing, justifying and defending orally and in writing a personal viewpoint on such issues.

---

**10.5 Avoidance of Bias**

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

---

**10.6 Health and Safety**

In studying English candidates should be encouraged to develop a sense of responsibility for the health and safety of the self and others.

---

**10.7 ICT**

Opportunities should be exploited to develop skills in ICT as they arise. For example, PC-based presentation packages can be used to provide visual aids within *Speaking and Listening* assignments. Similarly, research on authors studied, for example, during preparation for class work or coursework, would be enhanced by utilising the internet to access relevant web sites, or using, for example, a CD-Rom based encyclopaedia. ICT can form the basis of attractive tasks designed to assist with the assimilation of and familiarisation with the subject content of all options. For example, candidates might be encouraged to devise an intranet web page, designed for younger members of the school, based on a poem, play, issue or theme.

Candidates might also be encouraged to develop their own facility in the subject by creating ICT-based resources useful for others, such as an intranet-based resource bank based on an author, poem, group of poems, a theme, an issue, or a media text. Another application might be the construction of an intranet chat room, to be used for exploration and discussion of any of the issues or themes identified during the course of studying the specification.

Candidates might also make use of, for example, email to survey views on a particular issue identified during the course. Electronic presentation packages might be employed to enhance presentations of the findings of such research.

Equally, word processing of coursework, incorporating scanned images and integrated statistical data, where appropriate, might enhance the effectiveness of class work and coursework and could provide evidence for the attainment of the Key Skill of IT at Level 2.

## Centre-Assessed Component

11

### Nature of the Centre-Assessed Component

#### 11.1 Oral Coursework

Candidates are required to undertake a suitable range of speaking and listening activities for the following **skill areas**:

- explain, describe, narrate;
- explore, analyse, imagine;
- discuss, argue, persuade.

These activities should be integrated with *Reading* and *Writing* tasks and should have an authentic and genuine relevance for the candidate. Such activities should occur regularly throughout the course in both formal and informal settings as support for the development of the *Speaking and Listening* skills.

The range of tasks that might occur are: individual presentations, discussion, role play, improvisation, scripted work, accounts, descriptions and explanations, dialogue, conversation, argument, debate and so on. These must include the following **contexts**:

- an extended individual contribution;
- drama focused activity;
- discussion work in pairs or larger groups.

The best three performances which cover the range of skills and contexts above should be selected from the course records and the coverage indicated on the *Candidate Record Form*. The selection should show that the candidate has:

- communicated clearly, structured and organised talk, and adapted it to different situations;
- used standard English where appropriate;
- listened to and understood varied speech;
- participated in discussion and judged the nature and purposes of contributions and the roles of participants;
- participated in drama activities.

These achievements might be demonstrated through a range of tasks, for example:

- a planning session for a written task undertaken with a partner;
- a role play of a key incident in a text;
- a presentation with others in a whole school assembly;

- participation in an open forum debate;
- collaboration in a group presentation for a television news item.

Attention should be focused on the importance of *Listening* as well as *Speaking* in activities where an appropriate response is dependent upon effective *Listening*. There should be opportunities to develop confidence in using standard spoken English in situations which require it, such as formal presentations, public speaking and some role-play situations. Candidates should recognise that language changes and develops over time and should appreciate regional and social variations in speech.

## 11.2 Written Coursework

The aim of written coursework is to exemplify the candidate's personal commitment to *Reading* and *Writing* which has been undertaken during the course.

The final selection for the folder must contain **four pieces** of work:

- 1 **Personal Writing (1)**, providing opportunities to *explore, imagine, entertain* (AO3i-iii);
- 2 **Personal Writing (2)**, providing opportunities to *inform, explain, describe* (AO3i-iii);
- 3 **Response to Shakespeare** (AO2i; AO2iv-v)
- 4 **Response to Prose** (AO2i; AO2iv-v)

Pieces 1 and 2, Personal Writing - must be assessed using the assessment criteria for *Writing* which seeks to *explore, imagine, entertain* and to *inform, explain, describe* respectively. Pieces 3 and 4 must be assessed using the assessment criteria for *Reading*.

Centres are encouraged to devise tasks that fully integrate *Reading* and *Writing* with *Speaking and Listening*.

Centres are encouraged to integrate English and English Literature coursework in a single folder. To this end, pieces which meet requirements 3 and 4 above may be submitted for assessment for the GCSE English Literature course offered by AQA Specification B, providing they meet all the relevant assessment objectives for both specifications and **are assessed discretely against the two sets of specification criteria**. Such pieces should be identified on the *Candidate Record Form*.

Coursework pieces will vary in length according to purpose, audience and the individual attainment of each candidate. There is no minimum or maximum word limit for individual pieces: fitness for purpose is the guide, so that whilst more concentrated responses might be particularly appropriate for Personal Writing (1), written responses to any of the other three areas are likely to be more sustained. Excessive length should, however, be avoided.

Coursework pieces should be given clear titles and assessed against the criteria for the relevant assessment objectives. **At least one** handwritten piece must be included.

11.3 Oral Responses to *Reading* (En2)

**One** of the pieces of *Reading* (En2) coursework (i.e. Response to Shakespeare or Response to Prose) may be an oral response. Details of this must be recorded on the *Candidate Record Form* (see website). A brief written description of the activity, by the candidate, must be included with this form and be sufficiently detailed to explain what the candidate did. It is **not** however, assessed.

An oral response may count towards only **two** coursework components in a joint English/English Literature Specification B submission i.e. any **two** from En1, En2 and English Literature, but **not** all three.

---

11.4 Drafting of Coursework

Where work is drafted and re-drafted the role of the teacher is to give general advice, thus enabling the candidate to make specific amendments on her/his own initiative. This level of advice is acceptable, whereas proof reading, where the teacher points out detailed errors, omissions and amendments for the candidate to correct in a subsequent draft, is inadmissible; ‘fair copies’ of previously marked work must not be submitted for assessment, nor are early drafts of work required. In a combined English and English Literature folder at least **one** response must be in the candidate’s own handwriting. Other responses may be submitted in a typed or word-processed format.

## 12

## Guidance on Setting the Centre-Assessed Component

### 12.1 En1 and Written Coursework

Oral and written coursework permit flexibility and differentiation in task setting, provide the freedom to organise work over the duration of the course and offer a chance for candidates to demonstrate personal commitment.

AQA values a close connection between written and oral coursework so that the quality of the one may enhance the quality and content of the other. Both are supported and encouraged by an advisor who may visit the centre in a monitoring/advisory capacity.

### 12.2 En1 Coursework

The skill areas:

- discuss, argue, persuade;
- explore, analyse, imagine;
- explain, describe, narrate;

are common to those used in previous syllabuses. In order to bring *Speaking and Listening* at GCSE into line with the National Curriculum three further contexts have been added:

- extended individual contribution;
- drama-focused activities;
- a group interaction.

