

**Edexcel Advanced Subsidiary GCE in English
Language and Literature (8179)**

For examination from January 2004

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and Literature (9179)**

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Issue 5 November 2003

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This specification is Issue 5 and is valid for examination from January 2004. Key changes to requirements are sidelined. Centres will be informed in the event of any necessary future changes to this specification. The latest issue can be found on the Edexcel website, www.edexcel.org.uk

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Authorised by Peter Goff

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Introduction

Key features

- ◆ Unified English course for students who wish to study a combination of language and literature.
- ◆ Edexcel poetry anthology for use as an optional textbook.
- ◆ Opportunity to study prose, poetry and drama, with opportunities for the personal study of language.
- ◆ Focus on language in use.
- ◆ Opportunity to write an original short story for coursework.
- ◆ Opportunity to study contemporary written and spoken English in use.
- ◆ Optional coursework for both AS and Advanced GCE.

These specifications provide a flexible model of examination which offers the opportunity for students to re-sit units if they wish to do so. The specifications provide students with the opportunity to study a wide variety of written and spoken texts, including non-fiction and work in translation. Students also have the opportunity to write their own short story for coursework.

Availability of units

Units are available for examination as follows:

	Unit code	Jan 2004	June 2004	Jan 2005	June 2005	Jan 2006	June 2006
Unit 1	6381	✓	✓	✓	✓	✓	✓
Unit 2	6382	✓	✓	×	✓	×	✓
Unit 3 (coursework)	6383/01	✓	✓	×	✓	×	✓
Unit 3 (coursework)	6383/02	✓	✓	×	✓	×	✓
Unit 4 (coursework)	6384/01	✓	✓	×	✓	×	✓
Unit 4 (examination)	6384/02	✓	✓	×	✓	×	✓
Unit 5	6385	✓	✓	×	✓	×	✓
Unit 6	6386	✓	✓	×	✓	×	✓

Summary of scheme of assessment

Advanced Subsidiary (50%) 8179

The AS consists of Units 1, 2 and 3 and may be awarded as a discrete qualification; it also counts for 50% of the full Advanced GCE.

Options 1 and 2

- Option 1 consists of units 1, 2 and 3a.
- Option 2 consists of units 1, 2 and 3b.

Unit	Method	Contribution	Amount/length
Unit 1 The Spoken Word	Externally assessed written paper	AS 30% Full Advanced 15%	1 hour 30 minutes
Unit 2 Desk Study	Externally assessed written paper	AS 40% Full Advanced 20%	1 hour 30 minutes
Unit 3a Shorter Fiction Study or Unit 3b Shorter Fiction Study	Internally assessed coursework Externally assessed written paper	AS 30% Full Advanced 15%	1500 words commentary as required 1 hour

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The full Advanced GCE comprises all of the AS plus Units 4, 5 and 6 (together Units 4, 5 and 6 are known as A2).

Options 1 and 2

- Option 1 consists of units 4a, 5 and 6.
- Option 2 consists of units 4b, 5 and 6.

Unit	Method	Contribution	Amount/length
Unit 4a Writing for Different Audiences and Purposes or Unit 4b Writing for Different Audiences and Purposes	Internally assessed coursework Externally assessed written paper	Full Advanced 15% Full Advanced 15%	2000–2500 words and commentary of 1000 words 2 hours
Unit 5 Wider Reading	Externally assessed written paper	Full Advanced 15%	2 hours
Unit 6 Genre Studies	Externally assessed written paper	Full Advanced 20%	2 hours

Set texts

Range of reading

‘English Literature’ includes American and Commonwealth writing, and significant works in translation may also be included. The set texts are drawn from a range of historical periods between 1370 and the present day, and candidates are required to study a range of texts, which must include:

- AS**
- a range of literary and non-literary texts, including a minimum of two texts covering two literary genres (prose, poetry and drama) one of which must have been published before 1900. The non-literary texts must include both spoken and written language.
- A2**
- a wider range of literary and non-literary texts, including two additional literary texts and at least one text published before 1770 ensuring coverage of prose, poetry and drama. The additional non-literary texts must include both spoken and written language.

Guidance on non-fiction texts is given in the Teachers’ Guide to the specification.

The following texts are set for this specification:

Unit 1: The Spoken Word (Closed Text)

Section A: Unprepared Analysis

This section will consist of an unseen extract which may involve a transcription of spoken language.

Section B: Pre-1900 Drama Unit

The following texts will be set in January 2004, June 2004, January 2005, June 2005, January 2006 and June 2006.

- Shakespeare: *Henry V*
- Shakespeare: *Much Ado About Nothing*
- Wilde: *The Importance of Being Earnest*
- Ibsen: *A Doll’s House*

The following texts will not be available for examination after January 2005

- Susannah Centlivre: *Female Playwrights of the Restoration: Five Comedies: The Busybody*
- Slater (editor): *Maria Marten, or Murder in the Red Barn*

Additional texts for Unit 1 Section B

The following texts will be first examined in January 2004

- Aphra Behn: *The Rover*
- Pinero: *Trelawny of the Wells*

Candidates study **one** of the above texts.

Unit 2: Desk Study

This unit sets pre-released textual material for writing tasks.

Unit 3a: Shorter Fiction Study

There will be a free choice of text for this unit.

Unit 3b: Shorter Fiction Study (Open Text)

The following texts will be set in January 2004, June 2004, June 2005 and June 2006:

- Angela Carter: *The Bloody Chamber* (Vintage ISBN: 0099588110)
- W Somerset Maugham: *Collected Short Stories Vol.1* (Mandarin ISBN: 074930345X) or *Collected Short Stories Vol.1* (Vintage ISBN: 0099287390)
- James Joyce: *Dubliners* (Penguin ISBN: 0141182458)
- Alice Munro: *Selected Stories* (Vintage ISBN: 0099732416)

The following text will not be available for examination after June 2004

- D H Lawrence: *The Fox* (Penguin ISBN: 0140187790)

Additional text for Unit 3b

The following prescribed edition of the text will be first examined in January 2004:

- F Scott Fitzgerald: *The Diamond as Big as the Ritz and Other Short Stories* (Penguin Popular Classics ISBN: 0140622381). All stories in this volume are prescribed.

Candidates study **one** of the above texts.

Unit 4a: Writing for Different Audiences and Purposes

There will be a free choice of at least two texts selected from a variety of literary and non-literary sources for this unit.

Unit 4b: Writing for Different Audiences and Purposes

Candidates will be given two texts as stimulus material. The texts will be drawn from literary and non-literary material.

Unit 5: Wider Reading (Open Text)

The following texts will be set in January 2004, June 2004, June 2005 and June 2006:

Section A: Pre-1770 Poetry

- Chaucer: *The Merchant's Tale*, editor Hussey (CUP ISBN: 0521046319)
- Milton: *Selected Poems* (Dover ISBN: 048627554X)
- Dalglish (editor): *Eight Metaphysical Poets* (Heinemann ISBN: 0435150316)
- *Edexcel Poetry Anthology* (Section Two)

The following text will not be available for examination after June 2005

- Gray: *Selected Poems*, editor Mack (Everyman's Poetry ISBN: 0460878050)

Additional text for Unit 5 Section A

The following prescribed edition of the text will be first examined in January 2005:

- Pope: *The Rape of the Lock* (OUP ISBN: 0198319584)

Candidates study **one** of the above texts.

Section B: Modern Literature

Drama

- Friel: *Translations* (Faber ISBN: 0571117422)
- David Mamet: *Oleanna* (Methuen ISBN: 0413626202)
- Tom Stoppard: *Jumpers* (Faber ISBN: 0571145698)

Poetry

- Sylvia Plath: *Selected Poems*, editor Hughes (Faber ISBN: 0571135862)
- Grace Nichols: *The Fat Black Woman's Poems* (all four sections) (Virago ISBN: 0860686353)
- *Edexcel Poetry Anthology* (Section One)

Prose

- Margaret Atwood: *Surfacing* (Virago ISBN: 0860680649)
- Julian Barnes: *Flaubert's Parrot* (Picador ISBN: 0330289764)

The following text will not be available for examination after June 2005

- Russell Hoban: *Riddley Walker* (Bloomsbury ISBN: 074755904X or Picador ISBN 0330266454, now out of print)

Additional text for Unit 5 Section B Prose

The following prescribed edition of the text will be first examined in January 2004:

Doris Lessing: *Memoirs of a Survivor* (Flamingo ISBN: 0006493254)

Candidates study **one** of the above texts.

Unit 6: Genre Studies (Closed Text)

This unit will focus on unprepared texts and extracts. Students will be required to read and understand the stylistic features and characteristics of both whole texts and extracts from the following areas: a) travel writing; b) letters, diaries and journals; c) biography and autobiography; d) speeches; e) reportage; f) scientific writing. Examples of suggested texts for this unit are given in the list of *Textbooks and Other Resources* on page 37.

