

2012 Specification	Changes for September 2013 first teaching (in blue)
<p><b>Unit 1 - Prose</b> <b>Foundation Tier</b></p> <p><b>Section A</b></p> <p><b>4 part question, with 40 marks available + 3 SPaG marks for part (d)</b></p> <p><b>Example: <i>Animal Farm</i></b></p> <p>Spelling, punctuation and grammar will be assessed in part (d).</p> <p>1. Answer all parts of the question</p> <p>(a) Outline the key events <b>from</b> when the milk disappeared <b>up to</b> this extract. <span style="border: 1px solid blue; border-radius: 15px; padding: 2px 10px; display: inline-block;">Question removed</span> <b>AO1(10)</b></p> <p>(b) Explain how the writer presents the theme of trust in the extract. Use examples of the writer's language from the extract. <b>AO2 (10)</b></p> <p>(c) From this extract, what do you learn about the character of Squealer? Use <b>evidence</b> from the extract to support your answer. <b>AO1 (8)</b></p> <p>(d) In this extract, Boxer works hard and trusts the leaders. Explain how Boxer is treated by the leaders in <b>one other</b> part of the novel. Use examples of the writer's language to support your answer. <b>AO1 &amp; AO2 (12)</b></p> <p style="text-align: right;"><b>(40)</b></p> <p><b>(Total for spelling, punctuation and grammar = 3 marks)</b></p> <p style="text-align: right;"><b>(Total for Question 1 = 43 marks)</b></p>	<p><b>Unit 1 - Prose</b> <b>Foundation Tier</b></p> <p><b>Section A</b></p> <p><b>This is now a 3 part question, with 36 marks available + 3 SPaG marks for part (c)</b></p> <p><b>Example: <i>Animal farm</i></b></p> <p>Spelling, punctuation and grammar will be assessed in <b>part (c)</b>.</p> <p>1. Answer all parts of the question.</p> <p>(a) From this extract, what do you learn about the character of Squealer? Use <b>evidence</b> from the extract to support your answer. <b>AO1 (8)</b></p> <p>(b) Explain how the writer uses language in the extract to present leadership. Use <b>evidence</b> from the extract to support your answer <b>AO2 (12)</b></p> <p>(c) In the extract, Boxer trusts the pigs. Explain how the writer presents trust in <b>one other</b> part of the novel. Use <b>evidence</b> from the extract to support your answer <b>AO1 (8) &amp; AO2 (8) (16)</b></p> <p style="text-align: right;"><b>(36)</b></p> <p><b>(Total for spelling, punctuation and grammar = 3 marks)</b></p> <p style="text-align: right;"><b>(Total for Question 1 = 39 marks)</b></p>

2012 Specification	Changes for September 2013 first teaching ( in blue)
<p><b>Unit 1 - Prose</b> <b>Higher Tier</b></p> <p><b>Section A</b></p> <p><b>4 part question, with 40 marks available + 3 SPaG marks for part (d)</b></p> <p><b>Example: Animal Farm</b></p> <p>Spelling, punctuation and grammar will be assessed in part (d).</p> <p>(a) From the extract, what do you discover about the character of Squealer?</p> <p>Use <b>evidence</b> from the extract to support your answer. <b>(AO1)(8)</b></p> <p>(b) Comment on how the language in the extract is used to create an impression of Napoleon.</p> <p>Use examples of the writer’s language from the extract. <b>(AO2)(10)</b></p> <p>(c) Explore the significance of trust in this extract.</p> <p>Use <b>evidence</b> from the extract to support your answer. <b>(AO1)(10)</b></p> <p>(d) Explore the significance of trust in the society of Animal Farm in <b>one other</b> part of the novel.</p> <p>Use examples of the writer’s language to support your answer. <b>(AO1 &amp; AO2) (12)</b></p> <p><b>(40)</b></p> <p><b>(Total for spelling, punctuation and grammar = 3 marks)</b></p> <p><b>(Total for Question 1 = 43 marks)</b></p>	<p><b>Unit 1 - Prose</b> <b>Higher Tier</b></p> <p><b>Section A</b></p> <p><b>3 part question, with 36 marks available + 3 SPaG marks for part (c)</b></p> <p><b>Example: Animal Farm</b></p> <p>1. Answer all parts of the question</p> <p>Spelling, punctuation and grammar will be assessed in part (c).</p> <p>(a) From the extract, what do you discover about the character of Squealer?</p> <p>Use <b>evidence</b> from the extract to support your answer. <b>(AO1) (8)</b></p> <p>(b) Explore how the writer uses language in the extract to present leadership.</p> <p>Use <b>evidence</b> from the extract to support your answer. <b>(AO2) (12)</b></p> <p>(c) In the extract, Squealer stresses the importance of trust.</p> <p>Explore how the writer presents trust in <b>one other</b> part of the novel.</p> <p>Use <b>evidence</b> from the extract to support your answer <b>AO1 (8) &amp; AO2 (8) (16)</b></p> <p><b>(36)</b></p> <p><b>(Total for spelling, punctuation and grammar = 3 marks)</b></p> <p><b>(Total for Question 1 = 39 marks)</b></p>

