

A level English Literature 2015, Non examination assessment (NEA) 9ET0/04

Summary of key guidance (updated 16.4.18)

We offer an **optional [coursework advisory service \(CAS\)](#) if you wish to receive guidance on choosing texts and titles for the coursework component. You are not allocated an individual coursework advisor. You submit your texts and titles to CAS if you would like guidance.**

There is no requirement to have your texts approved. When unsure about a text, you may use your professional judgement basing your decision on whether you think the texts are of sufficient 'quality' to give your students access to the best opportunity to achieve across the full range of marks, and also whether students will be able to find suitable critical material to address A05 and contextual material for A03.

Texts and titles should only be submitted to the CAS after you have reviewed the suitability of the texts yourself, for example by:

- Reading sections of texts you're not familiar with.
- Reviewing the range and quality of secondary material available for the texts to ensure that the texts offer good coverage of all the AOs.
- Checking the titles against the advice in the guidance documents.

The [CAS link](#) takes you to guidance on choosing texts and formulating titles and includes a link to our [Getting Started Guide](#) which has a large number of examples of texts and titles to guide you in your own choice. You may also like to consult the list of texts below that have received feedback on their suitability. If you need additional guidance following feedback on your initial submission to the CAS, you should submit another online form.

Coursework text choice

P. 20 of the [specification](#) states: 'centres must select complete texts which may be drawn from poetry, drama, prose or literary non-fiction'.

The 2 texts selected must be complete texts, published in their own right as 'books'. So for short stories a collection such as [The Best Short Stories of Edgar Allen Poe](#) rather than a single short story such as *The Tell-tale Heart* must be selected.

Allowed

- Any text from the specification that has not been studied for another component in the specification.
- Texts of similar 'quality' to those in the specification.
- Texts by the same authors as those who have set texts in the specification.
- 2 texts by the same writer.
- See also the examples given in the [Getting Started Guide](#) and below.

Not allowed

- Texts in translation (e.g. *A Doll's House*).
- Screenplays.

Avoid

- Established GCSE texts (e.g. *To Kill a Mockingbird*), regardless of whether your students have studied them at GCSE.
- Children's literature* (e.g. *Alice in Wonderland*).
- 'Youth literature' (e.g. *The Hunger Games*).

- 'Populist texts' for which there is unlikely to be suitable critical material (e.g. *The Da Vinci Code*).

*Children's literature is, of course, studied at university. Undergraduates read a large number of texts in an intense manner, allowing them to consider individual works of children's literature in a wider context of both other texts in the genre and other types of literature. At A level, students study a much narrower range of texts and it is potentially very challenging to write well on children's literature and address all of the AOs.

Other considerations:

Poetry/short stories: students must select a published collection and their coursework must consider a reasonable number of poems/short stories. **There are no numerical rules** on how many must be referred to in the coursework. This will depend on the length of the individual items and the focus of the coursework title. Students may not select the same collection of poems chosen for 9ET03 and write on 'the rest'. If they wish to write on poetry for coursework, they need a different published collection of poems to that selected for 9ET03.

Text pairing: We do not recommend comparing a collection of poetry with another collection of poetry, or short stories with short stories, for example, because of the complexity of moving between a very much multiplied number of texts when making points in relation to the coursework focus. If an anthology of poetry or short stories is selected, we would advise a single whole text (such as a novel or a play) for the second text.

Consider the two texts together with the title when making a judgement: a substantial, established novel exceeding 500 pages (such as *Middlemarch*) could be balanced by a 'lighter' choice such as *The Yellow Wallpaper*.

This is a two-text component. Students should not select more than two primary texts to compare. They should treat the texts roughly equally in terms of the word count given to each text.

What makes a good coursework title?

You are advised to adopt a title which encourages students to address all five assessment objectives. For example:

'With reference to your wider reading around text A and text B, compare how writer X and writer Y present Z.'

Or:

'Compare Z in text A and text B considering the contexts of their production and reception and the different ways in which these texts have been read'.

You may like to review the suggested coursework titles in the [Getting Started Guide](#), for many examples of appropriate texts and tasks.

Some teachers and students also use a model with a quotation (often a critical view on a text), followed by a title which responds to the quotation. Where this model is chosen, it's important to ensure that the link between the quote and rest of the title is clear, and that the whole title works grammatically.

