

Specification

GCE English Language and Literature

Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language and Literature (8EL01)
First examination 2014

Pearson Edexcel Level 3 Advanced GCE in English Language and Literature (9EL01)
First examination 2014

Issue 3

About this specification

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

Key features of the specification

An integrated approach

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

Coursework freedom of choice, to ensure engagement and achievement

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

Texts

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

Why choose this specification?

Reinvigorating English Language and Literature

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

Supporting you

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

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

Specification updates

This specification is Issue 3 and is valid for examination from Summer 2014. If there are any significant changes to the specification Edexcel will write to centres to let them know. Changes will also be posted on our website.

For more information please visit www.edexcel.com/ or www.edexcel.com/gce2008

Contents

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

E	Resources, support and training	49
	Resources to support the specification	49
	Edexcel's own published resources	49
	Edexcel publications	50
	Additional resources endorsed by Edexcel	50
	Edexcel support services	51
	Training	52
F	Appendices	53
	Appendix 1 Performance descriptions	55
	Appendix 2 Wider curriculum	59
	Appendix 3 Codes	61
	Appendix 4 Prescribed texts	63
	Appendix 5 Further resources and support	67

A Specification at a glance

AS Unit 1: Exploring Voices in Speech and Writing

*Unit code 6EL01

- Externally assessed
- Availability: June

60%
of the
total AS
marks

30% of
the total
GCE
marks

Content summary:

Written and spoken language and prose study

Close reading of one prose text from a prescribed list and reading from a range of other texts

Assessment:

External assessment: 2 hours 15 minutes

Clean copies of the prescribed examination texts should be used in the examination

Short question style – data response to unseen material

Source booklet provided for Section A

AS Unit 2: Creating Texts

*Unit code 6EL02

- Internally assessed
- Availability: June

40%
of the
total AS
marks

20% of
the total
GCE
marks

Content summary:

Thematic study to produce own writing for different audiences and purposes

One prose fiction text and one text from either drama or poetry and reading from a range of other texts

Assessment:

Internal assessment: 2000–2500 words maximum writing for different audiences and purposes; 500 words maximum for each commentary.

Prescribed list of topic areas

Free choice of literary and non-fiction texts

* See *Appendix 3* for description of this code and all other codes relevant to this qualification.

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

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

* See *Appendix 3* for description of this code and all other codes relevant to this qualification.

B Specification overview

Summary of assessment requirements

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

Assessment objectives and weightings

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

Relationship of assessment objectives to units

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

Qualification summary

Subject criteria

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

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

Aims

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

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

AS/A2 knowledge and understanding

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

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

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

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

AS/A2 skills

This Advanced Subsidiary and Advanced GCE specification requires students to:

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

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

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

C English Language and Literature unit content

Unit 1 Exploring Voices in Speech and Writing 13

Unit 2 Creating Texts 17

Unit 3 Varieties in Language and Literature 27

Unit 4 Presenting the World 31

Course structure

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

1.1 Unit description

An integrated literary and linguistic perspective

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

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

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

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

1.2 Assessment information

Section A and Section B

Examination: 2 hours 15 minutes

100 marks

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

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

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

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

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

1.3 Unit content

Details of learning content

Centres should refer to the Edexcel website for the most up-to-date details of the prescribed texts and editions — www.edexcel.com.

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

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

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

Prescribed texts

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

The Bloody Chamber, Angela Carter

paddy clarke ha ha ha, Roddy Doyle

The Color Purple, Alice Walker

Restoration, Rose Tremain

Address Unknown, Kressman Taylor

Cloudstreet, Tim Winton

Dubliners, James Joyce

1.4 What students need to learn:

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

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

2.1 Unit description

Developing skills as writers for different purposes and audiences

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

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

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

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

Further guidance can be found in the tutor support materials.