Specification overview

Subject criteria

This specification is based on the *Subject Criteria for English Language and Literature* published by QCA and mandatory for all awarding bodies.

Aims

The specification aims to:

- encourage students to study language and literature as interconnecting disciplines in ways which deepen their understanding and enjoyment of these studies.

AS students should be given opportunities to:

- develop their ability to use linguistic and literary-critical concepts and analytical frameworks in commenting on a wide range of spoken language* and written texts
- develop as independent, confident and reflective readers
- relate literary and non-literary texts to the contexts in which they were produced
- develop their skills in speaking and writing for different purposes and audiences.

Advanced GCE students should additionally be given opportunities to:

- broaden and deepen their knowledge and understanding
- evaluate different analytical approaches to the interpretations of texts
- make comparisons and connections between a range of texts, taking account of the social, cultural and historical factors which influenced them
- select approaches most appropriate for their investigation and research.

* *'Speech' and 'spoken language' may include transcripts.*

Knowledge, understanding and skills

The AS and Advanced GCE specifications require students to show knowledge of:

- a range of literary and non-literary texts, including a minimum of two texts from two literary genres (prose, poetry and drama), one of which must have been published before 1900; the non-literary texts should include both spoken and written language
- literary-critical concepts and terminology relating to genre, structure and style
- linguistic concepts and key features of frameworks for the study of spoken and written language at different levels of analysis, relating to speech sounds and intonation patterns, the origins and development of words, the rules and conventions of grammar, and ways of constructing and interpreting meaning in English
- how variations in language can shape and change meanings and forms.

In addition, the Advanced GCE specification requires students to show deeper knowledge and understanding of:

- a wider range of literary and non-literary texts, including two additional literary texts, one of which must have been published before 1770 (pre-Romantic), and selected to ensure coverage of the major literary forms of poetry, prose and drama during the AS and Advanced course; the selection of additional non-literary texts must include both spoken and written language
- some of the ways in which meanings and forms in language are shaped by variations in mode, use, time and place
- the ways in which spoken language and written texts relate to the contexts in which they were received and created.

The AS and Advanced GCE specification requires students to:

- show their understanding and evaluation of spoken language and written texts in fluent and convincing responses
- apply linguistic and literary-critical concepts and analytical frameworks for the study of spoken language and written texts
- identify and consider how meanings and effect are created and conveyed in texts
- demonstrate appropriate and accurate control of English for a variety of audiences and purposes, and comment on the production, interpretation, adaptation or representation of texts.

In addition, the Advanced GCE specification requires students to:

- compare texts, evaluating the appropriateness of different analytical approaches to their study, taking account of the cultural and historical factors which influenced them
- demonstrate their knowledge of the ways in which the study of language and literature inform each other through the analysis and interpretation of literary and non-literary texts.

The combination of texts studied and tasks set on them must provide sufficient challenge to merit serious consideration.

Rationale for the specification

English Language and Literature enables students to study language and literature as interconnecting disciplines in ways which deepen their understanding and enjoyment of these areas. The course enables students to develop their ability to use linguistic and literary-critical concepts and analytical frameworks in commenting on a wide range of spoken language and written texts. The course enables students to develop as independent, confident and reflective readers, enabling them to relate literary and non-literary texts to the contexts in which they were produced. The AS course enables students to develop their skills in speaking and writing for different purposes and audiences.

The specification can make a key contribution to developing the spiritual, moral, social and cultural education of students beyond the requirements of the National Curriculum. In addition, it supports the development of a range of key skills and research competencies that will be of value to students of a variety of ages studying and working in differing academic and vocational contexts.

The specification has been developed following extensive consultation meetings with teachers and lecturers in the subject. The findings of the consultation exercises demonstrate that the specification meets the needs and expectations of centres in the ways identified below.

- The overall scheme is simple and transparent; options are clearly identified.
- Breadth in choice of topics is maximised.
- As well as drawing on established knowledge, the subject matter is modern, contemporary, and relevant to a range of vocational areas.
- Content and units of assessment are appropriate and accessible to a range of levels of experience and ability.
- There is continuity with current provision, which will allow use of existing resources.
- Reading lists contain both contemporary and more established texts.
- A mixture of examination formats and question types is used.

Assessment objectives

Students should be able to:

		AS% weighting	A2% weighting	Advanced GCE weighting
AO1	communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression	10	20	15
AO2i	in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form	20	–	10
AO2ii	respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them	–	20	10
AO3i	respond to and analyse texts, using literary and linguistic concepts and approaches	25	–	12½
AO3ii	use and evaluate different literary and linguistic approaches to the analytic study of written and spoken language, showing how these approaches inform their readings	–	20	10
AO4	show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts	15	15	15
AO5	identify and consider the ways attitudes and values are created and conveyed in speech and writing	20	15	17½
AO6	demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made.	10	10	10

The relationship between AS and Advanced GCE

AS English Language and Literature consists of 50% of the total assessment for the specification and Advanced GCE consists of the AS units plus Units 4, 5 and 6 (together Units 4, 5 and 6 are known as A2). Certification for AS will be available on its own for those who do not go on to take the full Advanced GCE.

Rules of combination

It is expected that the AS units will normally be taken in the first year of a two-year course. The specification has been designed to allow centres, teachers and their students maximum flexibility for delivery of the course. Centres should note that whilst the assessment units are set out and numbered in a particular sequence, it remains the responsibility of the teacher to organise a teaching programme to provide maximum coherence and convenience. There is no required order in which content should be taught or assessed. However, the AS units and the A2 units may be taken together at the end of the course. Individual unit results will be certificated and the AS and Advanced GCE will be graded A to E. Students who fail to meet the minimum standard for an award will be recorded as 'unclassified'. These specifications will comply with the grading, awarding and certification requirements of the revised GCE Code of Practice for courses starting in September 2002.

Re-sitting of units and the validity of unit credits

There is no restriction on the number of times a unit may be attempted prior to claiming certification for the qualification. The best available result for each unit will count towards the final grade.

Results of units will be held in Edexcel's unit bank for as many years as this specification remains available. Once the AS or Advanced level qualification has been certificated, all unit results are deemed to be used up. These results cannot be used again towards a further award of the same qualification at the same level.

Quality of written communication

Students will be required to:

- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant material clearly and coherently using specialist vocabulary where appropriate
- ensure writing is legible, with accurate use of spelling, grammar and punctuation in order to make meaning clear.

This requirement will be met through assessment objective AO1.

Synoptic assessment

Synoptic assessment in English Language and Literature takes account of the requirement that Advanced GCE qualifications should enable students to develop a broader and deeper understanding of the connections between knowledge and understanding set out in the specification as a whole, including the requirement to produce a range of written work which is accurate, well-structured and appropriate to its purpose. Synoptic assessment involves the explicit synthesis of insights gained from the study of a range of texts, both spoken and written.

Students will be required to demonstrate the ability to analyse and comment on a range of familiar and unfamiliar texts from the past and present. The specification ensures that students draw on literary and linguistic approaches in articulating critical, informed readings, showing that they understand how the contextual factors can influence interpretations. In the specification synoptic assessment will be made in *Unit 6: Genre Studies*, and will consist of questions on unprepared non-fictional texts. There is no longer a requirement that the synoptic unit, Unit 6, be taken at the end of the course as the final assessment unit for Advanced GCE.

Key skills

The specification will provide opportunities for developing and generating evidence for the key skills of:

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

The key skill of communication contributes to the assessment of the specification. Key skills development suggestions providing suggested methods by which the teaching of English Language and Literature and key skills can be integrated, are given on page 43. The specification provides examples of opportunities to provide evidence for the assessment of the following key skills:

- communication in examination papers
- information technology in coursework
- working with others in coursework
- improving own learning and performance in coursework.

The above are examples only and further guidance is given on page 43.

Forbidden combinations

Every specification 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.

The classification code for this specification is 5010.

This specification may not be taken with any other Advanced Subsidiary GCE or Advanced GCE qualification with the title 'English Language and Literature' at the same examination sitting. The specification may also not be taken with either Edexcel Advanced Subsidiary or Advanced English Literature or Edexcel GCE Advanced Subsidiary or Advanced English Language at the same sitting. There are no forbidden combinations with any other level 3 qualifications.

Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the address below or by telephoning 0870 240 9800.

Edexcel will assess whether special consideration or concessions can be made for students with particular requirements. Request should be addressed to:

Special Requirements
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN

Prior requirements, progression and outcomes

Prior requirements

The AS and Advanced GCE specifications build on the knowledge, understanding and skills established at GCSE. It is recommended that students should have obtained at least Grade C in GCSE English or a qualification of an equivalent standard before proceeding to take the specifications. While it is anticipated that students will normally take the AS qualification in the first year of a two year course and the Advanced GCE qualification in the second year, the specifications are not age-related. It is recognised that there are other learners without prior qualifications.