Question removed

2012 Specification	Changes for September 2013 first teaching – (in blue)
<p><b>Unit 1 Prose</b> <b>Foundation Tier</b></p> <p><b>Section B</b></p> <p><b>Choice of two essays. 40 marks available + 6 SPaG marks. AO1 16 marks, AO4 24 marks. Bullet points target AO weighting.</b></p> <p><b>Example: <i>Anita and Me</i></b></p> <p><b>EITHER</b></p> <p>*7. Explain the importance of Meena’s relationship with Anita in the novel.</p> <p>In your answer you <b>must</b> consider:</p> <ul style="list-style-type: none"> <li>- the importance of their different family backgrounds</li> <li>-their way of life in Tollington</li> <li>-their cultural differences</li> </ul> <p>You may include other ideas of your own.</p> <p>Use <b>evidence</b> to support your answer.</p> <p style="text-align: right;"><b>AO1 16 &amp; AO4 24 (40)</b></p> <p><b>(Total for spelling, punctuation and grammar = 6 marks)</b></p> <p style="text-align: right;"><b>(Total for Question 7 = 46 marks)</b></p>	<p><b>Unit 1 Prose</b> <b>Foundation Tier</b></p> <p><b>Section B</b></p> <p><b>Choice of two essays. 40 marks available + 7 SPaG marks. AO1 24 marks, AO4 16 marks. Bullet points target AO weighting.</b></p> <p><b>Example: <i>Anita and Me</i></b></p> <p><b>EITHER</b></p> <p>*7. Explain the importance of Anita’s relationships with others in the novel.</p> <p>In your answer you <b>must</b> consider:</p> <ul style="list-style-type: none"> <li>• Anita’s relationship with Meena</li> <li>• Anita’s relationship with her family</li> <li>• Anita’s behaviour towards others.</li> </ul> <p>You may include other ideas of your own.</p> <p>Use evidence to support your answer.</p> <p style="text-align: right;"><b>AO1 24 &amp; AO4 16 (40)</b></p> <p><b>(Total for spelling, punctuation and grammar = 7 marks)</b></p> <p style="text-align: right;"><b>(Total for Question 7 = 47 marks)</b></p>

2012 Specification	Changes for September 2013 first teaching – (in blue)
<p><b><u>Unit 1 Prose</u></b> <b>Higher Tier</b></p> <p><b><u>Section B</u></b></p> <p>Choice of two essays. 40 marks available + 6 SPaG marks. AO1 16 marks, AO4 24 marks.</p> <p><b>EITHER</b></p> <p>*7. Explore the importance of Meena’s way of life in Tollington.</p> <p>You <b>must</b> consider the context of the novel.</p> <p>Use <b>evidence</b> to support your answer.</p> <p style="text-align: right;"><b>AO1 16 &amp; AO4 24 (40)</b></p> <p><b>(Total for spelling, punctuation and grammar = 6 marks)</b></p> <p style="text-align: right;"><b>(Total for Question 7 = 46 marks)</b></p>	<p><b><u>Unit 1 Prose</u></b> <b>Higher Tier</b></p> <p><b><u>Section B</u></b></p> <p>Choice of two essays. 40 marks available + 7 SPaG marks. <b>AO1 24 marks, AO4 16 marks.</b></p> <p><b>EITHER</b></p> <p>*7. Explore the significance of Anita’s relationships in the novel.</p> <p>Your answer <b>must</b> show your understanding of the context of the novel.</p> <p>Use evidence to support your answer.</p> <p style="text-align: right;"><b>AO1 24 &amp; AO4 16 (40)</b></p> <p style="text-align: right;"><b>(Total for spelling, punctuation and grammar = 7 marks)</b></p> <p style="text-align: right;"><b>(Total for Question 7 = 47 marks)</b></p>