Coursework titles must include:

- The full titles of both texts and the names of their authors.
- A focus for the comparison—we advise using a single focus such as 'the presentation of power' rather than 2 or more concepts such as 'religion and power'. The title should ideally 'flag' AO2, for example through the use of the word 'present' to ensure the candidate devotes sufficient attention to the analysis of the writers' crafts.

It is advisable to include:

- 'Compare' to flag AO4.

- A phrase referencing 'wider reading around the texts' and/or 'the contexts of the texts' production and reception and the different ways in which these texts have been read' in order to flag AOs 3 and 5.

Can my students all write on the same texts and the same title?

Teachers must consider the range of ability and interest in their cohort, ensuring that students' interests and abilities are catered for, and that students have the opportunity to work independently on their coursework. Students can be involved in formulating coursework titles and should have some element of choice of texts/titles. So, it's fine for more than one class/student to study the same text/s, but a choice of tasks should be available.

Many teachers are offering a short list of text combinations such as:

Heart of Darkness and *Things Fall Apart*
Brick Lane and *The Joy Luck Club*
Oryx and Crake and *Year of the Flood* (Margaret Atwood)

Students will then generate possible titles, or choose from a shortlist of titles on each text combination.

Another successful approach is to teach one text to a class and offer a shortlist that students choose from for the second text and a choice of titles.

What help can I give students? How many drafts should I mark? May I give students provisional grades for their coursework drafts?

There is guidance on these areas in the [specification](#) starting on page 23. Full 'rules' are in JCQ in the documents listed for both students and teachers under [Non Examination Assessments](#). Teachers generally mark one draft only of students' work. They are permitted to provide general feedback. Teachers should not provide students with provisional grades, as grade boundaries are only set after the exam session and as part of the awarding process.

However, candidates **must be told the mark given by their centre** for a centre assessed component/unit once their final work has been submitted. This requirement is to enable candidates to request a review of the centre's marking prior to the grades being submitted to the awarding body, should they wish to do so. Please see the [JCQ guidance](#).

Are exemplars and training available?

Yes, summer 2017 exemplars are available as part of the [spring 2018 coursework standardisation training pack](#).

Practicalities:

Layout

Students should select a font that is easy to read such as Arial or Times New Roman in at least size 12. It is customary for academic essays to use double-spacing as this allows for clearer annotation from teachers

Word count (what's included)

Total for assessment: 2500–3000 words.

The word count is advisory, but we do not recommend exceeding the upper word limit as students who significantly exceed the word count and whose work lacks coherence may achieve less well on AO1. **There is no penalty for exceeding the word count.** Students should note the number of words used at the end of their essay. The title, bibliography and footnotes (provided they contain references and not 'content') are not included in the word count. Quotations are included in the word count.

Bibliography/referencing

See p. 16 of the [Getting Started Guide](#). Students need to consistently apply a recognised referencing system such as Harvard. They can, for example, use bracketed references in the body of the text to secondary material (Smith, p. 25) and provide full details of the text referred to in the bibliography.

What documents need to be submitted?

The student's coursework (hard copy) with the completed [non examination assessment authentication sheet](#) attached to the front using a treasury tag. The sheet is editable so teachers can complete it electronically if they wish. The 'text coverage check' that follows the initial sheet is part of the NEA authentication sheet and must be completed and submitted for each student. Teachers may wish to fill in some details on the sheet and expand boxes before printing and asking students to complete the texts check and their signatures in class, prior to the teacher adding their final mark and signature. Please do not submit first drafts of students' coursework. Please do not staple or place students' work in a plastic pocket.

When and how is the coursework submitted?

In late April, teachers will be able to upload their marks to Edexcel Online. This [video](#) shows you how. The sample will be ticked (students' names ticked) and the moderator details provided. Teachers post the following to their moderator:

- The sample of candidates' work indicated by ticks against candidate names on Edexcel Online (each candidate's work with the authentication sheet attached to the front using a treasury tag). If any candidate has been withdrawn or if they have an incomplete submission, please provide a replacement folder along with a covering note for the moderator. **Each [authentication sheet](#) must contain a breakdown of the marks awarded by the centre using the mark scheme (AOs 1-3: mark/36; AOs 4 & 5: mark/24; total mark/60).**
- In addition to the sample, the work of the highest and lowest-scoring candidates (if either were already in the sample, please include additional folders at similar levels).
- A print-out of the marks entered for the whole cohort from Edexcel Online.
- A note to the moderator if you are a 'lone teacher' in a centre to explain that there will not be evidence of internal moderation on the sample submitted.
- Centres are **not** required to submit a 'centre authentication sheet' signed by all teachers assessing NEA. The only authentication sheets required are those for each individual candidate.