Teachers/tutors can devise tasks which fit these contexts using a combination of the skill areas which need to be addressed:

- the drama context may be covered through *discuss, argue, persuade* in a role play to justify a character's actions. Equally, it may meet *explore, analyse, imagine* through an improvisation which deals with the implications and complexities of a situation such as homelessness or family conflict.
- The individual extended contribution could be illustrated through a formal debate in which the candidate takes a leading role to *discuss, argue and persuade*. Equally, the skill area *explore, analyse, imagine* could be covered by a candidate taking the lead in a seminar offering an interpretation of a text.

More detailed examples of tasks covering skill areas and contexts will be given in the *Teachers' Guide*.

### 12.3 Written Coursework (En2/3)

Candidates will be assessed on four pieces of coursework. Between them, these four pieces should cover a substantial range of the assessment objectives for *Reading* and *Writing* (see Section 6).

The suggestions for Coursework Assignments provided below are illustrative only: they are neither prescriptive nor exhaustive. Each response must state clearly the title of the task and the details of the text(s) or other stimulus material(s) used.

#### **Piece 1: Personal Writing: Fiction**

Personal Writing: Fiction must provide opportunities to **explore**, **imagine** and **entertain** and could include any of the following:

- story writing derived from imaginative sources;
- fictional pieces which explore people and places in an entertaining way;
- a selection of the writer's own poetry, with a description of how and where it came to be written;
- a diary entry expressing the thoughts and feelings of an imaginary character or a character from fiction;
- a piece of dialogue or play-script exploring the writer's thoughts and ideas.

#### **Piece 2: Personal Writing: Non-Fiction**

Personal Writing: Non-Fiction must provide opportunities to **inform**, **explain** and **describe** and could include any of the following:

- an autobiographical or biographical piece which describes a selected time in the writer's life or the life of somebody of interest to him or her;
- a piece of continuous prose which describes the writer's feelings or explains his or her point of view on a particular subject;
- an article for a quality magazine which is an informal account of a topic of interest to the writer;
- a discursive essay explaining two sides of an issue of current interest;
- a research piece drawing on a variety of non-fiction sources which describes a topic and explains the writer's interpretation;
- an account of an actual event which informs the reader of the details and describes the writer's impression.

#### **Piece 3: A Response to a Shakespeare play**

It is important to note that, in order to comply with the requirements for this component, students must have **read** a play by Shakespeare in its entirety.

The kinds of writing task which might be set in response to the reading and study of a Shakespeare play could include the following:

- a critical essay with textual reference which shows understanding of the plot and main characters in the play;
- a critical essay which makes a personal response to the themes and ideas in the play;
- a review of a performance of the play which includes some aspects of the candidate's own interpretation of the text;
- an essay on one selected aspect of Shakespeare's language, e.g. the imagery or poetry in the play.

#### **Piece 4: Prose Study**

This response should demonstrate some of the candidate's range and variety of assessed reading required by the Key Stage 4 Programme of Study in *English in the National Curriculum* (see Appendix F for the details of the National Curriculum provisions).

The prose studied can be pre- or post-1914 but must be a substantial text chosen from the English Literary Heritage as defined in *English in the National Curriculum*. For the purposes of this specification, 'substantial' means **either** a novel **or** a minimum of five or six short stories. Where a collection of short stories is chosen, the reading should be seen to have a similar demand of that of a novel in terms of complexity, range and sustained reading.

This response must refer to either a work or works of prose fiction published before 1914 and written by an author named in the list in Appendix F or a text or texts by an author with a well-established critical reputation whose works were published after 1914. The text or texts must be of sufficient substance and quality to merit serious study.

Suitable assignments might include:

- An analysis of the significance of a chapter of a novel to the novel as a whole, including some of the novel's broader issues and concerns.
- An exploration of the author's approach to a particular theme or character in a novel or across a range of short stories noting the effects of social, historical or cultural influences on the text.
- An examination of a genre such as the detective story in a range of stories by Arthur Conan Doyle.
- A comparison of the approach to a particular issue or theme, such as relationships between men and women, across a range of short stories which allows candidates to explore different cultural contexts.
- A study of the author's use of settings in the novel or a range of short stories.
- A structured interview with the teacher concerning the candidate's response to and understanding of key features of the text and the writer's choices of language and structure.

- A comparative study of an author's approach or writers' approaches in more than one text.
- A study of Golding's use of symbolism in *Lord of the Flies*.
- An analysis of the importance of one or more characters in a novel.
- A study of a writer's technique across a range of short stories.

**Where the responses to Piece 3 and Piece 4 are being used as 'cross-over' pieces in a joint submission with English Literature B, the candidate must in addition demonstrate awareness of social and historical influences on texts, the cultural contexts within which they were written or set, together with the significance of the relevant literary traditions.**

## 13

## Assessment Criteria

## 13.1 Introduction

Assessment criteria for *Speaking and Listening* and for *Reading* of Shakespeare, poetry and prose have been devised by the GCSE examining groups in collaboration with QCA and are common to all groups. The use of common assessment criteria is designed to strengthen inter-board comparability of assessment. Assessment criteria for personal writing are specific to this AQA specification.

Teachers should use their professional judgement to select and apply the criteria appropriately and fairly to the work of candidates. Each successive grade description assumes the continued demonstration of the qualities described in the lower grades.

Candidates should be awarded the appropriate mark within any range on a 'best fit' basis, making allowance for balancing strengths and weaknesses within each response. When assessing coursework assignments teachers should follow the procedure set out below.

- Teachers should make a broad judgement using the general criteria.
- This initial judgement should then be further refined using the specific criteria.

Criteria for personal writing and for written response to literary texts are to be found in Appendix E and should be referred to when marking the relevant coursework pieces.

Once the selection of the three assessed activities covering a range of purposes for *Speaking and Listening* has finally been made, a mark should be determined in the same way for the four pieces selected for *Writing* and *Reading*. Three marks are available for each grade: the median mark for work which is securely within the grade band, the lower mark for work which just meets the grade description and the higher mark for work which has some characteristics of the next highest grade.

## 13.2 Criteria

See Appendix D for the criteria for En1 coursework assessment and Appendix E for the written coursework assessment criteria.

## 13.3 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the *Candidate Record Form*, with supporting information given in the spaces provided. A specimen *Candidate Record Form* can be found on the AQA website; the exact design may be modified before the operational version is issued.

## 14

# Supervision and Authentication

---

### 14.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate with confidence the work of each candidate.

Oral work must be undertaken in the presence of the teacher, normally on school or college premises but occasionally elsewhere; for example, public meetings, debates or school visits. The individual performance of the candidate must be clearly identified as part of the teacher's record-keeping procedure.