Progression

The specifications support lifelong learning by offering students the opportunity for personal enrichment by extending the opportunity to study English Language and Literature in depth. The AS specification introduces students to linguistic and literary-critical concepts and analytical frameworks. The Advanced GCE specification extends this study in length and breadth, and develops further students' techniques of analysis, evaluation and comparison.

Outcomes

The subject will extend in a natural way beyond AS and Advanced GCE into a wide range of related courses in higher education. Students will be able to use the skills they develop in English Language and Literature in a variety of careers such as law, management, the media or education.

Spiritual, moral, ethical, social and cultural issues

The AS and Advanced GCE specifications provide opportunities to contribute to an understanding of spiritual, moral, ethical, social and cultural issues.

Spiritual issues

The study of Advanced Subsidiary GCE and Advanced GCE English Language and Literature provides opportunities for the study of spiritual issues. Students will be able to study human and spiritual values in the texts they read and in their own writing. Literary and linguistic texts deal with a wide variety of spiritual issues as they affect human experiences and motivations. Students will also be able to discuss a wide range of spiritual issues in response to their reading. For example, the study of a text by Shakespeare in Unit 1 or a non-fiction text on contemporary values in Unit 6 will introduce students to the consideration of a wide range of spiritual issues.

Moral and ethical issues

There is a wide range of opportunities for students to discuss moral and ethical issues in the study of the selected literary and linguistic texts. They will be able to discuss and write about moral and ethical issues in their own society or in other societies. Students will also be able to gain greater understanding of the viewpoints of others. For example, the study of a literary text by James Joyce in Unit 3b or a non-literary text for Unit 4a will provide opportunities for debate and writing on the moral and ethical issues presented in those texts.

Social and cultural issues

Students will have the opportunity to consider social and cultural issues in literary and linguistic texts by means of the study of texts from a wide range of periods. For example, the study of the cultural and social contexts of Restoration writing in Unit 1, or a study of thematically linked texts from different periods in the Edexcel Anthology in Unit 5, will enable students to reflect on the social and cultural conditions in which the texts were produced. There are also opportunities to study English from other cultures, for example by studying non-fiction texts from other cultures in preparation for Unit 4 or by studying the poetry of Grace Nichols in Unit 5.

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.

Scheme of assessment

Assessment grid

The relationship between assessment components and assessment objectives.

Assessment components			Assessment objectives							
			1	2i	2ii	3i	3ii	4	5	6
AS	Unit 1	The Spoken Word	5%	5%		10%			10%	
	Unit 2	Desk Study		10%		10%		10%		10%
	Unit 3a	Coursework: Shorter Fiction Study	5%	5%		5%		5%	10%	
	Unit 3b	Shorter Fiction Study	5%	5%		5%		5%	10%	
	AS Total			10%	20%	0%	25%	0%	15%	20%
A2	Unit 4a	Coursework: Writing for Different Audiences and Purposes	5%				5%	5%	5%	10%
	Unit 4b	Writing for Different Audiences and Purposes	5%				5%	5%	5%	10%
	Unit 5	Wider Reading	5%		10%		5%	10%		
	Unit 6	Genre Studies	10%		10%		10%		10%	
	A2 Total			20%	0%	20%	0%	20%	15%	15%

Specification content

The relationship between the subject criteria and the specification content

The subject criteria will be tested in the following way in the specification content:

	Subject criteria									
	Unit	Prose	Poetry	Drama	Pre-1900	Pre-1770	Spoken texts	Non-literary texts	Linguistic concepts and key features	Language variation
AS	Unit 1			✓	✓		✓	✓	✓	✓
	Unit 2							✓	✓	✓
	Unit 3a	✓								
	Unit 3b	✓								
A2	Unit 4a							✓	✓	✓
	Unit 4b							✓	✓	✓
	Unit 5	✓	✓	✓		✓				
	Unit 6						✓	✓	✓	✓

Unit descriptions

English Language and Literature AS

Unit 1: The Spoken Word (6381)

(15%) (1 hour 30 minutes examination) (closed text)

This unit consists of two sections, Section A, Unprepared Commentary and Section B, Pre-1900 Drama.

Section A, Unprepared Analysis, will consist of short unseen extracts which may involve a transcription of spoken language. The emphasis will be both literary and linguistic. Examples of texts which involve the spoken word could include extracts from drama, poetry, fiction, soap operas, speeches, radio and television, advertisements, face-to-face and telephone conversations.

These examples are indicative only. Students will be asked to describe and explain the language features and their effects in such texts.

Section B, Pre-1900 Drama, offers a selection of drama texts. There will be a choice of two questions on each text. Students must answer **one** question on one text. One of the questions on each text will be extract-based and will require candidates to refer to the extract and to demonstrate their knowledge of the text as a whole.

The texts listed below will be set in January 2004, June 2004, January 2005, June 2005, January 2006 and June 2006.

- Shakespeare: *Henry V*
- Shakespeare: *Much Ado about Nothing*
- Wilde: *The Importance of Being Earnest*
- Ibsen: *A Doll's House*

The following texts will not be available for examination after January 2005

- Susannah Centlivre: *Female Playwrights of the Restoration: Five Comedies: The Busybody*
- Slater (editor): *Maria Marten, or Murder in the Red Barn*

Additional texts for Unit I Section B

The following texts will be first examined in January 2004:

- Aphra Behn: *The Rover*
- Pinero: *Trelawny of the Wells*

Students are **not** permitted to bring their texts with them into the examination.

Unit 2: Desk Study (6382)

(20%) (1 hour 30 minutes examination)

This unit sets textual material for writing tasks. Students must answer **one** question.

The Desk Study tests the student's ability to use appropriate reading strategies and to produce writing for specified purposes and audiences. Students study one set of source material with a common link, usually of content, and are asked to complete one writing task based on this material. A short analytical commentary on their own use of language is also required.

The source material, consisting of whole pieces and/or extracts, is given out approximately two weeks before the examination, so that students have time to familiarise themselves with it in advance. Teachers should not discuss the material with students. Students may make marginal notes on the advance material and must bring this in to the examination, but they may not bring to the examination any additional notes on separate sheets. They should spend about a quarter of an hour in the examination in further preparation and about three quarters of an hour in writing the task and a further half an hour on the commentary.

The examination asks students to:

- select material for a particular purpose
- re-present material in a different form
- direct writing for a specific audience
- show an awareness of appropriate tone and style in writing
- summarise a particular aspect of the material
- produce articles, scripts, handouts, leaflets, texts for noticeboards, letters, prepared talks, brochures, programmes, information sheets, web pages, questionnaires etc
- comment on the language in the style they have used.

The source material will be demanding; it may be drawn from journalism, fiction and non-fiction books, and students may also be presented with pictures, graphs or diagrams in a wide range of possible material, though the emphasis will always be on material to be read. The writing task is usually intended to be read, but occasionally tasks include writing scripts for broadcasting, speeches or talks to specified audiences.

The Desk Study assesses a range of editorial skills, including comprehension, summarising, synthesising, paraphrasing, re-organising and structuring material. Preparation for the Desk Study throughout the course should develop students' reading and comprehension skills and should lead to a more focused analysis of texts as well as fostering the ability to structure and present material succinctly, with an awareness of audience and purpose.

Exemplar material used in preparation for the examination should introduce students to a wide variety of styles and genres leading to an understanding of the structures and conventions of different genres and the relationship between writers and readers. Pre-released material gives students the opportunity for thoughtful reading and background research of substantial texts, as well as annotation; the examination itself allows them to demonstrate their creative abilities and their practical understanding of language variations.

Unit 3a: Shorter Fiction Study (6383/01)

(15%) (Coursework)

Students must study a collection of short stories for this unit. Students must submit a folder of work showing close knowledge and understanding of their chosen text. The choice of texts may be made by the centre but must be approved by the coursework adviser appointed by Edexcel.

The folder may consist of **either** a critical response of about 1500 words to the stories studied **or** a student's own short story or stories.

Where original writing has been offered, the work must be accompanied by a substantial analytical commentary. The recommended word length for the original writing is about 1500 words, plus an additional 1000 words for the commentary. The commentary must analyse stylistic features in the original writing and show the influence of texts on students' own writing.

Teachers are reminded that the coursework consists of 30% of the assessment of the AS specification as a whole and a proportionate amount of time should be devoted to it.