2012 Specification	Changes for September 2013 first teaching – (in blue)
<p><b><u>Unit 2 – Poetry</u></b></p> <p><b>Foundation Tier</b></p> <p>Section A - Unseen poem. 20 marks targeting AO2</p>	<p><b><u>Unit 2 – Poetry</u></b></p> <p><b>Foundation Tier</b></p> <p>Section A - Unseen poem. 20 marks targeting AO2</p> <p><b>Unseen poem taken from the works of one of the 15 poets studied in preparation – The 15 poets are listed in the specification. The higher tier and foundation tier poems are different.</b></p>

**\*1** Explain how Brian Patten feels about the snow and its effect on the street where he lives.

Write about:

- what happens in the poem
- how the writer has organised the poem
- how the writer uses language to show his feelings.

Use **evidence** from the poem to support your answer.

(Total for Question 1 = AO2 20 marks)

TOTAL FOR SECTION A = 20 MARKS

**\*1** Explain how Charles Causley presents the thoughts and feelings of the speaker in the poem 'What has happened to Lulu?'

Write about:

- what happens in the poem
- how the writer has organised the poem
- how the writer uses language.

Use evidence from the poem to support your answer.

(Total for Question 1 = AO2 20 marks)

TOTAL FOR SECTION A = 20 MARKS

**Unit 2 Poetry**  
**Higher Tier**

**Section A - Unseen poem. 20 marks targeting AO2**

**\*1** Explore how Seamus Heaney presents his experiences of blackberry-picking.

Use **evidence** from the poem to support your answer.

(Total for Question 1 = AO2 20 marks)

TOTAL FOR SECTION A = 20 MARKS

**Unit 2 Poetry**  
**Higher Tier**

**Section A - Unseen poem. 20 marks targeting AO2**

**Unseen poem taken from the works of one of the 15 poets studied in preparation – The 15 poets are listed in the specification. The higher tier and foundation tier poems are different.**

**\*1** Explore how Seamus Heaney presents his ideas about blackberry picking.

Use evidence from the poem to support your answer.

(Total for Question 1 = AO2 20 marks)

TOTAL FOR SECTION A = 20 MARKS

**Unit 2 – Poetry**

**Foundation Tier**

**Section B**

**2 part question with a compulsory (a) part (A02) and an option of either (b) (i) or (b) (ii) for the second part (A03)**

**2 (a)** Describe the writer’s thoughts and feelings about love in ‘Sonnet 116’.

Use **evidence** from the poem to support your answer.

**A02 (15)**

**EITHER**

(b) (i) Explain how the writer of ‘Nettles’ presents different ideas about love from those given in ‘Sonnet 116’.

Use **evidence** from the poems to support your answer.

You may include material you used to answer 2(a).

**A03 (15)**

**OR**

(ii) Explain how the writer of **one** poem of your choice from the ‘Relationships’ collection presents different ideas about relationships from those in ‘Sonnet 116’.

Use **evidence** from the poems to support your answer.

You may include material you used to answer 2(a).

**A03 (15)**

**(Total for Question 2 = 30)**

**Unit 2 – Poetry**

**Foundation Tier**

**Section B**

**A single question comparing a named poem with another freely chosen poem from the studied collection (A02 & A03)**

**2.** Compare how the writers of Sonnett 116 and one other poem of your choice from the Relationships collection present thoughts and feelings about love.

You must consider:

- the language and organisation of the two poems
- similarities/differences between the two poems.

Use **evidence** from both poems to support your answer.