---

### 14.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the *Candidate Record Form* and taken account of in the assessment.

Completed coursework should be kept safely and securely on school or college premises and may be returned to candidates after the issue of results providing it is not required for re-marking as part of an Enquiry upon Results.

---

### 14.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA *Regulations* concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA *Regulations*.

---

### 14.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

---

## 15

## Standardisation

- 
- 15.1 Standardisation Meetings** To assist teachers in coursework assessment, a full day's local standardisation meeting is held annually in the Autumn term. Attendance at the standardisation meeting is compulsory for centres entering candidates. At least one teacher per centre must attend. Any centre which fails to be represented must notify the AQA of the reasons for that failure. The standardisation of English Specification B and B (Mature) takes place at the same meeting as the standardisation of English Literature Specification B. The meeting will be led by an AQA Coursework Adviser.
- 
- 15.2 Standardisation Material** Centres will receive a set of printed materials to enable standardisation of the assessment of *Reading* (En2) and *Writing* (En3) coursework. Additional materials may also be sent.
- 
- 15.3 Internal Standardisation of Marking** The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by the AQA. The centre is required to send to the moderator the *Centre Declaration Sheet*, signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.  
A specimen *Centre Declaration Sheet* can be found on the AQA website.
- 
- 15.4 Standardisation of En1** A number of centres will be visited routinely each year by a moderator, so that AQA is satisfied that appropriate arrangements for the assessment and standardisation of En1/oral coursework are in place.
-

## 16

## Administrative Procedures

16.1 Recording Assessments	The candidates' work must be marked according to the assessment criteria set out in Appendices D and E. The marks and supporting information must be recorded in accordance with the instructions in Appendix B. The completed <i>Candidate Record Form</i> for each candidate must be attached to the work and made available to AQA on request.
16.2 Pre-release Distribution	Pre-release materials are despatched to centres in January on the basis of Estimated Entries. Centres should ensure that Estimated Grades are submitted at the appropriate time.
16.3 Submitting Marks and sample work for moderation	The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date.
16.4 Sample of work for Moderators	<p>Centres will be informed of candidates whose work is required for moderation, details of the Moderator to whom the work must be sent, and the date by which it must be despatched. The samples must consist of complete folders of candidates' work including:</p> <ul style="list-style-type: none"> <li>• all of the assessed pieces</li> <li>• the <i>Candidate Record Form</i></li> <li>• the <i>Centre Declaration Sheet</i></li> <li>• (where appropriate) the <i>Mark Reductions for Incomplete Folder Form</i> (See para. 16.6)</li> </ul> <p>Each piece of work must state clearly the title of the task and details of any texts or other stimulus used. It should show the candidate's name and centre details. Work should be suitably packaged to ensure safe transit through the post, but should not be enclosed in plastic wallets or ring binders; the use of treasury tags to secure work is recommended.</p> <p>AQA reserves the right to call for additional samples of candidates' work to confirm a centre's standard of marking. In cases where a centre's standards of marking or consistency of internal standardisation are seriously in question, the work of all candidates will be called for moderation.</p>
16.5 Factors Affecting Individual Candidates	<p><b>Absence</b></p> <p>Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments. Attention is drawn to the regulations on incomplete folders in Paragraph 16.6. Where it is not possible to award a coursework mark for a candidate in either <i>Speaking and Listening</i> (En1) and/or <i>Reading/Writing</i> (En2/3), 'ABS' must be recorded on the mark sheet.</p>

**Illness or other exceptional circumstances**

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

**Lost Work**

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

**Special Help**

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.

**Centre Transfer**

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

---

**16.6 Incomplete Folders**

Where a candidate fails to present a complete En2 or En3 submission for assessment, or fails to take part in sufficient En1 activities to allow three assessments to be made, an initial mark should be awarded (using the appropriate criteria in Appendix D) which reflects the overall achievement of the candidate irrespective of the number of responses submitted. This mark should then be reduced *pro-rata* to the nearest whole number, i.e. by one third for each missing En1 assessment, one half for each missing En2 or En3 response. Where appropriate, a completed *Mark Reductions for Incomplete Folder Form* should be attached to each incomplete folder, showing how the mark for English has been reduced. The mark applied for Quality of Written Communication will be unaffected.

---

**16.7 Retaining Evidence**

Completed coursework should be kept safely and securely in school or college premises and may be returned to candidates after the issue of results providing it is not required for re-marking as part of an Enquiry about Results. If an Enquiry upon Result is to be made, the work must remain under secure conditions until requested by AQA.

## Moderation

### 17.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date in the year in which the qualification is awarded.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates in which case the coursework and *Candidate Record Forms* for these candidates must be submitted. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

### 17.2 Joint English/English Literature Folders

Where candidates are entered for both English and English Literature Specification B, only **one** folder is required. All relevant information for both subjects must appear on **one** *Candidate Record Form*.

### 17.3 Moderation of En1 and Oral Coursework

#### Training Videotape

In the first two years of the examination, and thereafter not more than once every two years, centres will receive a training videotape showing a range of *Speaking and Listening* (En1) activities undertaken by several candidates. It is a requirement of the specification that, where there is more than one teacher responsible for the internal assessment of En1, staff meet to discuss the training tape.

A sample of each teacher's candidates must be re-assessed by another teacher for internal standardisation purposes.

Annual teacher standardisation meetings will be held by AQA. The meeting will deal with the standardisation of En1/oral assessments, and written coursework assessments for English Specification B, B (Mature) and English Literature Specification B. A representative from each centre will be expected to attend each year's meeting.

#### Moderators' Visits

Where the marks submitted show that a centre's accuracy in oral assessment is in doubt, and/or where the written records for En1 or an oral En2 response are inadequate, the following possible actions will be prompted:

- report to centre;
- advisory visit in the following year (in more serious cases);
- moderation visit the following year (in the most serious cases).

There will be a regular cycle of advisory visits. The purpose of these is to satisfy AQA that the appropriate arrangements for the assessment and standardisation of En1/oral coursework are in place.

### **Adjustment of Marks**

Where there is evidence that the centre's marking differs significantly from the AQA standard, taking other evidence into account where applicable (e.g. pattern of marks, centre history, reports on previous visits), an adjustment will be applied to the centre to bring its marking into line with the AQA standard.

---

#### **17.4 Post-Moderation Procedures**

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The majority of coursework samples will be returned to centres immediately following moderation. Some samples will, however, be retained for the purposes of awarding and/or for use as standardising, exemplification or archive material.