The sample needs to arrive at the moderator's address by **15 May each year** for the May/June exam series of that year. **In order to see the sample** you must have 'basic access' and 'coursework and portfolio' ticked on your Edexcel Online profile. If you don't have this, your exams officer can amend your profile.

Do I need to carry out internal moderation? Is Edexcel offering help with moderation?

Edexcel offers free coursework standardisation training each year and teachers can access the training packs from previous years under '[past training content](#)'. Teachers should conduct internal moderation of their cohort's work.

In large centres with multiple teachers, it's essential that you carry out internal moderation before you finalise the coursework marks. You should sample double-mark, selecting mark points within the same band from different teaching sets. The double marking should continue until you are satisfied that you have achieved comparability.

Small schools with only one teacher need not carry out internal standardisation. It is helpful to include a covering note with your sample explaining that you are in this situation.

How should I annotate the work?

It's important that you annotate students' work to show the moderator how you have interpreted the mark scheme and applied it to the students' work.

Indications in the margins as to where specific assessment objective levels are perceived (rather than simply flagging an AO), together with summative comments at the end of the coursework or on the NEA authentication sheet are ideal. **Please ensure that the audience for your comments is clearly the moderator rather than the student.**

You should mark and annotate the work in ink (rather than pencil). If you have already annotated in pencil, please make a note to use ink next year.

What are the grade boundaries?

You should not attempt to grade the work; you should be marking the work by applying the mark scheme from pages 25-28 of the [specification](#) in a consistent manner.

The coursework component will be awarded at the end of each examination series using the standard code of practice awarding process.

Grade boundaries, which are subject to change each exam series, are published on the [grade boundaries page](#) of our website on results day each August.

A score of zero should only be used if a candidate has submitted work that is found to meet none of the assessment criteria. An X should be used for any candidate who is absent.

How do I submit my marks to Edexcel? And what do I do if I make a mistake?

Your marks should be submitted online via Edexcel Online/ EDI. You must print out a copy of the marks and include it in the sample for the moderator and keep a copy for your own records. The video in [this guidance](#) shows you how to enter marks.

In order to enter marks you must have 'basic access' and 'coursework and portfolio' ticked on your Edexcel online profile. If you don't have this, your exams officer can amend your profile.

If you've already submitted a mark but it needs to be amended (for example, because of an administrative error), please email the details to courseworkmarks@pearson.com.

Identifying the sample of work that needs to be sent to the moderator

On Edexcel Online, you'll see a tick next to the names of those students whose work needs to be sent for moderation. **You also need to send the work of the highest- and lowest-scoring candidates in addition to the requested sample.** If any of the called-for candidates have been withdrawn or have incomplete submissions, please provide additional candidates' work of a comparable level, along with a covering note.

Who is my moderator?

The name and address of your moderator will be available on Edexcel Online or EDI from mid-April each year for the summer's exam series, so in mid-April 2018 for the May/June 2018 exam series.

Private candidates

Private candidates may not submit coursework independently and Edexcel does not mark private candidates' coursework. Only a teacher at a registered Edexcel centre can supervise, mark and authenticate coursework. They must be involved in setting the title and seeing enough of the student's work prior to submission of the final piece to be able to authenticate that the work has been produced by the student independently. The Head of Centre takes responsibility for the authenticity of all marks submitted from their centre.

A level English Literature 2015, coursework 9ET0/04, updated 5 April 2018

Texts that have been submitted for feedback.

This information is provided to give a sense of the texts that teachers are thinking about using for 9ET0/04. Any feedback on the suitability of a text is dependent on the text that it is paired with as well as the title proposed for the text combination. Inclusion on the list does not equate to any judgement on a text in terms of the suitability of the content per se. Each teacher must consider whether a text's content/themes/use of language is appropriate in their particular context.