OR

Unit 3b: Shorter Fiction Study (6383/02)

(15%) (1 hour examination) (open text)

There will be a choice of texts. There will be a choice of two questions on each text. Students will be required to answer 1 question on one text. The texts listed below will be set in January 2004, June 2004, June 2005 and June 2006:

- Angela Carter: *The Bloody Chamber* (Vintage)
- W Somerset Maugham: *Collected Short Stories Vol.1* (Mandarin) or *Collected Short Stories Vol.1* (Vintage)
- James Joyce: *Dubliners* (Penguin)
- Alice Munro: *Selected Stories* (Vintage)

The following text will not be available for examination after June 2004

- D H Lawrence: *The Fox* (Penguin)

Additional text

The following text will be first examined in January 2004:

- F Scott Fitzgerald: *The Diamond as Big as the Ritz and Other Short Stories* (Penguin Popular Classics)

Students **are** required to bring their texts with them into the examination.

See pages 4–6 for prescribed editions of set texts.

English Language and Literature A2

Unit 4a: Writing for Different Audiences and Purposes (6384/01)

Either

Unit 4a: Coursework Folder (15%)

Students must produce a coursework folder consisting of:

- (a) 2000–2500 words of writing based on a substantial amount of reading and study selected from a variety of literary and non-literary sources. This reading should consist of at least two texts or collections of material.

Students should avoid writing short stories, as that inevitably repeats what has already been studied in Unit 3, and they should not attempt to write poetry.

The writing must consist of two or three pieces of extended writing, written in at least two different genres, only one of which may be fiction, and directed to two (or three) clearly distinct audiences and/or purposes.

- (b) A critical commentary of about 1000 words focusing on the stylistic and linguistic features of the pieces they have written. The commentary should include comparisons and contrasts between the two (or three) texts they have written, and also between their own writing and that of the stimulus material studied. The commentary should also make clear how the language used in the writing is appropriate for the intended purposes and audiences.

A suggested minimum length for one ‘extended’ piece is about 750 words, but if three pieces are chosen, one could be shorter than this if the other two are about 1000 words each.

Students should use both linguistic and literary frameworks, as appropriate, to explain variation in form and meaning. Teachers are reminded that the coursework consists of 30% of the assessment of the A2 specification, and 15% of the Advanced GCE specification as a whole and a proportionate amount of time should be devoted to it.

OR

Unit 4b: Writing for Different Audiences and Purposes (6384/02)

(15%) (2 hour examination)

Students will be given two texts as stimulus material, and will be required to produce one piece of extended writing in a specific genre. There will either be a choice of questions or a choice of tasks within a question.

In addition they will be required to write a critical commentary, focusing on the stylistic and linguistic features of the piece they have written. The commentary should also include comparisons and contrasts between the text they have written, and the stimulus material provided. The commentary should make clear how the language used in the writing is appropriate for the intended purpose and audience.

The texts provided as stimulus material will be selected from a wide variety of sources, including literary, travel writing, diaries, biography, reportage, media-related texts, and others.

Students should use both linguistic and literary frameworks to explain the linguistic and literary features of the texts (both their own and those provided).

Unit 5: Wider Reading (6385)

(15%) (2 hour examination) (Open Text)

This unit consists of two sections, Section A, Pre-1770 Poetry (10%) and Section B, Modern Literature (10%).

In Section A, Pre-1770 Poetry, there will be a choice of texts. There will be a choice of two questions on each text. The questions are focused on the use of language. The first question will be of a general, discursive nature and the second question will concentrate on a specific extract. Students must answer **one** question on one text.

In Section B, Modern Literature, there will be a choice of texts, from each of the major genres. Students must answer **one** question on one text. There will be a choice of two questions on each text. The questions are focused on the use of language. The first question will be of a general, discursive nature and the second question will concentrate on a specific extract. The texts listed below will be set in January 2004, June 2004, June 2005 and June 2006.

Section A: Pre-1770 Poetry

- Chaucer: *The Merchant's Tale*, editor Hussey (CUP)
- Milton: *Selected Poems* (Dover)
- Dalglish (editor): *Eight Metaphysical Poets* (Heinemann)
- *Edexcel Poetry Anthology* (Section Two)

The following text will not be available for examination after June 2005

- Gray: *Selected Poems*, editor Mack (Everyman's Poetry)

Additional text

The following text will be first examined in June 2006:

- Pope: *The Rape of the Lock* (OUP)

Section B: Modern Literature

Drama

- Friel: *Translations* (Faber)
- David Mamet: *Oleanna* (Methuen)
- Stoppard: *Jumpers* (Faber)

Poetry

- Sylvia Plath: *Selected Poems*, editor Hughes (Faber)
- Grace Nichols: *The Fat Black Woman's Poems* (all four sections) (Virago)
- *Edexcel Poetry Anthology* (Section One)

Prose

- Margaret Atwood: *Surfacing* (Virago)
- Julian Barnes: *Flaubert's Parrot* (Picador)

The following text will not be available for examination after June 2005

- Russell Hoban: *Riddley Walker* (Bloomsbury or Picador, now out of print)

Additional text

The following text will be first examined in January 2004:

- Doris Lessing: *Memoirs of a Survivor* (Flamingo)

In Section A and Section B students will be required to demonstrate and evaluate their knowledge of different interpretative strategies to texts, their contexts and the language and discursive frameworks used.

Students **are** required to bring their texts with them into the examination.

Prescribed editions of set texts are listed on pages 4–6.

Unit 6: Genre Studies (6386)

(20%) (Synoptic Unit) (2 hours examination) (closed text)

This unit will focus on unprepared non-fictional texts and extracts. A variety of texts will be used, including both literary and non-literary material. Students will be required to read and understand the stylistic features of both whole texts and extracts from the following areas: a) travel writing; b) letters, diaries and journals; c) biography and autobiography; d) speeches; e) reportage; f) scientific writing.

There will be a choice of two questions on which to answer. Students will be required to use and evaluate different literary and linguistic approaches to the study of written and spoken language in three texts. Questions will be framed to enable students to respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them, and to show their understanding of the language features employed and their possible effects. Students will be required to answer **one** question in this unit. This unit will be the synoptic unit for the specification.

Edexcel Poetry Anthology

The Edexcel Poetry Anthology is an anthology of poetry which supports the AS/Advanced GCE English Language and Literature specification and which may be used as an optional text for the AS and/or Advanced GCE specification. It consists of two sections, Section One, Post-1770 Poetry, and Section Two, Pre-1770 Poetry. Section One, Post-1770 Poetry, is an optional text for Unit 5, Section B, Modern Literature. Section Two, Pre-1770 Poetry, is an optional text for Unit 5, Section A, Pre-1770 Poetry. A copy of the anthology will be sent to each candidate at Edexcel centres at the beginning of the course once the centre has notified Edexcel of their intention to enter candidates.

Open text examining

The examinations on Units 3 and 5 are ‘open text’ — that is, students must take the set texts they have studied into these examinations, and questions of two kinds are set on each text:

- a a question on aspects and features of the text requiring students to select appropriate material for discussion
- b a question concentrating on specified sections of text.

The questions have been designed to be answered by students who have the texts available to them in the examination. The texts are available in order to enable students to refer to specific sections to which they may be directed by the questions. Students should ensure that they do not spend a disproportionate amount of time in referring to the texts during the examination. Editions of texts will be specified for open text examinations.

Students may take annotated editions of their set texts into these examinations. ‘Annotated’ refers to editorial material or textual commentary published in the editions studied and to hand-written marginal notes made by the students. Publications such as ‘pass-notes’ or ‘study guides’ which do not provide the complete texts as prescribed are excluded. No supplementary material may be taken into the examinations. Annotations should be limited to brief notes alongside the text itself and the insertion of any additional material such as cards or markers or supplementary sheets is not permitted. Editorial material and accompanying commentaries in the texts used in examinations must be limited to commentaries on the texts and must not include simplified versions of the texts. Students may take into the examinations only one edition of each prescribed text studied.

Students are not expected to quote at length from the texts and should not refer the examiners to page references.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of grades A, C and E at Advanced GCE. They give a general indication of the required learning outcomes at the specified grades. The descriptions should be interpreted in relation to the content the specification; they are not designed to define that content. The grade awarded will depend in practice on the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Advanced GCE English Language and Literature

Grade A

Students demonstrate a thorough and wide-ranging knowledge and understanding of the concepts and frameworks used in the study of English Language and Literature, and the connections between them, in response to the tasks set. They make cogent comparisons and links across a range of texts and draw on their appreciation of the influences of social, cultural and historic contexts. Students show critical awareness of different approaches to the analysis of spoken and written texts, and write in a fluent, precise and accurate style, adapted to audience and purpose. In their independent studies of literary and non-literary texts, they support well-organised and coherent arguments with effectively chosen examples.

