

GCE AS

WJEC Eduqas GCE AS in ENGLISH LANGUAGE AND LITERATURE

ACCREDITED BY OFQUAL

SPECIFICATION

Teaching from 2015
For award from 2016

Version 2 January 2019

SUMMARY OF AMENDMENTS

| Version | Description | Page number |
|---------|---|-------------|
| 2 | 'Making entries' section has been amended to clarify resit rules. | 10 |

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AS ENGLISH LANGUAGE AND LITERATURE

SUMMARY OF ASSESSMENT

Component 1: Comparative Analysis and Creative Writing

Written examination: 2 hours

40% of qualification

Section A: Comparative analysis of poetry and unseen text (closed-book)

Comparative analysis of one poem from the *WJEC English Language and Literature Pre-1914 Poetry Anthology* with an unseen text from a choice of two, one of which will be spoken language

Section B: Creative writing and commentary

One question presented in three parts, comprising two writing tasks, one of which will be spoken language, and a commentary

Component 2: Drama and Non-literary Texts

Written examination: 2 hours

60% of qualification

Section A: Post-1900 drama (open-book, clean copy)

One two-part question from a choice of two based on the reading of one play from a prescribed list

Section B: Non-literary text study (open-book, clean copy)

One question from a choice of two based on the reading of one non-literary text selected from a prescribed list

This linear qualification will be available in the summer series each year. It will be awarded for the first time in summer 2016.

Qualification Accreditation Number: 601/4906/1

AS ENGLISH LANGUAGE AND LITERATURE

1 INTRODUCTION

1.1 Aims and objectives

The WJEC Eduqas AS in English language and literature encourages learners to develop their interest and enjoyment of English as they:

- develop and apply their knowledge of literary analysis and evaluation
- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other
- engage creatively and critically with a wide range of texts
- explore the ways in which texts relate to each other and the contexts in which they are produced and received
- develop their skills as producers and interests of language.

This specification is designed to introduce learners to the disciplines of English language and English literature. It enables learners to explore a range of literary and non-literary texts, including the *WJEC English Language and Literature Pre-1914 Poetry Anthology*. Through their reading, learners are able to develop the skills required to interrogate texts, be analytical, consider other viewpoints, make connections across a range of texts and to understand and evaluate the effects of a variety of contexts. This specification also gives learners opportunities to deepen their enjoyment of English language and literature both through reading and through creating their own texts.

1.2 Prior learning and progression

Any requirements set for entry to a course following this specification are at the discretion of centres. It is reasonable to assume that many learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in Numeracy/Mathematics, Literacy/English and Information Communication Technology will provide a good basis for progression to this Level 3 qualification.

This specification builds on the knowledge, understanding and skills established at GCSE.

This specification provides a suitable foundation for the study of English language and literature at A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

1.3 Equality and fair assessment

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*.

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

2 SUBJECT CONTENT

This specification requires learners to show knowledge and understanding of a range of spoken and written texts from different times including three substantial texts drawn from pre-1914 poetry, modern drama, and non-literary texts. Component 1 requires study of a selected range of poetry drawn from the *WJEC English Language and Literature Pre-1914 Poetry Anthology* and comparative analysis of an unseen text. Component 2 offers a choice of texts for study in relation to both post-1900 drama and non-literary texts. Set texts will be reviewed on a rolling programme after every third examination series. There will be a staggered approach to updating texts following the review, with the first phase of text refreshment beginning after five years.

Learners are required to show knowledge of some of the different language levels below:

- phonetics, phonology, prosody
- lexis and semantics
- grammar including morphology
- pragmatics
- discourse.

Through learning linguistic terminology, learners will be able to articulate more precisely their perceptions about literary and non-literary texts. This will not only enhance their appreciation of other people's writing but will also help them to write more effectively and accurately for a wide variety of purposes. Knowledge of the different language levels will enable learners to demonstrate understanding of:

- how language choices shape meanings in texts
- ways in which individual texts are interpreted by different readers or listeners
- how linguistic and literary approaches can inform interpretations of texts
- ways in which texts relate to each other and to the contexts in which they are produced and received.

2.1 Component 1

Comparative Analysis and Creative Writing

Written examination: 2 hours (80 marks)

40% of qualification

Candidates must answer the compulsory question from Section A and the compulsory question from Section B. Both sections are of equal weight.