Suitable texts (includes any of the texts on the 2015 specification not selected for another component; texts named as examples in the 'Getting Started Guide'; other works by the writers named in the 2015 specification or in this list; texts from the 2008 GCE English Literature specification or by their authors, provided they are not texts in translation)	Texts whose suitability may depend on what they are paired with	Texts advised against (rationale: inadequate demand for A level; heavily used at GCSE [re-use may narrow the curriculum]; children's literature; teen/young adult fiction; popular writing for which AO3/AO5 is likely to be difficult to access and which may offer insufficient scope for AO2)	Texts that are rubric infringements (e.g. because not originally published in English); screenplays.
<i>1984</i> , George Orwell <i>A Clockwork Orange</i> , Anthony Burgess <i>A Room of One's Own</i> , Virginia Woolf <i>A Taste of Honey</i> , Sheila Delaney <i>A Thousand Splendid Suns</i> , Khaled Hosseini <i>Ada or Ardour: A Family Chronicle</i> , Vladimir Nabokov <i>Americanah</i> , Chimamanda Ngozi Adichie <i>Armada!</i> , Wilkie Collins <i>Behind the Scenes at the Museum</i> , Kate Atkinson <i>Birdsong</i> , Sebastian Faulks <i>Brick Lane</i> , Monica Ali	<i>A Lesson Before Dying</i> , Ernest J Gaines <i>Cracking India</i> , Bapsi Sidhwa <i>Fatherland</i> , Robert Harris <i>Fight Club</i> , Chuck Palahniuk <i>Goldfinger</i> , Ian Fleming <i>Gone Girl</i> , Gillian Flynn <i>Herbert West-Reanimator</i> , H.P. Lovecraft <i>Left Hand of Darkness</i> , Ursula Le Guin <i>Little Women</i> , Louisa May Alcott <i>No Country For Old Men</i> , Cormac McCarthy <i>One Day</i> , David Nicholls	<i>A Game of Thrones</i> , George RR Martin <i>Alice in Wonderland</i> , Lewis Carroll Harry Potter series, J K Rowling <i>How I Live Now</i> , Meg Rosoff <i>I am Legend</i> , Richard Matheson <i>Interview with the Vampire</i> , Anne Rice <i>Girl Interrupted</i> , Susanna Kaysen <i>Milkweed</i> , Jerry Spinelli <i>Noughts and Crosses</i> , Malorie Blackman <i>Porphyria's Lover</i> , Robert Browning (not a 'text' for this rubric- a single poem) <i>Stormbreaker</i> , Anthony Horowitz <i>The Body</i> , Stephen King <i>The Boy in the Striped Pyjamas</i> , John	<i>A Doll's House</i> , Henrik Ibsen <i>All Quiet on the Western Front</i> , Erich Maria Remarque <i>Crime and Punishment</i> , Fyodor Dostoevsky <i>Cupid and Psyche and other tales from the Golden Ass</i> , Lucius Apuleius Madaurensis (or Platonius). <i>Grimm's Fairy Tales</i> , Jacob and Wilhelm Grimm