Grade C

Students demonstrate a secure knowledge and understanding of the interrelationships between the study of English Language and Literature drawing on some of the concepts and frameworks underlying them, in response to the tasks set. They make thoughtful comparisons between a range of texts and draw sound conclusions which make use of their awareness of the influences of contextual factors. Students are sensitive to the use of different approaches to the analysis of spoken and written texts and comment on the value of some of these from the perspective of their own independent study. They write accurately and can sustain a line of argument, supporting this by relevant illustration, appropriate for the audience and purpose.

Grade E

Students demonstrate some knowledge and understanding of concepts and frameworks relevant to the study of English Language and Literature in their observations and comments on literary and non-literary texts from different periods, in response to the tasks set. They are able to point out links between texts based on a general understanding of background factors and literary influences, and draw on knowledge of the differences between spoken and written English. Students' detailed reading of texts shows response to literary features and patterns of language use, occasionally making links between approaches. Their writing is generally accurate in expression, and conveys basic ideas, showing some variation in response to audience and purpose.

Coursework

Assessment and moderation of coursework

Teacher assessment is out of 50, for the folder as a whole, according to the criteria for assessment described in the mark bands on the following pages.

Each student's folder should be assessed first of all against the Assessment Objective (AO) that is the main focus of the unit (refer to Scheme of assessment page 14). The decision on where to place the folder in the mark range shown on the assessment criteria grid should be confirmed by then assessing the folder against the other targeted Assessment Objectives.

Each centre is responsible for agreeing teachers' assessments internally according to a common standard and the assessments are subject to moderation by Edexcel.

Coursework moderation

Information about moderation procedures will be sent to centres making entries for this specification.

Language and literature assessment criteria for Unit 3a

Bands/ Marks	AO5 Identify and consider the ways attitudes and values are created and conveyed in speech and writing	AO1 Communicate clearly the knowledge, understanding and insights gained from a combined study of literary and linguistic study, using appropriate terminology and accurate written expression	AO2i In responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form
Band 1 1–10	<ul style="list-style-type: none"> • show minimal awareness of tone and value in spoken and written language • make little attempt to identify techniques for representing spoken and/or written points of view 	<ul style="list-style-type: none"> • indicate a limited knowledge of literary and linguistic study • make limited but sometimes inappropriate use of core technical vocabulary • have generally clear expression but noticeable lapses in spelling, punctuation and grammar 	<ul style="list-style-type: none"> • identify a limited number of literary and linguistic features • describe some examples of difference in meaning and form
Band 2 11–20	<ul style="list-style-type: none"> • show some awareness of tone and value in spoken and written language • make a limited attempt to identify techniques for representing spoken and/or written points of view 	<ul style="list-style-type: none"> • indicate some knowledge of literary and linguistic study • make some appropriate use of core technical vocabulary • have generally clear expression but occasional lapses in spelling, punctuation and grammar 	<ul style="list-style-type: none"> • identify some literary and linguistic features • describe a variety of differences in meaning and form
Band 3 21–30	<ul style="list-style-type: none"> • identify some clear and relevant examples of tone and value in spoken and written language • make some attempt to identify and discuss techniques for representing spoken and/or written points of view 	<ul style="list-style-type: none"> • show competent knowledge and understanding of literary and linguistic study • make appropriate use of core technical vocabulary • have generally clear expression and few lapses in spelling, punctuation and grammar 	<ul style="list-style-type: none"> • distinguish between some literary and linguistic features • explain some of the effects produced by variations in meaning and form

Bands/ Marks	AO5 Identify and consider the ways attitudes and values are created and conveyed in speech and writing	AO1 Communicate clearly the knowledge, understanding and insights gained from a combined study of literary and linguistic study, using appropriate terminology and accurate written expression	AO2i In responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form
Band 4 31–40	<ul style="list-style-type: none"> • describe in some detail a variety of tones and values in spoken and/or written language • show some knowledge of different techniques for representing spoken and/or written points of view 	<ul style="list-style-type: none"> • demonstrate proficient knowledge and understanding of combined literary and linguistic study • make appropriate and effective use of terminology • have generally clear and technically accurate expression 	<ul style="list-style-type: none"> • analyse a variety of literary and linguistic features • discuss in detail some of the effects produced by variations in meaning and form
Band 5 41–50	<ul style="list-style-type: none"> • demonstrate a confident and accurate understanding of tone and value in spoken and/or written language • discuss in detail a wide range of techniques for representing spoken and/or written points of view 	<ul style="list-style-type: none"> • demonstrate sustained knowledge, understanding and insight into literary and linguistic study • make discriminating and pertinent use of terminology • have well-controlled, clear and technically accurate expression 	<ul style="list-style-type: none"> • examine an extensive range of literary and linguistic features • explain the impact of variations in meaning and form on the interpretation of literary and non-literary texts

Bands/ Marks	AO3i Respond to and analyse texts, using literary and linguistic concepts and approaches	AO4 Show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts
Band 1 1–10	<ul style="list-style-type: none"> • show evidence of reading mainly for surface meanings • demonstrate only a bare knowledge of literary and/or linguistic frameworks and perspectives • be characterised by descriptive treatment of texts, spoken and/or written 	<ul style="list-style-type: none"> • show restricted awareness of how context affects the meanings of literary and non-literary texts, spoken and/or written • identify limited examples of significant structural and stylistic features
Band 2 11–20	<ul style="list-style-type: none"> • show some awareness that different levels of meaning inhere in texts • make limited use of both literary and/or linguistic frameworks • write about texts from a predominantly descriptive viewpoint 	<ul style="list-style-type: none"> • make some connections between context and texts in the production of meaning, in literary and non-literary and spoken and/or written, texts • describe some examples of significant structural and stylistic features
Band 3 21–30	<ul style="list-style-type: none"> • respond to texts as multidimensional in meaning • deploy both literary and linguistic frameworks in their responses to all texts • discuss most texts from a critical viewpoint 	<ul style="list-style-type: none"> • show some knowledge of how selected social and cultural contexts are relevant to the meanings of literary and non-literary, spoken and/or written, texts • demonstrate some critical and relevant knowledge of how specific structural and stylistic features inform the meanings of texts

Bands/ Marks	AO3i Respond to and analyse texts, using literary and linguistic concepts and approaches	AO4 Show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts
Band 4 31–40	<ul style="list-style-type: none"> • differentiate clearly between spoken and written texts in the production of meaning • distinguish between literary and linguistic frameworks when responding to texts • adopt a consistently critical and detailed stance towards texts 	<ul style="list-style-type: none"> • discuss in some detail the relevance and significance of social and cultural contexts to the meanings of literary and non-literary, spoken and written, texts • show in detail how specific structural and stylistic features inform the meanings of texts
Band 5 41–50	<ul style="list-style-type: none"> • show discrimination and sensitivity in the range of their critical responses to different types of text • apply literary and linguistic frameworks in detail when responding to and analysing texts • exhibit incisiveness and insight as well as critical ability 	<ul style="list-style-type: none"> • deploy detailed critical knowledge of a variety of social and cultural contexts when exploring the meanings of literary and non-literary, spoken and written, texts • comment extensively and in detail on how a range of structural and stylistic features inform the meanings of texts

Language and literature assessment criteria for Unit 4a

Bands/ Marks	AO6 Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made	AO1 Communicate clearly the knowledge, understanding and insights gained from a combined study of literary and linguistic study, using appropriate terminology and accurate written expression	AO3ii Use and evaluate different literary and linguistic approaches to the analytic study of written and spoken language, showing how these approaches inform their readings.
Band 1 1–10	<ul style="list-style-type: none"> • demonstrate some awareness in directing writing for less familiar purposes and audiences • be less secure in style, understanding of any source material used and accuracy of language use • attempt to explain choices made by drawing on some linguistic and literary knowledge 	<ul style="list-style-type: none"> • indicate some knowledge of combined literary and linguistic study • make some appropriate use of terminology • show some awareness of literary and linguistic concepts • have some accuracy and coherence of expression 	<ul style="list-style-type: none"> • make use of undifferentiated frameworks when reading spoken and/or written texts • identify a restricted range of linguistic and literary characteristics in spoken and/or written texts • indicate only a rudimentary awareness of why and how literary and linguistic perspectives on texts are relevant
Band 2 11–20	<ul style="list-style-type: none"> • select some sound approaches in writing for less familiar purposes and audiences • show some insecurity in use of any source material and some inaccuracy in language use • explain to a limited degree why certain choices of linguistic and literary feature have been made 	<ul style="list-style-type: none"> • show competent knowledge and understanding of combined literary and linguistic study • make appropriate use of terminology • show awareness of literary and linguistic concepts • have consistent accuracy and coherence of expression 	<ul style="list-style-type: none"> • show some evidence of selection and appropriacy in adopting linguistic and literary frameworks when commenting on spoken and/or written texts • describe a limited number of linguistic and literary characteristics in spoken and/or written texts • show some critical recognition and give some reasons for adopting specific literary and linguistic approaches to texts