After results have been issued, all centres will receive a report from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

# Awarding and Reporting

## 18

## Grading and Re-Sits

18.1 Qualification Titles	The qualification based on this specification has the following title: AQA GCSE in English.
18.2 Grading System	The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.
18.3 Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
18.4 Separate Reporting of Speaking and Listening (En1)	Candidates' performances in <i>Speaking and Listening</i> will no longer (from 2004) be reported separately from the overall assessment in GCSE English. The marks awarded to a candidate for <i>Speaking and Listening</i> will still count towards their overall GCSE English grade.
18.5 Re-Sits	Individual components may not be re-taken, but candidates may retake the whole qualification more than once.
18.6 Supplementary Examination	A supplementary examination in English in both tiers is held in the November following the Summer examination for Specification B (but not Specification B (Mature)). Pre-release material issued for the previous Summer's examinations remains valid for use in the November examination. Entries are accepted from any centre, regardless of whether candidates were entered for the preceding Summer examinations.
18.7 Carrying Forward of Centre-Assessed Marks	Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
18.8 Awarding and Reporting	The regulatory authorities, in consultation with GCSE Awarding bodies, developed a Code of Practice for GCSE qualifications introduced in September 2000. This specification complies with the grading, awarding and certification requirements of the revised <i>GCSE, GCE and AEA Code of Practice April 2009</i> .

# Appendices

## A

### Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

**Grade A** In a range of contexts, candidates select and use appropriate styles and registers. They vary their sentence structure, vocabulary and expression confidently for a range of purposes. They sustain discussion through the use of a variety of contributions, listening with sensitivity. They show assured use of standard English in a range of situations and for a variety of purposes.

Candidates articulate and sustain their responses to texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They identify and analyse argument, opinion and alternative interpretations, making cross references where appropriate. They make apt and careful comparison within and between texts.

Candidates' writing has shape and assured control of a range of styles. Narratives use structure as well as vocabulary for a range of effects and non-fiction is coherent, logical and persuasive. A wide range of grammatical constructions is used accurately. Punctuation and spelling are correct; paragraphs are well constructed and linked to clarify the organisation of the writing as a whole.

**Grade C** Candidates match their talk to the demands of different contexts. They use varied vocabulary and organise their talk to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, varying how and when they participate. They show confident use of standard English in situations which require it.

Candidates show understanding of the ways in which meaning and information are conveyed in a range of literary and non-literary texts. They give personal and critical responses to literary texts, referring to aspects of language, structure and themes in justifying their views. They select and summarise a range of information from different sources.

Candidates' writing engages and sustains the reader's interest. It shows adaptation of style and register to different forms, including using an impersonal style where appropriate. Candidates use a range of sentence structures and varied vocabulary to create effects. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader. Spelling is accurate and handwriting is neat and legible.

**Grade F** Candidates talk and listen in a range of contexts. Their talk is adapted to the purpose; developing ideas, describing events and conveying their opinions clearly. In discussion, they listen with concentration and make contributions which are responsive to others' ideas and views. They use some of the core features of standard English vocabulary and grammar appropriately.

In responding to a range of texts, candidates show understanding of key ideas, themes, events and characters, using inference and deduction. They refer to aspects of texts when explaining their views. They locate and retrieve ideas and information from different sources.

Candidates' writing communicates clearly, shows liveliness and is organised. The main features of different forms are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The grammatical structure of simple and some complex sentences is usually correct. Spelling is usually accurate. Full stops, capital letters and question marks are used correctly and other punctuation is also used, mostly accurately. Handwriting is legible.

**B**

## Record Forms

Candidate Record Forms and Centre Declaration Sheets are available on the AQA website in the Administration area. They can be accessed via the following link  
[http://www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php)

C

## Overlaps with other Qualifications

The reading involved in the coursework for this specification may overlap with that in AQA GCSE English Literature Specification B, but there are otherwise no explicit overlaps with other qualifications.

## D

# Oral Coursework Assessment

## Coursework Assessment Criteria - Speaking and Listening

N.B. GCSE grade to mark equivalents are given for general guidance only.

Mark Range	General Criteria	Specific Criteria			GCSE Grade
		Explain • Describe • Narrate	Explore • Analyse • Imagine	Discuss • Argue • Persuade	
0-3	Candidates demonstrate limited achievement in <i>Speaking and Listening</i>				U
4-6	<p>Candidates speak and listen about personal interests in familiar contexts. They listen to others and recall the main features of what they hear. They show some recognition of the functions of standard English</p> <ul style="list-style-type: none"> <li>- in individual extended contributions, they show limited awareness of the listeners</li> <li>- in group interactions, they listen and make some contribution to discussion</li> <li>- in drama-focused activities, they can adopt a simple role</li> </ul>	<ul style="list-style-type: none"> <li>• use straightforward vocabulary and chronology</li> <li>• give a simple account or narrative with some detail</li> <li>• give brief responses to general points</li> </ul>	<ul style="list-style-type: none"> <li>• make general contributions</li> <li>• begin to follow and respond to main points or issues</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond to some points made by others</li> <li>• occasionally make contributions</li> <li>• express a point of view</li> </ul>	G
7-9	<p>Candidates speak clearly in a range of familiar contexts, adapting talk to audience and purpose. They listen carefully to a range of talk and respond to others' ideas and views. They use features of standard English vocabulary and grammar appropriately.</p> <ul style="list-style-type: none"> <li>- in individual extended contributions, they show some awareness of the listeners</li> <li>- in group interaction, they follow discussions carefully and make appropriate contributions</li> <li>- in drama-focused activities, they make limited use of patterns of speech and obvious gestures</li> </ul>	<ul style="list-style-type: none"> <li>• use an increasing vocabulary to define ideas and order events</li> <li>• provide straightforward factual accounts and narratives</li> <li>• respond simply to requests for clarification</li> </ul>	<ul style="list-style-type: none"> <li>• raise questions</li> <li>• compare key features of subject matter</li> <li>• follow central ideas and possibilities</li> </ul>	<ul style="list-style-type: none"> <li>• respond appropriately to others' contributions</li> <li>• express a point of view and occasionally use emphatic language</li> </ul>	F