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

2.2 Assessment information

The coursework folder

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

80 marks

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

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

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

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

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

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

Their coursework folder **must** include:

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

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

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

Suggested examples of tasks:

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

Own writing for a listening audience

Suggested examples of tasks:

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

Examples of study for coursework folder

Entrapment

Selected prose text

The Collector, John Fowles

Suggested drama or poetry text

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

Suggested wider reading

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

Dystopia

Selected prose text

The Handmaid's Tale, Margaret Atwood

Suggested drama or poetry text

Accidental Death of an Anarchist, Dario Fo

Suggested wider reading

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

Women's Lives**Selected prose text**

The Well of Loneliness, Radclyffe Hall

Suggested drama or poetry text

A Taste of Honey, Shelagh Delaney

OR

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

Suggested wider reading

Baghdad Burning: Girl Blog from Iraq

Gothic and Supernatural**Selected prose text**

Dracula, Bram Stoker

Suggested drama or poetry text

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

OR

The Raven and other Favorite Poems, Edgar Allan Poe

Suggested wider reading

Scripts of *Buffy the Vampire Slayer*

Journeys and Pilgrimages**Selected prose text**

Cloud Atlas, David Mitchell

Suggested drama or poetry text

Our Country's Good, Timberlake Wertenbaker

OR

The General Prologue to the Canterbury Tales, Chaucer

Suggested wider reading

In Xanadu, William Dalrymple

The Commentary

In the commentary students will:

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

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

2.3 Unit content**Details of learning content**

For this unit students will:

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

2.4 What students need to learn:

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

2.5 Assessment criteria

Reading Audience

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

Listening Audience

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

COMMENTARY

These AOs should be applied to the two commentaries overall.

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

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

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

TOTAL MARKS FOR UNIT 2: 80

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. For more information, please refer to the *Edexcel Information Manual* document, which is available on the Edexcel website, www.edexcel.com

2.6 Administration of internal assessment

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

3.1 Unit description

Creative connections between texts and contexts

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

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

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

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

3.2 Assessment information

Examination: 2 hours 45 minutes

100 marks

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

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

Section A

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

Section B

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

3.3 Unit content

Details of learning content

Centres should refer to the Edexcel website for the most up-to-date details of the prescribed texts and editions — www.edexcel.com

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

A Sense of Place

Either drama:

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

Or poetry:

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

The Individual in Society

Either drama:

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

Or poetry:

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

Love and Loss

Either drama:

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

Or poetry:

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

Family Relationships

Either drama:

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

Or poetry:

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

Wider reading

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

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

3.4 What students need to learn:

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

4.1 Unit description

Independent research and study

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

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

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

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

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

4.2 Assessment information

The coursework folder

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

80 marks

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

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

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

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

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

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

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

There are three pieces of writing to be created.

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

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

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

Examples of areas of study

Suggested topics for writing and substantial text

Caught in the Dilemma of Duty

The Kite Runner, Khaled Hosseini

Suggested reading and research

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

The Impact of War on the Individual

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

Suggested reading and research

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

A Personal Moment

Once in a House on Fire, Andrea Ashworth

Suggested reading and research

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

Celebration

A Midsummer Night's Dream, William Shakespeare

Suggested reading and research

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

The Commentary

The Commentary should:

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

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

4.3 Unit content

Details of learning content

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

4.4 What students need to learn:

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

4.5 Assessment criteria

Literary writing

AO1	Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression
Band 1 Marks 0–2	<ul style="list-style-type: none"> ■ make formulaic choices of genre/approach ■ attempt to formulate a suitable research methodology
Band 2 Marks 3–5	<ul style="list-style-type: none"> ■ show discrimination in selection of suitable genre and approach ■ devise a clearly formulated and suitable research methodology