Bands/ Marks	AO6 Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made	AO1 Communicate clearly the knowledge, understanding and insights gained from a combined study of literary and linguistic study, using appropriate terminology and accurate written expression	AO3ii Use and evaluate different literary and linguistic approaches to the analytic study of written and spoken language, showing how these approaches inform their readings.
Band 3 21–30	<ul style="list-style-type: none"> • make use of a variety of appropriate approaches in writing for less familiar purposes and audiences • show some confidence in the use of any source material and accuracy in language use • provide clear explanations of choices made, drawing on literary and linguistic knowledge 	<ul style="list-style-type: none"> • demonstrate proficient knowledge and understanding of combined literary and linguistic study • make appropriate and effective use of terminology • show understanding of literary and linguistic concepts • have accuracy, coherence and clarity of expression 	<ul style="list-style-type: none"> • draw on a balanced and reasonably full variety of linguistic and literary frameworks when discussing spoken and written texts • demonstrate and apply a critical knowledge of a range of linguistic and literary characteristics found in spoken and written texts • exhibit consistency, scope and relevance when justifying different linguistic and literary approaches to texts
Band 4 31–40	<ul style="list-style-type: none"> • demonstrate proficiency in adapting different writing approaches to a variety of less familiar purposes and audiences • use any source material effectively and write accurate English • comment sensitively on choices made, making discriminating use of literary and linguistic knowledge 	<ul style="list-style-type: none"> • demonstrate sustained knowledge and understanding of combined and integrated literary and linguistic study • make discriminating use of terminology • show detailed understanding of literary and linguistic concepts • have accuracy and fluency of expression 	<ul style="list-style-type: none"> • deploy a detailed range of linguistic and literary frameworks and models when responding to spoken and written texts • make relevant and critical use of a variety of linguistic and literary features and concepts in the analysis of spoken and written texts • adopt a variety of appropriately self-reflective and reasoned approaches to texts
Band 5 41–50	<ul style="list-style-type: none"> • show expertise and assurance in using different approaches when writing for less familiar purposes and audiences • use any source material creatively and with written fluency and accuracy • make incisive and cogent comments on choices made, making full use of literary and linguistic knowledge 	<ul style="list-style-type: none"> • demonstrate perceptive knowledge, understanding and insight into combined and integrated literary and linguistic study • make sustained and discriminating use of terminology • show extensive understanding of literary and linguistic concepts • have accuracy and distinctiveness of expression 	<ul style="list-style-type: none"> • make confident and extensive use of linguistic and literary frameworks and models when analysing spoken and written texts • employ a discriminating and critically accurate range of linguistic and literary features and concepts when analysing spoken and written texts • demonstrate a comprehensive set of evaluative approaches to spoken and written texts

Bands/ Marks	AO4 show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts	AO5 Identify and consider the ways attitudes and values are created and conveyed in speech and writing
Band 1 1–10	<ul style="list-style-type: none"> • show limited awareness of how historical, social and cultural contexts affect the explicit and implicit meanings of literary and non-literary, spoken and written texts • select a very restricted range of structural and stylistic features significant in the construction and reading of texts • pay scant regard to spoken/written linguistic and literary choice 	<ul style="list-style-type: none"> • show limitation in identifying spoken and written texts as representations of different intentions, purposes, beliefs and value perspectives • engage only minimally with techniques and methods for expressing attitudes and values
Band 2 11–20	<ul style="list-style-type: none"> • explicate some of the historical, social and cultural context-dependency factors which create the explicit and implicit meanings of literary and non-literary, spoken and written texts • show limited knowledge of structural and stylistic features relevant to the construction and reading of texts • identify some examples of spoken/written linguistic and literary choice 	<ul style="list-style-type: none"> • show in general terms how intentions, purposes, beliefs and value perspectives are represented in spoken and written texts • make some attempt to describe techniques and methods for expressing attitudes and values

Bands/ Marks	AO4 show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts	AO5 Identify and consider the ways attitudes and values are created and conveyed in speech and writing
Band 3 21–30	<ul style="list-style-type: none"> • comment with detail and understanding on a range of historical, social and cultural contexts which create the explicit and implicit meanings of literary and non-literary, spoken and written texts • demonstrate some knowledge and understanding of some structural and stylistic features appropriate to the construction and reading of texts • make some assessment of how spoken/written, linguistic and literary choices, contribute to textual meaning 	<ul style="list-style-type: none"> • discuss in some detail how intentions, purposes, beliefs and value perspectives are represented in spoken and written texts • demonstrate the appropriacy and relevance of techniques and methods for expressing attitudes and values
Band 4 31–40	<ul style="list-style-type: none"> • discuss in detail a variety of historical, social and cultural contexts which create the explicit and implicit meanings of literary and non-literary, spoken and written texts • show an understanding of scope and differentiation in the structural and stylistic features appropriate to the construction and reading of texts • comment fully on how spoken/written, linguistic and literary choices, contribute to textual meaning 	<ul style="list-style-type: none"> • explore, in scope and detail, how spoken and written texts embody attitudinal orientation and a variety of values • show a critical and analytical understanding of various techniques and methods used for expressing attitudes and values

Bands/ Marks	AO4 show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts	AO5 Identify and consider the ways attitudes and values are created and conveyed in speech and writing
Band 5 41–50	<ul style="list-style-type: none"> • deploy an extensive and detailed range of historical, social and cultural contexts which create explicit and implicit meanings for literary and non-literary, spoken and written texts • show sophisticated and detailed understanding of structural and stylistic features appropriate to the construction and reading of texts • assess fully how spoken/written, linguistic and literary choices contribute to the meaning and interpretation of texts 	<ul style="list-style-type: none"> • demonstrate a perceptive and cogent understanding of how spoken and written texts embody diverse and differentiated attitudinal orientations and values • show a confident and critical knowledge and understanding of techniques and methods used for expressing attitudes and values

Textbooks and other resources

Reading list

Student-based texts

These are student-based texts which provide photocopiable materials suitable for use in the classroom.

The texts marked with asterisks are particularly suitable for the specification.

Clark, U — *An Introduction to Stylistics* — ('Investigating English Language', Stanley Thornes, 1996)

*Crystal, D — *The English Language* — (Penguin, 1988)

*Crystal, D — *Discover Grammar* — (Longman, 1996)

Goddard, A et al — *English Language A Level: The Starter Pack* — (Framework Press, 1991)

Jackson and Stockwell — *The Nature and Functions of Language* — ('Investigating English Language', Stanley Thornes, 1996)

Keith, G and Shuttleworth, J — *Living Language* — (Hodder & Stoughton, 1997)

Krailing, T — *How to Write for Children: A Practical Guide* — (Allison & Busby Writer's Guides, 1997, at least 40 titles available in this series)

*Norman, R — *Language and Literature: an Integrated Approach* — ('Investigating English Language', Stanley Thornes, 1998)

*Wainwright, J and Hutton, J — *Your Own Words* — (Nelson, 1992)

Suggested texts for Unit 6

Travel writing: *Made in America — A Study of American Language and Popular Culture* — Bill Bryson — (Penguin)

Letters, diaries and journals: *Writing Home* — Alan Bennett

Biography and autobiography: *Autobiography* — Nelson Mandela

Speeches: *The Penguin Book of Speeches* — (Penguin)

Reportage: *The Faber Book of Reportage* — (Faber)

Scientific writing: *Galileo's Daughter* — Dava Sobel

General reading

Bryson, B — *Mother Tongue: The English Language* — (Penguin, 1990)

Care, J (editor) — *The Faber Book of Reportage* — (Faber, 1987)

Crystal, D (editor) — *The Cambridge Encyclopaedia of English Language* — (Cambridge University Press, 1995)

Crystal, D — *Language Play* — (Penguin, 1998)

Video material

The Language File — (BBC and Longman)

The Poetry Video

The Story of English — (History of the English Language)

Support and training

INSET courses

Training

Each year Edexcel provides a programme of training courses covering aspects of the specifications and assessment. These courses take place throughout the country. For further information on what is planned, please consult the annual Training and Professional Development Guide, which is sent to all centres, or contact:

Professional Development and Training (INSET)

Edexcel

Stewart House

32 Russell Square

London WC1B 5DN

Telephone: 0870 240 9800

Fax: 020 7758 5951

An INSET booking form is available on the website: www.edexcel.org.uk

Return to: trainingbookings@edexcel.org.uk

Information and advice

Further information on any aspect of the specification can be obtained from the Customer Services (0870 240 9800).

Support materials

English Language and Literature Specimen Papers with Mark Schemes UA006991

English Language and Literature Teachers' Guide UA007551

English Literature Poetry Anthology UA007030

English Literature Poetry Anthology Teachers' Guide UA007549.