Mark Range	General Criteria	Specific Criteria			GCSE Grade
		Explain • Describe • Narrate	Explore • Analyse • Imagine	Discuss • Argue • Persuade	
10-12	<p>Candidates speak clearly in different contexts, showing some ability to vary delivery to suit situation and audience. They listen with concentration to a range of talk. They generally use standard English vocabulary and grammar where appropriate.</p> <ul style="list-style-type: none"> <li>- in individual extended contributions, they make attempts to engage the listeners' interest</li> <li>- in group interaction, they concentrate in discussions and make useful contributions</li> <li>- in drama-focused activities, they communicate with the audience by attempting to sustain a straightforward role through speech, movement and gesture</li> </ul>	<ul style="list-style-type: none"> <li>• use straightforward and appropriate language</li> <li>• give structured, and occasionally developed accounts</li> <li>• answer questions clearly using some detail</li> </ul>	<ul style="list-style-type: none"> <li>• respond to familiar and less familiar subject matter</li> <li>• show some ability to develop a line of enquiry or approach</li> </ul>	<ul style="list-style-type: none"> <li>• make useful contributions and respond with some order</li> <li>• express opinions and occasionally make decisive points to good effect</li> </ul>	E
13-15	<p>Candidates make relevant contributions to talk and are able to organise speech in collaborative contexts, varying their style of delivery as appropriate. They listen attentively and make responses that show some understanding. They are increasingly aware of the need for, and use of, standard English vocabulary and grammar.</p> <ul style="list-style-type: none"> <li>- in individual extended contributions, they use different strategies to engage the listeners' interest</li> <li>- in group interaction, they make a range of effective contributions, taking account of what others say</li> <li>- in drama-focused activities, they develop a credible role which engages the interest of the audience, e.g. through intonation</li> </ul>	<ul style="list-style-type: none"> <li>• use a suitable range of appropriate vocabulary</li> <li>• give ordered and, at times, focused accounts of events and processes</li> <li>• give detailed clarification in response to requests</li> </ul>	<ul style="list-style-type: none"> <li>• present an interpretation of central ideas and issues</li> <li>• show some understanding of unfamiliar ideas</li> <li>• show evidence of inference, deduction or empathy</li> </ul>	<ul style="list-style-type: none"> <li>• take an active part and sustain involvement</li> <li>• recognise others' opinions and respond appropriately</li> <li>• use language effectively to convey opinion or line of argument</li> </ul>	D

Mark Range	General Criteria	Specific Criteria			GCSE Grade
		Explain • Describe • Narrate	Explore • Analyse • Imagine	Discuss • Argue • Persuade	
16-18	<p>Candidates speak with fluency and make significant contributions to talk in a variety of different contexts. They listen closely and sympathetically, responding as appropriate. They show a competent use of standard English vocabulary and grammar in situations that demand it.</p> <ul style="list-style-type: none"> <li>- in individual extended contributions, they adapt to different audiences, sustaining the interest of the listeners through judgement in choice of style and delivery</li> <li>- in group interaction, they participate fully, sustaining their listening and making significant contributions</li> <li>- in drama-focused activities, they develop and sustain a role effectively, holding the interest of the audience</li> </ul>	<ul style="list-style-type: none"> <li>• use varied and appropriate vocabulary and expression</li> <li>• maintain clarity in overall organisation</li> <li>• answer questions using relevant and effective detail</li> </ul>	<ul style="list-style-type: none"> <li>• show order and precise expression in communicating and interpreting ideas and issues</li> <li>• respond with understanding to ideas of varying complexity</li> </ul>	<ul style="list-style-type: none"> <li>• make a significant contribution to discussion</li> <li>• engage with others' ideas, recognising obvious assumptions and biases</li> <li>• promote a point of view</li> </ul>	C
19-21	<p>Candidates speak purposefully in a range of contexts of increasing complexity, managing the contributions of others. They listen with some sensitivity and respond accordingly. They show effective use of standard English vocabulary and grammar in a range of situations.</p> <ul style="list-style-type: none"> <li>- in individual extended contributions, they exhibit confidence and fluency in talk and a sensitive awareness of listeners, adapting style of delivery to their needs</li> <li>- in group interaction, they make an impact on discussion through sensitive listening and by challenging and constructive contributions</li> <li>- in drama-focused activities, they create a challenging role, shaping the audience's reactions through the use of different techniques</li> </ul>	<ul style="list-style-type: none"> <li>• use a flexible range of vocabulary and grammatical structures to convey meaning, including inferential aspects</li> <li>• manage challenging subject matter effectively</li> <li>• respond to questions or comments in an apt and well-considered way</li> </ul>	<ul style="list-style-type: none"> <li>• analyse and reflect effectively on real or imagined experience</li> <li>• formulate and interpret information, developing significant points and responding appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• manage collaborative tasks</li> <li>• challenge and build on points made by others</li> <li>• make probing contributions, structuring and organising points to achieve impact on audience</li> </ul>	B

Mark Range	General Criteria	Specific Criteria			GCSE Grade
		Explain • Describe • Narrate	Explore • Analyse • Imagine	Discuss • Argue • Persuade	
22-24	<p>Candidates initiate speech and take a leading part in discussion, responding in detail to others' ideas. They listen and respond to a range of complex speech. They show an assured use of standard English vocabulary and grammar in a range of situations and for a variety of purposes.</p> <ul style="list-style-type: none"> <li>- in individual extended contributions, they involve listeners skilfully through their command in communicating aspects of challenging content</li> <li>- in group interaction, they use different ways to initiate, develop and shape discussion, encouraging others' participation.</li> <li>- in drama-focused activities, they create a complex role that they convey to an audience through the skilful use of a variety of techniques</li> </ul>	<ul style="list-style-type: none"> <li>• show cogency and explicit depth of detail when required</li> <li>• use a range of highly developed vocabulary to suit a variety of purposes and processes</li> <li>• respond to questions in a way which is precisely matched to context</li> </ul>	<ul style="list-style-type: none"> <li>• articulate and analyse complex ideas and information</li> <li>• identify priorities</li> <li>• synthesise essential points, resolving outcomes through a considered response</li> </ul>	<ul style="list-style-type: none"> <li>• initiate and sustain discussion through a variety of sensitive contributions</li> <li>• respond persuasively and engagingly</li> </ul>	A
25-27	<p>Candidates show an exceptionally high ability in handling a wide range of roles. They listen perceptively to a range of complex speech. They are sensitive in their choice of speech style and their use of standard English vocabulary and grammar is mature and assured.</p> <ul style="list-style-type: none"> <li>- in individual extended contributions, they adapt readily to task and audience, communicating complex content and managing listeners' attention through sophisticated styles of delivery</li> <li>- in group interaction, they listen perceptively, making influential and authoritative contributions</li> <li>- in drama-focused activities, they independently create a complex role, making inventive use of a range of appropriate techniques to direct the response of the audience</li> </ul>	<ul style="list-style-type: none"> <li>• show originality and flair in the use of vocabulary, intonation, expression and gesture</li> <li>• express ideas with subtlety, e.g. using irony or detachment</li> <li>• show inventive organisation of material</li> <li>• respond to points with authority</li> </ul>	<ul style="list-style-type: none"> <li>• show sophistication and originality in applying and cross-referencing ideas</li> <li>• respond inventively through imaginative explorations</li> </ul>	<ul style="list-style-type: none"> <li>• use language in a dynamic and influential way</li> <li>• make thought-provoking contributions through powerful expression and command of the situation</li> </ul>	A*

## E

## Written Coursework Assessment

For each En3 assignment, teachers should make a broad judgement using the Skills Descriptors. This should then be further refined using the Content Descriptors. For each assignment this should be done for AO3 (i + ii) and then for AO3(iii) (see the relevant Skills and Content Descriptors in the tables that follow). The two marks for each assignment should be recorded separately (see Candidate Record Form). There is an AO3 (i + ii) and an AO3(iii) mark scheme for Explore/Imagine/Entertain and for Inform/Explain/Describe.