<p><i>Captain Corelli's Mandolin</i>, Louis de Bernières <i>Cat on a Hot Tin Roof</i>, Tennessee Williams <i>Catch 22</i>, Joseph Heller <i>Cloud Atlas</i>, David Mitchell <i>Cold Comfort Farm</i>, Stella Gibson <i>Collected works of Rochester</i>, John Wilmot <i>Death of a Naturalist</i>, Seamus Heaney <i>Death of a Salesman</i>, Arthur Miller <i>Disgrace</i>, J.M. Coetzee <i>Dispatches</i>, Michael Kerr <i>Dracula</i>, Bram Stoker <i>Emma</i>, Jane Austen <i>Empire of the Sun</i>, J G Ballard <i>For Whom the Bell Tolls</i>, Ernest Hemingway <i>Foster</i>, Claire Keegan <i>Hamlet</i>, William Shakespeare <i>Hard Times</i>, Charles Dickens <i>Hawksmoor</i>, Peter Ackroyd <i>Heart of Darkness</i>, Joseph Conrad <i>Hold Your Own</i>, Kate Tempest <i>Homage to Catalonia</i>, George Orwell <i>How to be a Woman</i>, Caitlin Moran <i>I Know Why the Caged Bird Sings</i>, Maya Angelou <i>Into The Wild</i>, Jon Krakauer <i>Into Thin Air</i>, Jon Krakauer <i>Jerusalem</i>, Jez Butterworth <i>King Lear</i>, William Shakespeare <i>Life of Pi</i>, Yann Martel <i>Light Shining in Buckinghamshire</i>, Caryl Churchill <i>Lolita</i>, Vladimir Nabokov <i>London: The Biography</i>, Peter Ackroyd <i>Mansfield Park</i>, Jane Austen <i>Mean Time</i>, Carol Ann Duffy <i>Mister Pip</i>, Lloyd Jones</p>	<p><i>Playing in the Light</i>, Zoe Wicomb <i>The Book Thief</i>, Markus Zusak <i>The Crimson Petal and the White</i>, Michael Faber <i>The Dice Man</i>, Luke Rhinehart (George Cockcroft) <i>The Fountainhead</i>, Ayn Rand <i>The Girl on the Train</i>, Paula Hawkins <i>The Help</i>, Kathryn Stockett <i>The Lord of the Rings</i>, JRR Tolkien <i>The Man in the High Castle</i>, Philip K. Dick <i>The Revenant</i>, Michael Punke <i>The Secret Life of Bees</i>, Sue Monk Kidd <i>The Suspicions of Mr Whicher; or the Murder at Road Hill House</i>, Kate Summerscale <i>The Talented Mr Ripley</i>, Patricia Highsmith <i>The Time Traveler's Wife</i>, Audrey Niffenegger <i>We Need To Talk About Kevin</i>, Lionel Shriver <i>The Day of the Locust</i>, Nathanael West <i>We Have Always Lived in the Castle</i>, Shirley Jackson <i>The Shock of the Fall</i>, Nathan Filer <i>The Thirty-Nine Steps</i>, John Buchan <i>The Reluctant Fundamentalist</i>, Mohsin Hamid <i>Girl at War</i>, Sara Novic <i>The Heart of the Sea</i>, Nathaniel Philbrick</p>	<p>Boyne <i>The Bunker Diary</i>, Kevin Brooks <i>The Fault in our Stars</i>, John Green <i>The Machine Stops</i>, E. M. Forster (not a 'text' for this rubric- not published as a text in its own right) <i>The Powder Monkey</i>, Paul Dowswell <i>The Wolf of Wall Street</i>, Jordan Belfort <i>The Wrath and the Dawn</i> by Renee Ahdieh <i>Thirteen Reasons Why</i>, Jay Asher <i>Code Name Verity</i>, Elizabeth Wein <i>Eligible</i>, Curtis Sittenfeld <i>Hush, Hush</i>, Becca Fitzpatrick <i>The Princess Bride</i>, William Goldman <i>The Basketball Diaries</i>, Jim Carroll <i>Forbidden</i>, Tabitha Suzuma <i>Diary of an Oxygen Thief</i>, Anonymous <i>Red Dragon</i>, Thomas Harris <i>Do Androids Dream of Electric Sheep?</i> Philip K. Dick <i>The Green Mile</i>, Stephen King <i>The Lion, the Witch and the Wardrobe</i>, C. S. Lewis <i>The Northern Lights</i>, Philip Pullman <i>Valley of the Dolls</i>, Jacqueline Susann <i>The Martian</i>, Andy Weir <i>The Hunger Games</i>, Suzanne Collins</p>	<p><i>Metro 2033</i>, Dmitry Glukhovsky <i>Ovid's Heroines</i>, Claire Pollard <i>Perfume</i>, Patrick Süskind <i>Utopia</i>, Thomas More <i>The Girl with the Dragon Tattoo</i>, Stieg Larsson <i>Bakkhai</i>, Euripides, transl. Anne Carson</p>