This component examines learners' abilities to explore connections across a wide range of texts. This component encourages extensive wider reading of spoken and written texts from different times and provides opportunities for learners to select appropriate methods of analysis when exploring non-literary texts such as spoken transcriptions, advertisements, autobiographies, biographies, travel writing, journalism, information texts, instructional texts, letters, reports, speeches, specialist publications.

Learners are also given the opportunity to demonstrate their expertise and accuracy in creating a variety of texts drawing on their knowledge and understanding of how texts are created and how texts communicate to different audiences and for different purposes.

Section A: Comparative analysis of poetry and unseen text (closed-book)

Section A is based on the study of a selection of poems taken from the *WJEC English Language and Literature Pre-1914 Poetry Anthology*. See **Appendix A** for the list of poems to be studied in preparation for Section A of this component.

The anthology covers a range of poetry from the late-sixteenth century to 1914. It is designed to introduce learners to the historical development of the English language, the rich heritage of writing poetry, as well as illustrating the variation in poetic content and style over time.

Candidates are required to answer the compulsory question. The question will require candidates to produce a comparative analysis of a printed poem taken from the *WJEC English Language and Literature Pre-1914 Poetry Anthology* and **one** of two printed unseen texts, one of which will be spoken language. The texts will be linked in terms of content, theme or style. Candidates will be required to compare and contrast the set poem and one of the two texts, using knowledge and skills gained from the integrated study of language and literature.

In Section A, candidates are required to demonstrate that they can:

- use integrated linguistic and literary approaches as appropriate
- explore connections between the texts
- analyse how meanings are shaped in texts, including how variations in language, form and context shape and change meanings
- show knowledge and understanding of relevant language levels
- use accurately a range of linguistic and literary terminology
- organise responses in a clear and effective academic style and register with coherent written expression.

Section B: Creative writing and commentary

Candidates are required to answer the compulsory question. The question will be presented in three parts: two writing tasks and a commentary. For the writing tasks, candidates may draw inspiration from Texts A-C in Section A of the examination paper though they may introduce ideas of their own.

Creative writing

This component is designed to engage candidates in the creative process, giving them the opportunity to demonstrate their expertise and accuracy for writing in a variety of forms and for a range of purposes. There will be two writing tasks:

- (a) original writing in any given genre
- (b) original writing of a spoken language text.

In preparation for this question, learners should study a range of literary and non-literary texts and practise producing texts in a variety of genres.

Candidates are required to demonstrate that they can:

- apply creative skills in the production of engaging writing
- recognise the importance of audience, form and purpose
- show expertise in their use of English to communicate in different ways.

Commentary

Candidates are required to write a comparative commentary on the two texts they have produced. This commentary is designed to encourage candidates to reflect on the language choices they have made, making points of comparison and contrast between them. In preparation for this task, learners should practise analysing and interpreting their own writing.

This task provides candidates with opportunities to:

- identify and describe how meanings and effects are created and conveyed in their own writing
- show knowledge and understanding of analytical approaches to the critical study of texts, drawing on linguistic and literary methodologies and concepts
- support points with apt quotation.

2.2 Component 2

Drama and Non-literary Texts

Written examination: 2 hours (120 marks)

60% of qualification

Clean copies (no annotation) of the prescribed editions of the texts studied for this component must be taken into the examination.

This component is designed to introduce learners to both drama and non-literary texts. For Section A, learners will engage critically with their set text as a work of literature and explore the richness of the English language set within the context of when the text was produced and received. They will also develop their knowledge of dramatic techniques, their skills as interpreters of performance texts and their understanding of significant contextual factors throughout their studies for this component.

In responding to non-literary texts, learners should be able to recognise the bias, the moral outlook, the prejudices, attitudes and values of speakers and writers and to be able to analyse how these are conveyed through the use of language.

Both sections are of equal weight. Candidates must answer **one** question from Section A and **one** question from Section B.

Section A: Post-1900 drama (open-book, clean copy)

Section A is based on the study of one post-1900 drama text from the list below:

| |
|---|
| Edward Albee: <i>Who's Afraid of Virginia Woolf?</i> (Vintage Classics) |
| Alan Bennett: <i>The History Boys</i> (Faber) |
| Brian Friel: <i>Translations</i> (Faber) |
| Diane Samuels: <i>Kindertransport</i> (Nick Hern) |
| Tennessee Williams: <i>Cat on a Hot Tin Roof</i> (Penguin Modern Classics) |

Candidates are required to answer **one** question from a choice of two. Each question will be presented in two parts: part (i) is extract-based and focuses on close language study; part (ii) requires an extended response relating to the rest of the text and consideration of the significance and influence of the contexts in which texts are produced and received.