### Coursework Assessment Criteria – Writing

N.B. GCSE grade to mark equivalents are given for general guidance only.

Marks Available	Skills Descriptors A03(i) and A03(ii)	Content Descriptors Personal Writing: Fiction (Explore Imagine Entertain)	Content Descriptors Personal Writing: Non- Fiction (Inform Explain Describe)	Grade
0-2	<ul style="list-style-type: none"> <li><b>Communicates</b> few ideas; little or no awareness or reference to audience; shows little capacity to employ an appropriate register; writing is not sustained</li> <li><b>Organises ideas</b> without the benefit of a coherent structure</li> </ul>	<ul style="list-style-type: none"> <li>imaginative narrative writing is attempted and is sometimes sustained</li> </ul>	<ul style="list-style-type: none"> <li>autobiographical writing and writing which explains a point of view may be attempted</li> </ul>	U
3-4	<ul style="list-style-type: none"> <li><b>Communicates</b> few ideas with limited success; little awareness of audience and purpose; appropriateness of register is limited</li> <li><b>Organises ideas</b> through limited use of paragraphs but shows limited variety of structural features</li> </ul>	<ul style="list-style-type: none"> <li>fictional narrative writing is structured, characterisation is apparent</li> <li>a diary or personal letter of an imaginary character may be attempted</li> </ul>	<ul style="list-style-type: none"> <li>personal writing which describes an actual person or place, explains a point of view or gives an account</li> </ul>	G
5-6	<ul style="list-style-type: none"> <li><b>Communicates</b> ideas with clarity and some success showing some awareness of purpose and reader though not sustained; a register, formal or colloquial, appropriate to task, is evident. Employs a limited vocabulary but with appropriate markers</li> <li><b>Organises ideas</b> with the employment of paragraphs which may enhance meaning though not consistently; structural features such as dialogue may be evident</li> </ul>	<ul style="list-style-type: none"> <li>imaginative narrative writing is sustained and entertaining</li> <li>dialogue and playscript exploring the writer's thoughts and feelings is attempted</li> <li>personal poetry entertains</li> </ul>	<ul style="list-style-type: none"> <li>informative pieces for a magazine, research work which describes the life of a factual person or the explanation of the candidate's point of view in essay form are sustained and begin to show some structure</li> </ul>	F
7-8	<ul style="list-style-type: none"> <li><b>Communicates</b> developing ideas with some success; pays attention to audience and purpose; selects a register appropriate to task which is mostly sustained; adopts an appropriate format for the task set</li> <li><b>Organises ideas</b> into paragraphs which may be arbitrary; varies paragraphs for limited structural effect; employs dialogue with some success</li> </ul>	<ul style="list-style-type: none"> <li>fictional narrative writing explores characterisation and setting with success</li> <li>diaries and letters of fictional characters are sustained and focused</li> </ul>	<ul style="list-style-type: none"> <li>writing which is informative or explains the thoughts and feelings of the candidate on a chosen topic engages and sustains the reader's interest</li> <li>descriptive writing is focused and employs an interesting vocabulary</li> <li>biographical and autobiographical pieces begin to show appropriate structure</li> </ul>	E

<p>9-10</p>	<ul style="list-style-type: none"> <li>• <b>Communicates</b> ideas with increased success; shows awareness of audience and purpose; uses language effectively; writes in a form appropriate to the task set; attempts linguistic devices such as the rhetorical question, lists, emphasis; employs a developing vocabulary</li> <li>• <b>Organises ideas</b> into paragraphs which contribute to the coherence of the writing; varies length of sentences; and employs structural devices such as rhetorical questions, lists, humour, appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• imaginative narrative writing is controlled, engaging and entertaining as is writing employing dialogue and playscript</li> <li>• personal fictional writing forms such as a personal letter or diary are sustained and thoughtful</li> <li>• poetry has form and explores thoughts and feelings in an entertaining way</li> </ul>	<ul style="list-style-type: none"> <li>• writing which explains a point of view or informs matters of fact is well-organised and structured</li> <li>• controlled and engaging descriptive writing of factual events, people or places is attempted with some success</li> <li>• biography and autobiography begin to show thoughtful and selective qualities</li> </ul>	<p>D</p>
<p>11-12</p>	<ul style="list-style-type: none"> <li>• <b>Communicates</b> ideas with success showing clarity of thought; engages the reader with detail and clarity of purpose; adopts a register and tone appropriate to the task set; employs developed linguistic skills and devices such as the rhetorical question, lists, emphasis and humour appropriately, employs a developing vocabulary including well- positioned and effective markers</li> <li>• <b>Organises ideas</b> into effective paragraphs in a whole text; employs a variety of structural features, e.g. different paragraph lengths, dialogue, indentation</li> </ul>	<ul style="list-style-type: none"> <li>• narrative fictional writing is sustained and organised and shows a developed sense of atmosphere and tension. Figurative and other writing devices are explored with effect</li> <li>• direct speech, dialogue and play form scripts are used imaginatively, in an entertaining way</li> <li>• personal poetry is effective, controlled and explores the writer's thoughts and feelings in a variety of forms</li> </ul>	<ul style="list-style-type: none"> <li>• reflective writing which describes or explains a point of view is well-organised and likely to engage reader. Research topics which inform through a structured, well-expressed piece of continuous prose are sustained and cover the topic well.</li> <li>• the discursive essay is coherent and, if it expresses opinion based on fact, is persuasive</li> <li>• biographical and autobiographical pieces show some originality of approach, lack predictability and attempt to describe and inform in an interesting way</li> </ul>	<p>C</p>
<p>13-14</p>	<ul style="list-style-type: none"> <li>• <b>Communicates</b> ideas clearly and successfully; shows sustained awareness of audience and purpose; writes in sustained register appropriate for the task set; uses language effectively with a developed vocabulary; employs a variety of linguistic devices such as humour and irony</li> <li>• <b>Organises</b> ideas into a whole prose text enhanced by varied paragraph and sentence lengths; employs dialogue, interview, bullet points and other structural devices</li> </ul>	<ul style="list-style-type: none"> <li>• the form of a fictional narrative may be sophisticated and exploratory in approach and characterisation, setting and atmosphere are lively, engaging and entertaining</li> <li>• dramatic writing is attempted with success and originality</li> <li>• personal poetry shows invention, imagination and careful use of figurative techniques</li> </ul>	<ul style="list-style-type: none"> <li>• writing which informs the reader on matters of fact derived from research or expresses opinion is well-organised and structured</li> <li>• a variety of forms of writing such as journalism or a personal, revelatory letter may be employed with effect</li> <li>• biographical and autobiographical accounts are presented with some originality, perhaps drawing on the experience of other writers. Such accounts employ descriptive and explicative techniques to good effect</li> </ul>	<p>B</p>

