



GCE AS Examiners' Report

English Literature
AS Level
Summer 2024

Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each component.¹

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.²

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	Eduqas offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.eduqas.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the Eduqas subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For linear specifications, a single grade is awarded for the subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results and Grade Boundaries and PRS (eduqas.co.uk)

¹ *This is the full and final report. There is no interim report for this qualification.*

² *Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.*

Exam Results Analysis	Eduqas provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.edugas.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the Eduqas subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner Eduqas

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Executive Summary

The candidates in this year's small sample demonstrated excellent knowledge of both prose texts and an ability to work in relevant contextual and critical sources. Candidates were generally well aware of the differences between prose, poetry and drama and were able to analyse writers' techniques effectively.

Areas for improvement	Classroom resources	Brief description of resource
AO2 – writing about the text as examples of prose.	https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rlid=1882	A Blended Learning resource to support the teaching of prose texts.
Developing an awareness of dramatic techniques.	https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rlid=1879	A Blended Learning resource to support the teaching of drama texts.

ENGLISH LITERATURE
GCE Advanced Subsidiary
Summer 2024
COMPONENT 1: PROSE

Overview of the Component

All candidates answered on *Jane Eyre* in Section A and on one of the pair of questions on *Wide Sargasso Sea* in Section B. All of the responses seen demonstrated candidates' ability to present their knowledge and understanding of the texts and an ability to analyse the writers' choices and their effects. Across the sample there was evidence of candidates' ability to access and explore a range of contexts and critical statements. They were also able to demonstrate how these illuminated their reading of their chosen texts.

Comments on individual questions/sections

Section A: Part (i)

The best responses to this part of the paper demonstrated an ability to engage the extract within its internal context, exploring how the extract fitted into the novel as a whole. Characters were treated (for the most part) as fictional creations and there was an appropriate focus on Brontë's choices rather than the characters' thoughts and feelings.

Section A: Part (ii) and Section B

All candidates demonstrated an ability to balance the 4 AOs assessed here. The best responses used critical viewpoints (AO5) to support and develop their argument, often revisiting the same viewpoint to extend their discussion. One area for consideration in future teaching/assessment could be to respond to the texts more specifically as examples of prose. Whilst there was some useful analysis of word choice and choice of figurative language, the analysis of most candidates could have been strengthened by considering ideas about narrative voice/narrative perspective.

ENGLISH LITERATURE
GCE Advanced Subsidiary
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COMPONENT 2: POETRY AND DRAMA

Overview of the Component

In Section A, the majority of candidates answered questions on Ted Hughes and a very small number on Carol Ann Duffy. In Section B, Joe Orton's *Loot* was the most popular text, with a small number answering on Marlowe's *Doctor Faustus*. In general, the candidates demonstrated real engagement with their chosen texts and the questions. The quality of AO1 was particularly notable.

Comments on individual questions/sections

Section A:

AO4 is the dominant assessment objective (AO) in this section and candidates chose their second poem well, allowing them to make a range of thematic and stylistic comparisons. In a few responses, there was a tendency to drift away from the question and perhaps slip into comparisons which they had made on previous essays.

The best responses to this part of the paper demonstrated a strong grasp of poetic technique and the ability to engage in detailed textual analysis.

Section B, Parts (i) and (ii):

In part (i) candidates found plenty to say about the presentation of the named character. The best responses contained frequent use of quotations, carefully chosen from the extract, rather than a chronological approach to it. Those who were able to comment on stage directions and the dramatic structure of the extract scored highly for AO2.

The part (ii) responses were generally a pleasure to read. Candidates were able to draw upon a range of contexts, which is essential given the heavy weighting of AO3. Making connections between contexts and the text is the key to successful answers, rather than dealing with context in the introduction or as a separate point. Most candidates wrote fluently and adopted an academic style.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 029 2240 4292

Email: gceenglish@edugas.co.uk

Qualification webpage: https://www.edugas.co.uk/qualifications/english-literature-as-a-level/#tab_overview

See other useful contacts here: [Useful Contacts | Edugas](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.edugas.co.uk/home/professional-learning/>

Regional Rep Team

Our regional team covers all areas of England and can provide face-to-face and online advice at a time which is convenient to you.

Get in contact today and discover how our team can support you and your students.

[Regional Support Team | Edugas](#)

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We support our education communities by providing trusted qualifications and specialist support, to allow our students the opportunity to reach their full potential.



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