**A02 (15) & A03 (15) (30)**

**(Total for Question 2 = 30 marks)**

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<p><b>Higher Tier</b></p> <p><b>Section B</b></p> <p><b>2 part question with a compulsory (a) part (A02) and an option of either (b) (i) or (b) (ii) for the second part (A03)</b></p> <p><b>2 (a)</b> Explore how the writer conveys his attitudes towards the theme of love in 'Sonnet 116'.</p> <p>Use <b>evidence</b> from the poem to support your answer.</p> <p style="text-align: right;"><b>A02 (15)</b></p> <p><b>EITHER</b></p> <p>(b) (i) Compare how the writers explore the effect of time on love in 'One Flesh' and 'Sonnet 116'.</p> <p>Use <b>evidence</b> from the poems to support your answer.</p> <p>You may include material you used to answer 2(a).</p> <p style="text-align: right;"><b>A03 (15)</b></p> <p><b>OR</b></p> <p>(b) (ii) Compare how the writers of 'Sonnet 116' and <b>one</b> poem of your choice from the 'Relationships' collection reflect on love.</p> <p>Use <b>evidence</b> from the poems to support your answer.</p> <p>You may include material you used to answer 2(a).</p> <p style="text-align: right;"><b>A03 (15)</b></p> <p style="text-align: right;"><b>(Total for Question 2 = 30 marks)</b></p>	<p><b>Higher Tier</b></p> <p><b>Section B</b></p> <p><b>A single question comparing a named poem with another freely chosen poem from the studied collection (A02 &amp; A03)</b></p> <p><b>2.</b> Compare the writers of 'Sonnet 116' and one other poem of your choice from the Relationships collection present attitudes to love.</p> <p>Use <b>evidence</b> from <b>both poems</b> to support your answer.</p> <p style="text-align: right;"><b>A02 (15) &amp; A03 (15) (30)</b></p> <p style="text-align: right;"><b>(Total for Question 2 = 30 marks)</b></p>

2012 Specification	Changes for September 2013 first teaching – (in blue)
<p><b>Unit 3 - Shakespeare</b></p> <p><b>Targets AO2: 10 marks and AO3: 20 marks. 4 question options are available each year</b></p> <p><b>Either</b></p> <p><b>Characterisation</b> Choose <b>one</b> central character in the Shakespeare drama text you have studied. Compare your reading of the character with the presentation of the same character in an adaptation.</p> <p>Use examples from the text in your response.</p> <p style="text-align: right;"><b>AO2 10 &amp; AO3 20 (30)</b></p> <p>Or Performance</p> <p>Or Theme</p> <p>Or Relationships</p>	<p><b>Unit 3 - Shakespeare</b></p> <p><b>Targets AO3: 20 marks and AO4: 20 marks. 3 question options from the 4 possible topic areas are available each year</b></p> <p><b>Either</b></p> <p><b>Characterisation</b> Choose <b>ONE</b> central character in the Shakespeare play you have studied. Compare your reading of the character in the play with the same character in your chosen adaptation.</p> <p>In your comparison you <b>must</b>:</p> <ul style="list-style-type: none"> <li>• show your understanding of the entire play</li> <li>• explain your understanding of the differences between the original context of the play and the context of your chosen adaptation</li> <li>• explore the reasons why the adaptation differs from the original play.</li> </ul> <p>Use evidence from <b>both</b> the play and the adaptation to support your answer.</p> <p style="text-align: right;"><b>AO3 20 &amp; AO4 20 (40)</b></p> <p>Or theme</p> <p>Or relationship</p>



<p><b>Contemporary Drama</b></p> <p><b>A choice of 4 question options. 20 marks targeting AO1</b></p> <p><b>EITHER</b>  <b>Characterisation</b>  Explore the ways in which the dramatist introduces a key character to the audience.  Use examples from the text in your response.</p> <p style="text-align: right;"><b>AO1 (20)</b></p> <p>Or  Stage craft</p> <p>Or  Theme</p> <p>Or  Relationships</p>	<p><b>Contemporary Drama</b></p> <p><b>3 question options from the 4 possible topic areas are available each year. 16 marks targeting AO1</b></p> <p><b>Either</b>  <b>Characterisation</b>  Explore the ways in which a key character is developed in the drama.  Use evidence to support your answer.</p> <p style="text-align: right;"><b>AO1(16)</b></p> <p>Or stagecraft</p> <p>Or theme</p>
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English Literature Assessment Objectives:

AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects
AO4: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times