15-16	<ul style="list-style-type: none"> <li>• <b>Communicates convincing and compelling</b> ideas which show clarity of thought; is overtly aware of purpose and readership; when writing the candidate employs an effective and appropriate tone and register which is sustained, and employs a variety of ideas and detail; uses a developed and extended vocabulary employing appropriate markers; employs rhetorical devices such as irony humour, pathos and satire</li> <li>• <b>Organises</b> ideas into paragraphs which enhance meaning and effect; employs a variety of structural features including varied sentence length, indented sections, bullet points as appropriate for the task set; presents complex ideas in a coherent way; writes in continuous prose</li> </ul>	<ul style="list-style-type: none"> <li>• Fictional narrative writing employs sophisticated techniques which explore the thoughts and feelings of characters in an engaging and entertaining way</li> <li>• dramatic and poetic forms are employed with confidence and success to show the candidate's powers of imagination. The writing shows originality, independence and stylistic variety</li> </ul>	<ul style="list-style-type: none"> <li>• pieces which describe factual people, places, events or ideas are well-formed, well-organised and compelling</li> <li>• candidates demonstrate a variety of registers and styles in informative writing which engages the reader</li> <li>• biographical and autobiographical pieces show an originality of approach and sophisticated treatment of subject matter</li> </ul>	A
17-18	<ul style="list-style-type: none"> <li>• <b>Communicates</b> elaborate, vigorous and controlled ideas showing a consummate ability in the skills cited above together with</li> <li>• <b>Organisational</b> skill and originality and displays control of extended writing and structural and linguistic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Exploratory, imaginative and entertaining fiction exemplifies all skills with flair and originality</li> </ul>	<ul style="list-style-type: none"> <li>• informative, explicative and descriptive non-fiction exemplifies all skills with flair and originality</li> </ul>	A*

## Explore Imagine Entertain

## AO3(iii)

Marks available	AO3(iii) Skills Descriptors	Content Descriptors	Grade
0-3	<ul style="list-style-type: none"> <li>Writes with some control of agreement, punctuation and sentence construction</li> <li>Organises writing using sentence demarcation which is sometimes accurate</li> <li>Writes simple and some complex sentences</li> <li>Shows accuracy in the spelling of words in common use</li> <li>Uses standard English appropriately</li> </ul>	<ul style="list-style-type: none"> <li>sentences convey straightforward meanings</li> <li>able to convey understanding with simple accurate spellings</li> <li>basic forms of punctuation coherently used in narrative forms</li> </ul>	UFG
4-6	<ul style="list-style-type: none"> <li>Writes with control of agreement, punctuation and sentence construction</li> <li>Organises writing using sentence demarcation which is mainly accurate</li> <li>Employs a variety of sentence forms</li> <li>Shows accuracy in the spelling of words in common use in an increasingly ambitious vocabulary</li> <li>Uses standard English appropriately</li> </ul>	<ul style="list-style-type: none"> <li>varied sentences enhance narrative writing</li> <li>accurate spelling of more complex words</li> <li>wider use of punctuation impacts on the reader</li> </ul>	EDC
7-9	<ul style="list-style-type: none"> <li>Uses complex grammatical structures and punctuation with success</li> <li>Organises writing using sentence demarcation</li> <li>Employs a variety of sentence forms to good effect including short sentences</li> <li>Shows accuracy in the spelling of words from an ambitious vocabulary</li> <li>Uses standard English appropriately</li> </ul>	<ul style="list-style-type: none"> <li>sentences are crafted in a sophisticated way for deliberate effect</li> <li>spelling of complex words is accurate within a wider vocabulary</li> <li>assured and ambitious punctuation is used for effect</li> </ul>	BAA*

**Inform Explain Describe****AO3 (iii)**

Marks available	AO3(iii) Skills Descriptors	Content Descriptors	Grade
0-3	<ul style="list-style-type: none"> <li>• Writes with some control of agreement, punctuation and sentence construction</li> <li>• Organises writing using sentence demarcation which is sometimes accurate</li> <li>• Writes simple and some complex sentences</li> <li>• Shows accuracy in the spelling of words in common use</li> <li>• Uses standard English appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences reflect random thoughts and ideas</li> <li>• accurate spellings of simple words make meaning clear</li> <li>• basic and random punctuation impede personal opinion</li> </ul>	UFG
4-6	<ul style="list-style-type: none"> <li>• Writes with control of agreement, punctuation and sentence construction</li> <li>• Organises writing using sentence demarcation which is mainly accurate;</li> <li>• Employs a variety of sentence forms</li> <li>• Shows accuracy in the spelling of words in common use in an increasingly ambitious vocabulary</li> <li>• Uses standard English appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Varied sentence forms make meaning and intention clear</li> <li>• accurate spelling of more complex words</li> <li>• control of punctuation confirms meaning</li> </ul>	EDC
7-9	<ul style="list-style-type: none"> <li>• Uses complex grammatical structures and punctuation with success</li> <li>• Organises writing using sentence demarcation</li> <li>• Employs a variety of sentence forms to good effect including short sentences</li> <li>• Shows accuracy in the spelling of words from an ambitious vocabulary</li> <li>• Uses standard English appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Confident use of varied sentence forms is evident with complex opinions expressed</li> <li>• the impact of accurately-spelled complex words gives authority to personal views and opinions</li> <li>• varied and correctly used punctuation aids the expression of more complex concepts</li> </ul>	BAA*