Candidates must use appropriate literary and linguistic methods of analysis, adopting accurate and precise use of related terminology to:

- analyse closely the language of the extract
- use integrated linguistic and literary approaches
- analyse how meanings are shaped in their set text
- show knowledge and understanding of relevant language levels
- use accurately a range of linguistic and literary terminology
- demonstrate an understanding of the significance and influence of the contexts in which texts are produced and received
- organise responses in a clear and effective academic style and register with coherent written expression.

Section B: Non-literary text study (open-book, clean copy)

Section B is based on the study of one non-literary prose text from the list below:

| |
|---|
| Andrea Ashworth: <i>Once in a House on Fire</i> (Picador) |
| Truman Capote: <i>In Cold Blood</i> (Penguin Classics) |
| Jenny Diski: <i>Skating to Antarctica</i> (Virago) |
| David Eggers: <i>A Heartbreaking Work of Staggering Genius</i> (Picador) |
| George Orwell: <i>Homage to Catalonia</i> (Penguin Classics) |

Candidates are required to answer **one** question from a choice of two on the set text they have prepared for this section.

Candidates must use appropriate linguistic and literary methods of analysis, adopting accurate and precise use of related terminology to:

- analyse concepts related to the writer's craft, in particular with regard to exploring the presentation of viewpoint
- demonstrate sound knowledge of the text through selecting supporting evidence
- show understanding of the significance and influence of the contexts in which the text was written and received.

3 ASSESSMENT

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must demonstrate their ability to:

AO1

Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression

AO2

Analyse ways in which meanings are shaped in texts

AO3

Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received

AO4

Explore connections across texts, informed by linguistic and literary concepts and methods

AO5

Demonstrate expertise and creativity in the use of English to communicate in different ways

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

| | AO1 | AO2 | AO3 | AO4 | AO5 | Total |
|--------------------------|------------|------------|------------|------------|------------|--------------|
| Component 1 | 10% | 10% | - | 10% | 10% | 40% |
| Component 2 | 20% | 20% | 20% | - | - | 60% |
| Overall Weighting | 30% | 30% | 20% | 10% | 10% | 100% |

4 TECHNICAL INFORMATION

4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in the summer series each year, until the end of the life of this specification. Summer 2016 will be the first assessment opportunity.

A qualification may be taken more than once. Candidates must resit all examination components in the same series.

The entry code appears below.

WJEC Eduqas AS English Language and Literature: B710QS

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

4.2 Grading, awarding and reporting

AS qualifications are reported as a grade on the scale from A to E. Results not attaining the minimum standard for the award will be reported as U (unclassified).

AS qualifications are free-standing and are awarded in their own right. Assessments at AS cannot contribute to an A level grade.

APPENDIX A

The list of poems below is taken from the *WJEC English Language and Literature Poetry Pre-1914 Anthology* and required for study in Section A of Component 1 of this AS English Language and Literature specification.

THE PASSIONATE SHEPHERD TO HIS LOVE

Christopher Marlowe (1564-1593)

SONNET 130

William Shakespeare (1564-1616)

THERE IS A GARDEN IN HER FACE

Thomas Campion (1567-1620)

THE COLLAR

George Herbert (1593-1633)

ON HIS BLINDNESS

John Milton (1608-1674)

TO MY DEAR AND LOVING HUSBAND

Anne Bradstreet (1612-1672)

A SATIRICAL ELEGY ON THE DEATH OF A LATE FAMOUS GENERAL

Jonathan Swift (1716-1771)

THE SCHOOLBOY

William Blake (1757-1827)

UPON WESTMINSTER BRIDGE

William Wordsworth (1770-1850)

KUBLA KHAN (EXTRACT)

Samuel Taylor Coleridge

SHE WALKS IN BEAUTY

Lord Byron (1788-1824)

OZYMANDIAS

Percy Bysshe Shelley (1792-1822)

TO AUTUMN

John Keats (1795-1821)

HOW DO I LOVE THEE?

Elizabeth Barrett Browning (1806-1861)

THE KRAKEN

Alfred Lord Tennyson (1809-1892)

SPELLBOUND

Emily Brontë (1818-1848)

SONG

Christina Georgina Rossetti (1830-1894)

GOD'S GRANDEUR

Gerard Manley Hopkins (1844-1889)

THE DARKLING THRUSH

Thomas Hardy (1840-1928)

LEISURE

William Henry Davies (1871-1940)