Edexcel will send copies of the Edexcel Poetry Anthology to centres in the September of the first year of the course on a basis of one copy per student, according to the centres' estimated entries for the specification. Additional copies, if required, can be obtained from the publications department on 01623 467467.

Assessment support meetings

Edexcel will run a series of Coursework Advice Meetings for teachers of the specification. The meetings will be held on a regional basis and will be run by experienced senior moderators for the specification. The meetings will support teachers in their planning, teaching and assessment of the specification and it is recommended that the teacher-examiner from each centre attend the meetings.

Appendices

Appendix 1: Mapping of key skills summary table

There are opportunities for the assessment of key skills in all units of the specification. The ticks indicate units which are particularly appropriate for the assessment of individual key skills.

Key skills (Level 3)	Unit 1	Unit 2	Unit 3a	Unit 3b	Unit 4a	Unit 4b	Unit 5	Unit 6
Communication								
C3.1a			✓		✓			
C3.1b			✓		✓			
C3.2	✓	✓	✓	✓	✓	✓	✓	✓
C3.3	✓	✓	✓	✓	✓	✓	✓	✓
Information technology								
IT3.1			✓		✓			
IT3.2			✓		✓			
IT3.3			✓		✓			
Working with others								
WO3.1			✓		✓			
WO3.2			✓		✓			
WO3.3			✓		✓			
Improving own learning and performance								
LP3.1			✓		✓			
LP3.2			✓		✓			
LP3.3			✓		✓			

Appendix 2: Key skills development

The AS/Advanced GCE in English Language and Literature offers a range of opportunities for students to both:

- develop their key skills and
- generate assessed evidence for their portfolios.

In particular the following key skills can be developed and assessed through this specification at level 3:

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

Students requiring application of number may be able to develop this skill through other parts of their Advanced GCE course or through stand-alone sessions.

Copies of the key skills specifications can be ordered through our publications catalogue. The individual key skills units are divided into three parts:

- Part A: what you need to know — this identifies the underpinning knowledge and skills required
- Part B: what you must do — this identifies the evidence that students must produce for their portfolios
- Part C: guidance — this gives examples of possible activities and types of evidence that may be generated.

This Advanced GCE specification signposts development and internal assessment opportunities which are based on Part B of the level 3 key skills units.

Additional guidance is available for those students working towards levels 2 or 4 for any of the individual key skills units.

The evidence generated through this Advanced GCE will be internally assessed and contribute to the students key skills portfolio. In addition, in order to achieve the key skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number.

Each unit within the Advanced GCE in English Language and Literature will provide opportunities for the development of all four of the key skills identified. This section identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. For each skill you will find illustrative activities that will aid this key skill development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence, Edexcel has produced recording documentation which can be ordered from our publications catalogue.

Communication — level 3

For the communication key skill students are required to hold discussions and give presentations, read and synthesise information and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this Advanced GCE.

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p>C3.1a Contribute to a group discussion about a complex subject.</p>	<p>1, 3a/3b, 5 4a/4b 2</p>	<p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion must be about a complex subject. This may be based on a number of ideas, some of which may be abstract, very detailed and/or sensitive. Specialist vocabulary may be used in the discussion. During the discussion students should make clear and relevant contributions, develop points and ideas whilst listening and responding sensitively to others. They should also create opportunities for others to contribute as appropriate.</p> <p>Take part in a discussion on a complex aspect of one of the texts being studied.</p> <p>Take part in a group discussion on a complex issue (eg how to write for children, how far plot is the most important element of narrative). Take part in a formal debate on a controversial issue.</p> <p>Eg take part in a formal debate or group discussion on an issue such as animal rights, what makes for healthy living etc. (Current and previous source material should provide plenty of material for subjects to be debated.)</p>
<p>C3.1b Make a presentation about a complex subject, using at least one image to illustrate complex points.</p>		<p>Following a period of research, students could be given the opportunity to present their findings to the rest of the group. For example, students could present their key findings and conclusions resulting from their coursework study.</p> <p>During the presentation students should speak clearly and use a style that is appropriate to their audience and the subject. The presentation should have a logical structure that allows the audience to follow the sequence of information and ideas. The presentation should include an appropriate range of techniques such as the use of examples to illustrate complex points, audience experience used to involve the audience, tone of voice varied etc.</p> <p>Where appropriate, images should be used to both illustrate points and help engage the audience. Images could include charts and diagrams, pictures etc. At least one image should be used to illustrate and help convey a complex point.</p>

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
	1 2 4a/4b, 6	<p>Eg each member of the group gives a presentation on a complex subject (eg the use of the spoken word in advertisements for a specific type of product), using media images for illustration.</p> <p>Individual presentations on subjects such as healthy living, using at least one chart, graph or diagram.</p> <p>Individual presentations on media-related texts (eg advertisements or newspaper reports), using at least one chart, graph, diagram or photograph. Some non-media texts would also lend themselves to individual presentation.</p>
<p>C3.2 Read and synthesise information from two extended documents about a complex subject.</p> <p>One of these documents should include at least one image.</p>	2 4a/4b	<p>Students will have a number of opportunities to read and synthesise information from two extended documents. For example, as part of their preparation for the discussion and presentation of a complex subject, students will need to carry out preliminary research. Also, as students undertake research for their coursework they will need to refer to and synthesise information from a variety of sources.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read material that contains relevant information. From this information they will need to identify accurately and compare the lines of reasoning and main points from the text and images. Students will then need to synthesise this information into a relevant form — eg for a presentation, discussion or an essay.</p> <p>Eg select and synthesise information for a specific task from the pre-released material which includes several documents. A good example from past material is the healthy eating theme. The material is complex and includes images in the form of graphs. Selection and synthesis is at the heart of the desk study exercise.</p> <p>Select and synthesise information about a specific topic or subject for a specified audience and purpose. Students may produce multi-page documents which combine different types of presentation, including texts and images — eg evidence of political bias in two different articles from newspapers or magazines, or public service notices with some tabular or diagrammatical content.</p> <p>(There are opportunities in almost all units for the selection and synthesis of information on complex subjects, but the units indicated above have more opportunities for the inclusion of images.)</p>

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

Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

Information technology — level 3

When producing work for their Advanced GCE in English Language and Literature, students will have numerous opportunities to use information technology. The internet, CD-Roms, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be emailed to tutors for initial comments and feedback.

For this key skill, students are required to carry out at least one ‘substantial activity’. This is defined as ‘an activity that includes a number of related tasks, where the results of one task will affect the carrying out of the others.’

The activity should generate evidence for all three areas of evidence required in Part B of the IT unit. If students undertaking coursework as part of their AS/A in English Language and Literature use information technology, they will have opportunities to generate evidence for all three sections identified as part of a ‘substantial activity’.

In addition, students will be able to use information technology to generate evidence for the communication key skill. For example, the extended document with images, required for C3.3, could be generated using appropriate software.

As part of their English Language and Literature programme, students may not be able to generate sufficient evidence required for this unit. For example, working with numbers through the use of a spreadsheet application or some aspects of database use. In this situation, students may use stand-alone IT sessions for development and evidence generation and/or other parts of their Advanced GCE course.

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
IT3.1 Plan, and use different sources to search for, and select, information required for two different purposes.	6 4a/4b	Students will need to plan, and document, how they are to use IT as part of the activity, including how they will search for and incorporate relevant information from different electronic sources. These may include the internet and CD-Rom. Information selected must be relevant and of the appropriate quality. Use different CD-Roms to search for newspaper reports of a major event, for details of travel writing on specified countries, for biographies of famous people etc. It should not be difficult for teachers to suggest specific purposes for which the information might be required. Use different databases to search for and select from media reportage on a person or event.

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p>IT3.2 Explore, develop, and exchange information and derive new information to meet two different purposes.</p>	<p>2</p> <p>4a/4b</p>	<p>Students are required to bring together, in a consistent format, their selected information and use automated routines as appropriate. For example, using icons and macros to generate standard forms of lists, tables, images etc.</p> <p>Students should sort and group the information generated, produce graphs and charts if appropriate, to allow them to draw conclusions. For example students could be working towards giving a presentation based on their findings. Information could be presented in handouts and/or as part of an automated slide show. Early drafts could be emailed to their tutor for feedback, or could be stored on a shared drive for access by others.</p> <p>Eg work in pairs or small groups, and investigate a chosen area of media coverage (eg newspaper reporting). This will involve students in using databases, explaining their findings, exchanging with others, and producing multi-page documents which combine different types of information for specific purposes.</p> <p>Work in pairs to collect examples of information, exchange them with partner and develop the new information for a specific purpose.</p>
<p>IT3.3 Present information from different sources for two different purposes and audiences.</p> <p>This work must include at least one example of text, one example of images and one example of numbers.</p>	<p>2</p>	<p>In presenting information students will need to develop a structure which may involve the modification of templates, the application of page numbers, dates etc. Tutors may provide early feedback on layout, on content and style that will result in formatting changes (early drafts should be kept as portfolio evidence).</p> <p>The final format should be suitable for its purpose and audience, eg AS coursework, OHTs/handouts for a presentation etc. The document should have accurate spelling (use of spell-checker) and have been proof-read.</p> <p>Eg when students prepare for this unit they have to study a collection of information from different sources in the form of pre-released material. The exercise involves producing work in more than one specified format for specified audiences. To meet the key skill requirement the work would need to be produced using word processing and desktop publishing skills, and would need to incorporate images and numbers as well as text.</p>

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
	4a/4b	When students prepare for this unit they have to produce work for different audiences. To meet the key skill requirement the work would need to be produced in specific formats using word processing and desktop publishing skills, and would need to incorporate images and numbers as well as texts.