## Coursework Assessment Criteria - Reading

Mark Range	General Criteria	Specific Criteria		GCSE
		Response to Shakespeare	Response to Prose	Grade
0-3	Candidates make some attempt to respond to texts			U
4-6	Candidates make a response to texts. They identify some aspects of content, characters or situation.	<b>Candidates show response to:</b> <ul style="list-style-type: none"> <li>the play as a whole</li> <li>significant characters and relationships</li> <li>the main events</li> </ul>	<b>Candidates show response to:</b> <ul style="list-style-type: none"> <li>the text's explicit meanings and ideas</li> <li>particular episodes</li> <li>the main characters</li> </ul>	G
7-9	Candidates make a personal response which shows understanding of key ideas, themes, events and characters. They use inference and deduction and refer to aspects of texts when explaining their views.	<b>Candidates show awareness when describing:</b> <ul style="list-style-type: none"> <li>the play's explicit meanings and ideas</li> <li>significant features of character and plot</li> <li>Shakespeare's language</li> </ul>	<b>Candidates show awareness when describing:</b> <ul style="list-style-type: none"> <li>the text's explicit meanings and ideas</li> <li>main features of character and plot</li> <li>how the story is told</li> </ul>	F
10-12	Candidates make a personal response to texts commenting on key ideas, themes, events and characters. They make inferences and deductions and identify some features of language and structure. They refer to aspects of the text when explaining their views.	<b>Candidates show familiarity when describing:</b> <ul style="list-style-type: none"> <li>the nature of the play, its meaning and ideas</li> <li>sequence of events and variety of characters</li> <li>the impact on an audience</li> </ul>	<b>Candidates show familiarity when describing:</b> <ul style="list-style-type: none"> <li>the nature of the text's subject matter</li> <li>the variety of character, situation, narration</li> <li>the impact on the reader</li> </ul>	E
13-15	Candidates give a personal response to literary texts. They show understanding of meaning and some of the ways in which it is conveyed. They comment on aspects of structure, language and theme as well as expressing their views.	<b>Candidates show understanding when discussing:</b> <ul style="list-style-type: none"> <li>the nature and implications of the play and its structure</li> <li>the appeal of the play to an audience</li> <li>Shakespeare's language</li> </ul>	<b>Candidates show understanding when discussing:</b> <ul style="list-style-type: none"> <li>the nature and implications of the texts</li> <li>the narrative sequence and structure</li> <li>the writer's language</li> </ul>	D
16-18	Candidates give personal and critical responses to literary texts which show understanding of the ways in which meaning is conveyed. They refer to aspects of language, structure and themes to support their views	<b>Candidates show insight when discussing:</b> <ul style="list-style-type: none"> <li>the nature of the play, its implications and relevance</li> <li>characters, structure and stagecraft</li> <li>Shakespeare's use of language</li> </ul>	<b>Candidates show insight when discussing:</b> <ul style="list-style-type: none"> <li>the nature of the text, its implications and relevance</li> <li>style, structure and characters</li> <li>the writer's characteristic use of language</li> </ul>	C

Mark Range	General Criteria	Specific Criteria		GCSE Grade
		Response to Shakespeare	Response to Prose	
19-21	Candidates develop a perceptive personal response. There is understanding of the techniques by which meaning is conveyed and of ways in which readers may respond. They support their responses with detailed references to language, theme, structure and context.	<b>Candidates show analytical skill when exploring:</b> <ul style="list-style-type: none"> <li>the play's implications, contemporary relevance and historical context</li> <li>characterisation, structure and theatricality</li> <li>Shakespeare's use of linguistic devices</li> </ul>	<b>Candidates show analytical skill when exploring:</b> <ul style="list-style-type: none"> <li>the text's implications, contemporary relevance and historical context</li> <li>style, structure and characterisation</li> <li>the writer's use of language</li> </ul>	B
22-24	Candidates appreciate and analyse alternative interpretations, making cross references where appropriate. They develop their ideas and refer in detail to aspects of language, structure and presentation, making apt and careful comparison within and between texts.	<b>Candidates show analytical and interpretative skill when evaluating:</b> <ul style="list-style-type: none"> <li>the play's moral and philosophical context</li> <li>significant achievements within the dramatic genre</li> <li>Shakespeare's exploitation of language for dramatic, poetic and figurative effect</li> </ul>	<b>Candidates show analytical and interpretative skill when evaluating:</b> <ul style="list-style-type: none"> <li>the moral and philosophical context of texts</li> <li>significant achievements within the prose genre</li> <li>the writer's exploitation of language for emotive and figurative effect</li> </ul>	A
25-27	Candidates make cogent and critical responses to texts in which they explore and evaluate alternative and original interpretations. They show flair and precision in developing ideas with reference to structure and presentation. Candidates make subtle and discriminating comparisons within and between texts.	<b>Candidates show originality of analysis and interpretation when evaluating:</b> <ul style="list-style-type: none"> <li>the play's moral, philosophical or social significance</li> <li>Shakespeare's stage-craft and appeal to audience</li> <li>the patterns and details of words and images</li> </ul>	<b>Candidates show originality of analysis and interpretation when evaluating:</b> <ul style="list-style-type: none"> <li>the moral, philosophical or social significance of texts</li> <li>the writer's narrative craft and appeal to reader</li> <li>the patterns and details of words and images</li> </ul>	A*

F

## Pre-1914 Writers and Poets

- F1 **List of major writers published before 1914** Jane Austen, Charlotte Brontë, Emily Brontë, John Bunyan, Wilkie Collins, Joseph Conrad, Daniel Defoe, Charles Dickens, Arthur Conan Doyle, George Eliot, Henry Fielding, Elizabeth Gaskell, Thomas Hardy, Henry James, Mary Shelley, Robert Louis Stevenson, Jonathan Swift, Anthony Trollope, HG Wells.
- F2 **List of major poets published before 1914** Matthew Arnold, Elizabeth Barrett Browning, William Blake, Emily Brontë, Robert Browning, Robert Burns, Lord Byron, Geoffrey Chaucer, John Clare, Samuel Taylor Coleridge, John Donne, John Dryden, Thomas Gray, George Herbert, Robert Herrick, Gerard Manley Hopkins, John Keats, Andrew Marvell, John Milton, Alexander Pope, Christina Rossetti, William Shakespeare (sonnets), Percy Bysshe Shelley, Edmund Spenser, Alfred Lord Tennyson, Henry Vaughan, William Wordsworth, Sir Thomas Wyatt.

## G

## Recommendations for Drama and Post-1914 Fiction and Poetry

Example of major playwrights	William Congreve, Oliver Goldsmith, Christopher Marlowe, Sean O’Casey, Harold Pinter, JB Priestley, Peter Shaffer, George Bernard Shaw, RB Sheridan, Oscar Wilde.
Examples of fiction by major writers after 1914	EM Forster, William Golding, Graham Greene, Aldous Huxley, James Joyce, DH Lawrence, Katherine Mansfield, George Orwell, Muriel Spark, William Trevor, Evelyn Waugh
Example of major poets after 1914	WH Auden, Gillian Clarke, Keith Douglas, TS Eliot, UA Fanthorpe, Thomas Hardy, Seamus Heaney, Ted Hughes, Elizabeth Jennings, Philip Larkin, Wilfred Owen, Sylvia Plath, Stevie Smith, Edward Thomas, RS Thomas, WB Yeats