AO4	Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies
Band 1 Marks 0–3	<ul style="list-style-type: none"> ■ demonstrate general awareness of genre conventions ■ attempt to maintain consistency of approach when writing a literary text for an identified audience, drawing on limited insights from linguistic and literary studies
Band 2 Marks 4–7	<ul style="list-style-type: none"> ■ demonstrate some appropriate knowledge of genre conventions ■ adopt a mainly appropriate, consistent register in producing a literary text for a defined audience, drawing on some insights from linguistic and literary studies
Band 3 Marks 8–11	<ul style="list-style-type: none"> ■ demonstrate sound knowledge of genre conventions ■ adopt a consistent, appropriate register when producing a literary text for a defined audience, drawing on a variety of insights from linguistic and literary studies
Band 4 Marks 12–16	<ul style="list-style-type: none"> ■ demonstrate a comprehensive knowledge of genre conventions ■ demonstrate the ability to maintain a consistent, sustained approach when producing a literary text for a defined audience, drawing on a broad range of insights from linguistic and literary studies

Non-fiction writing

AO1	Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression
Band 1 Marks 0–2	<ul style="list-style-type: none"> ■ make formulaic choices of genre/approach ■ attempt to formulate a suitable research methodology
Band 2 Marks 3–5	<ul style="list-style-type: none"> ■ show discrimination in selection of suitable genre and approach ■ devise a clearly formulated and suitable research methodology

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

Commentary

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

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

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

TOTAL MARKS FOR UNIT 4: 80

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. For more information, please refer to the *Edexcel Information Manual* document, which is available on the Edexcel website, www.edexcel.com.

4.6 Administration of internal assessment

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

D Assessment and additional information

Assessment information

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

Unit results

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

Unit 1

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

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

Unit 2

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

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

Unit 3

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

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

Unit 4

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

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

Qualification results

The minimum uniform marks required for each grade:

Advanced Subsidiary Cash-in code 8EL01

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

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

Advanced GCE Cash-in code 9EL01

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

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

Language of assessment

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

Quality of written communication

Students will be assessed on their ability to:

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

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

Assessment objectives and weighting

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

Synoptic assessment

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

Synoptic assessment in English language and literature includes:

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

Stretch and challenge

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

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

Additional information

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the latest *Joint Council for Qualifications (JCQ) Instructions for Conducting Coursework* document. This document is available on the JCQ website: www.jcq.org.uk.

For additional information on malpractice, please refer to the latest *Joint Council for Qualifications (JCQ) Suspected Malpractice in Examinations And Assessments: Policies and Procedures* document, available on the JCQ website.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Joint Council for Qualifications (JCQ) website (www.jcq.org.uk) for their policy on access arrangements, reasonable adjustments and special considerations.

Please see our website (www.edexcel.com) for:

- the forms to submit for requests for access arrangements and special considerations
- dates to submit the forms.

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

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010 Please see our website (www.edexcel.com) for information on the Equality Act 2010.

Prior learning and progression

Prior learning

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

Progression

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

Combinations of entry

Forbidden combinations are:

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

Student recruitment

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

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

The wider curriculum

This qualification provides opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of citizenship, environmental issues, health and safety considerations, and European developments consistent with relevant international agreements appropriate as applied to English Language and Literature. *Appendix 2: Wider curriculum* maps the opportunities available.

E Resources, support and training

Resources to support the specification

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

Edexcel's own published resources

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

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

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

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

Edexcel publications

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

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publication.orders@edexcel.com
Website: www.edexcel.com

Additional resources endorsed by Edexcel

Edexcel also endorses additional materials written to support this qualification.

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

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

The resources listed are intended to be a guide for teachers and not a comprehensive list. Further suggestions can be found in *Appendix 5*.

Please see www.edexcel.com/gce2008 for up-to-date information.

Edexcel support services

Edexcel support services

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

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

Ask the Expert – to make it easier for our teachers to ask us subject specific questions we have provided the **Ask the Expert** Service. This easy-to-use web query form will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at www.edexcel.com/ask

Support for Students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- understand subject specifications
- access past papers and mark schemes
- learn about other students' experiences at university, on their travels and when entering the workplace.