Evidence

Student evidence for information technology could include:

- tutor observation records
- preparatory plans
- printouts with annotations
- draft documents.

Working with others — level 3

To achieve this key skill, students are required to carry out at least two complex activities. Students will negotiate the overall objective of the activity with others and plan a course of action. Initially the component tasks of the activity, and their relationships, may not be immediately clear. Within the activity, the topics covered may include ideas that may be some or all of the following: detailed, abstract, unfamiliar, sensitive.

During the activity the student must work in both group-based and one-to-one situations.

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p>WO3.1 Plan the activity with others, agreeing objectives, responsibilities and working arrangements.</p>	<p>1</p> <p>3a/3b</p> <p>5</p> <p>4a/4b</p>	<p>Students could work in groups of six to eight and be required to investigate a given topic. Initial work will require identification of and agreeing of objectives and planning how to meet these, including any necessary action and resources required. The group needs to agree responsibilities and working arrangements.</p> <p>Work with others to plan and present a group performance for the whole class of a scene from the play studied.</p> <p>Work with others to produce a group presentation on one or more stories being studied. Unit 3a allows for oral work, and a group of students could work together to produce a role-play exploration, or hot-seating of characters in a story, or a dramatised version of a story.</p> <p>Work in a group to plan a group presentation based on the texts studied. This could be a group reading or discussion of a number of poems, a performance of a scene from a play, different critical readings of a novel etc.</p> <p>Work with others to produce a group presentation on an issue arising from study of the media. Groups could work together to organise the production of a radio broadcast on a specific topic. Unit 6a allows for the possibility of oral work, which could take the form of group work as well as individual presentations.</p> <p>Eg work with others to produce a group presentation on an issue such as animal rights, what makes for healthy living etc. (Current and previous source material should provide plenty of material for groups to work on.) Groups could work together to organise the production of a radio broadcast on a specific topic.</p>

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
WO3.2 Work towards achieving the agreed objectives, seeking to establish and maintain co-operative working relationships in meeting your responsibilities.		<p>When working towards their agreed objectives students could work in pairs with each pair taking one or more specific perspectives etc.</p> <p>Students will need to effectively plan and organise their work so that they meet agreed deadlines and maintain appropriate working relationships.</p>
WO3.3 Review the activity with others against the agreed objectives and agree ways of enhancing collaborative work.		<p>Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify factors that have influenced the outcome and agree on the ways in which the activity could have been carried out more effectively.</p>

Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory plans
- records of process and progress made
- evaluative reports.

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p>LP3.2 Use your plan, seeking feedback and support from relevant sources to help meet your targets, and use different ways of learning to meet new demands.</p>		<p>Students use the plan effectively when producing their coursework. This will involve prioritising action, managing their time effectively and revising their plan as necessary. The student should seek and use feedback and support and draw on different approaches to learning.</p>
<p>LP3.3 Review progress establishing evidence of achievements, and agree action for improving performance.</p>		<p>Students should review their own progress and the quality of their learning and performance. They should identify targets met, providing evidence of achievements from relevant sources. They should identify with others, eg their tutor, action for improving their performance.</p>

Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

Appendix 3: Edexcel poetry anthology contents

Section one: Post-1770

Students must study **four** of the following groups of poems:

Romantics

- *London* — Blake
- *My Love is Like a Red, Red Rose* — Burns
- *Westminster Bridge* — Wordsworth
- *Kubla Khan* — Coleridge
- *So We'll Go No More A-Roving* — Byron
- *To Autumn* — Keats
- *I Am* — John Clare
- *To a Skylark* — Shelley

Victorians

- *Dover Beach* — Arnold
- *Let Me Count the Ways* — Elizabeth Barrett Browning
- *My Last Duchess* — Robert Browning
- *Ulysses* — Tennyson
- *Remember* — Christina Rossetti
- *God's Grandeur* — Hopkins

1900–1950

- *The Darkling Thrush* — Hardy
- *The Way through the Woods* — Kipling
- *The Love Song of J Alfred Prufrock* — T S Eliot
- *The Second Coming* — Yeats
- *O What Is That Sound?* — Auden
- *Prayer Before Birth* — Louis MacNeice
- *Do Not Go Gentle into that Good Night* — Dylan Thomas
- *Easter Monday* — Eleanor Farjeon

1950–present

- *An Old Man* — R S Thomas
- *Abbey Tomb* — Patricia Beer
- *An Arundel Tomb* — Philip Larkin
- *Wuthering Heights* — Hughes
- *Wuthering Heights* — Plath
- *All the Things You Are Not Yet* — Helen Dunmore
- *Marged* — Gillian Clarke

Poetry around the world

- *This Is a Photograph of Me* — Margaret Atwood
- *A Bull Terrier* — Walcott
- *Iguana Memory* — Grace Nichols
- *New Zealand* — James K Baxter
- *Trees at the Arctic Circle* — Al Purdy
- *Callaloo* — Merle Collins
- *Maninagar Days* — Sujata Bhatt

Section two: Pre-1770

Students must study **all five** of the following groups of poems:

Ballads

- *Sir Patrick Spens*
- *The Wife of Usher's Well*
- *The Twa Corbies*
- *The Three Ravens*
- *Edward*

Elizabethan

- *They Flee from Me* — Thomas Wyatt
- Shakespeare's sonnets: *That Time of Year, Let Me Not to the Marriage, My Mistress' Eyes*
- *Since There's No Help* — Drayton
- *The Passionate Shepherd to His Love* — Marlowe
- *The Nymph's Reply* — Raleigh
- *On Monsieur's Departure* — Elizabeth I (attrib.)

Metaphysical

- *To His Coy Mistress* — Marvell
- *The Sun Rising* — Donne
- *Death, Be Not Proud* — Donne
- *Love III* — Herbert
- *To Daffodils* — Herrick

17th Century

- *On His Blindness* — Milton
- *The World (I)* — Vaughan
- *The Exequy* — King Henry
- *To Althea, from Prison* — Lovelace

18th Century

- *Verses on the Death of Dr Swift, D.S.P.D.* — Jonathan Swift
- *Elegy Written in a Country Churchyard* — Gray
- *An Epistle to Dr Arbuthnot* — Pope
- *The Emulation* — Sarah Egerton
- *Ode to Evening* — Collins

Appendix 4: Coursework mark sheets

Centre number	Candidate number	EDEXCEL General Certificate of Education JAN/JUNE 20__ EXAMINATION ADVANCED SUBSIDIARY ENGLISH LANGUAGE AND LITERATURE 8179 COURSEWORK MARK SHEET	Centre's final mark:	
Surname and initials			AOs assessed	Please tick
8179 Unit 3a coursework			AO5	
			AO1	
		AO2i		
		AO3i		
		AO4		
Text studied <hr/> <hr/> <hr/>				
Assignment(s) <hr/> <hr/> <hr/>				
Total no. of words		<hr/> <hr/>		
Student's declaration: I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment and is recorded. Signature: Date:				
Teacher's assessment and comments: Teacher's declaration: I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded. Signature: Date:				
Teacher examiner's comments: (This box may be used to explain differences between the teacher's mark and the centre's final mark) 				

Centre number	Candidate number	EDEXCEL General Certificate of Education JAN/JUNE 20__ EXAMINATION ADVANCED GCE ENGLISH LANGUAGE AND LITERATURE 9179 COURSEWORK MARK SHEET	Centre's final mark:	
Surname and initials			AOs Assessed	Please tick
9179 Unit 4a coursework			AO6	
			AO1	
		AO3ii		
		AO4		
		AO5		

Text studied	_____

Assignment(s)	1. _____

Total no. of words	2. _____

Student's declaration: I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment and is recorded.

Signature:

Date:

Teacher's assessment and comments:

Teacher's declaration: I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature:

Date:

Teacher examiner's comments:
(This box may be used to explain differences between the teacher's mark and the centre's final mark)

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