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<p> <i>Narrative of the Life of Frederick Douglass</i>, Frederick Douglass <i>Netherland</i>, Joseph O'Neill <i>Never Let Me Go</i>, Kazuo Ishiguro <i>Jude the Obscure</i>, Thomas Hardy <i>Northanger Abbey</i>, Jane Austen <i>On The Road</i>, Jack Kerouac <i>Once in a House on Fire</i>, Andrea Ashworth <i>One Flew Over the Cuckoo's nest</i>, Ken Kesey <i>Oranges are not the only Fruit</i>, Jeanette Winterson <i>Othello</i>, William Shakespeare <i>Poetry of the First World War</i>, Tim Kendall (published anthology) <i>Rebecca</i>, Daphne du Maurier <i>Red Dust Road</i>, Jackie Kay <i>Regeneration</i>, Pat Barker <i>Room</i>, Emma Donoghue <i>Roxana</i>, Daniel Defoe <i>The Handmaid's Tale</i>, Margaret Atwood <i>Scars Upon My Heart: Women's Poetry and Verse of the First World War</i>, Ed. Catherine Reilly <i>Selected Poems</i>, Sylvia Plath <i>Small Island</i>, Andrea Levy <i>Songs of Innocence and of Experience</i>, William Blake <i>Tess of the D'Urbervilles</i>, Thomas Hardy Texts written in English by Chinua Achebe, Wole Soyinka, Chimamanda Ngozi Adichie and Nii Ayikqwi Parkes <i>The Adoption Papers</i>, Jackie Kay <i>The Autobiography of Malcom X</i>, Malcolm X <i>The Awakening</i>, Kate Chopin <i>The Bell Jar</i>, Sylvia Plath <i>The Bloody Chamber</i>, Angela Carter <i>The Bluest Eye</i>, Toni Morrison <i>The Bone Clocks</i>, David Mitchell </p>			
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<p> <i>The Castle of Otranto</i>, Horace Walpole <i>The Collector</i>, John Fowles <i>The Color Purple</i>, Alice Walker <i>The Crucible</i>, Arthur Miller <i>The Danish Girl</i>, David Ebershoff <i>The Dark Room</i>, Rachel Seiffert <i>The Duchess of Malfi</i>, John Webster <i>The Fixer</i>, Bernard Malamud <i>The Glass Menagerie</i>, Tennessee William <i>The Go-Between</i>, L P Hartley <i>The Great Gatsby</i>, F Scott Fitzgerald <i>The History Boys</i>, Alan Bennett <i>The House Gun</i>, Nadine Gordimer <i>The Importance of Being Earnest</i>, Oscar Wilde <i>The Joy Luck Club</i>, Amy Tan <i>The Killer Angels</i>, Michael Shara <i>The Little Stranger</i>, Sarah Waters <i>The Madness of King George</i>, Alan Bennett <i>The Monk</i>, Matthew Gregory Lewis <i>The Murders in the Rue Morgue and Other Tales</i>, Edgar Allan Poe <i>The Mysteries of Udolpho</i>, Ann Radcliffe <i>The Picture of Dorian Gray</i>, Oscar Wilde <i>The Price of Salt</i>, Patricia Highsmith <i>The Remains of the Day</i>, Kazuo Ishiguro <i>The Road</i>, Cormac McCarthy <i>The Stars My Destination</i>, Alfred Bester The Stories of Edgar Allan Poe (published collection) <i>The Township Plays</i>, Athol Fugard <i>The Virgin Suicides</i>, Jeffrey Eugenides <i>The Vortex</i>, Noel Coward <i>The Waste Land</i>, T S Elliott <i>The World's Wife</i>, Carol Ann Duffy <i>The Yellow Wallpaper</i>, Charlotte Perkins Gillman <i>Things Fall Apart</i>, Chinua Achebe <i>This Side of Paradise</i>, F Scott Fitzgerald <i>Titus Andronicus</i>, William Shakespeare </p>			
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<p> <i>Titus Groan</i>, Mervyn Peak <i>To The Lighthouse</i>, Virginia Woolf <i>True History of the Kelly Gang</i>, Peter Carey <i>Union Street</i>, Pat Barker <i>Waiting for Godot</i>, Samuel Beckett <i>White Teeth</i>, Zadie Smith <i>Wide Sargasso Sea</i>, Jean Rhys <i>Wuthering Heights</i>, Emily Bronte <i>Trainspotting</i>, Irvine Welsh <i>Digging to America</i>, Anne Tyler <i>King Charles III</i>, Mike Bartlett <i>Every Good Boy Deserves Favour</i>, Tom Stoppard <i>The Curious Incident of the Dog in the Night-Time</i>, Mark Haddon (adult edition) <i>The Wasp Factory</i>, Iain Banks <i>The World's Wife</i>, Carol Ann Duffy <i>Feminine Gospels</i>, Carol Ann Duffy <i>We Are All Completely Beside Ourselves</i>, Karen Joy Fowler <i>Vernon God Little</i>, DBC Pierre <i>A Separate Peace</i>, John Knowles <i>An Ideal Husband</i>, Oscar Wilde <i>High Rise</i>, JG Ballard <i>Rabbit, Run</i>, John Updike </p>			
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