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners. www.edexcel.com/students

Training

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

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Email: trainingbookings@pearson.com
Website: www.edexcel.com/training

F Appendices

Appendix 1 Performance descriptions 55

Appendix 2 Wider curriculum 59

Appendix 3 Codes 61

Appendix 4 Prescribed texts 63

Appendix 5 Further resources and support 67

Introduction

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

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

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

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

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

AS performance descriptions for English Language and Literature

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

A2 performance descriptions for English Language and Literature

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

Signposting

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

Development suggestions

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

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	5010
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96, and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student’s final certification documentation.	The QNs for the qualifications in this publication are: AS — 500/2663/X Advanced GCE — 500/2648/3
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 6EL01 Unit 2 — 6EL02 Unit 3 — 6EL03 Unit 4 — 6EL04
Cash in codes	The cash-in code is used as an entry code to aggregate the student’s unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	AS — 8EL01 Advanced GCE — 9EL01
Entry codes	The entry codes are used to: 1 enter a student for the assessment of a unit 2 aggregate the student’s unit scores to obtain the overall grade for the qualification.	Please refer to the Edexcel Information Manual available on the Edexcel website.

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

Unit 1

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

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

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

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

Additional editions ISBN 10 0340936436, ISBN 13 978 0340936436
(Sceptre, 2006), ISBN 9780099531951 (Vintage, 2009)

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

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

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

Unit 3

A Sense of Place

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

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

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

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

The Individual in Society

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

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

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

Eliot T S — *The Waste Land and Other Poems* (Penguin, 2003)
ISBN 0 014243731X, ISBN 13 978 0142437315

Additional edition: *Let Us Go Then, You and I* (Faber, 2009)
ISBN 978 0571256266

The poems of T S Eliot that are featured in both acceptable editions are as follows:

Prufrock and Other Observations

- The Love Song of J. Alfred Prufrock
- Portrait of a Lady
- Preludes
- Rhapsody on a Windy Night

Poems 1920

- Geration
- Burbank with a Baedeker: Bleistein with a Cigar
- Sweeney Erect
- A Cooking Egg
- The Hippopotamus
- Whispers of Immortality
- Mr. Eliot's Sunday Morning Service
- Sweeney Among the Nightingales

The Waste Land

- I. The Burial of the Dead
- II. A Game of Chess
- III. The Fire Sermon
- IV. Death by Water
- V. What the Thunder said

Love and Loss

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

Additional edition: *The Glass Menagerie* (Penguin Modern Classics, 2009) ISBN 978-0141190266

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

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

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

Family Relationships

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

Additional edition: ISBN 13 978 0141189970 (Penguin Modern Classics, 2009)

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

Additional edition: ISBN 10 0199536198, ISBN 13 978 0199536191
(Oxford, 2008)

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

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

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

Books**Reportage**

Cameron J, Marr A — *Point of Departure* (Granta Books, 2006)
ISBN 10 1862078246, ISBN 13 978 1862078246

Simpson J — *Twenty Tales from the War Zone* (Pan, 2007)
ISBN 10 0330449990, ISBN 13 978 0330449991

Simpson J — *Touching the Void* (Vintage, 1998)
ISBN 10 0099771012, ISBN 13 978 0099771012

Websites

www.edexcel.com/gce2008

General teacher resource site

www.teachit.co.uk

English resources and training provider

www.englishandmedia.co.uk

Newspapers

www.guardian.co.uk

www.independent.co.uk

www.telegraph.co.uk

www.timesonline.co.uk/tol/news

The British Library

www.bl.uk/learning/index.html

Victorian authors, culture and history

www.victorianweb.org

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers Edexcel GCE qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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

Publications Code UA035230
All the material in this publication is copyright
© Pearson Education Limited 2013

For more information on Edexcel and BTEC qualifications
please visit our website: www.edexcel.com

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE
VAT Reg No GB 278 537121