

GCE AS

WJEC Eduqas GCE AS in ENGLISH LITERATURE

ACCREDITED BY OFQUAL

SPECIFICATION

Teaching from 2015
For award from 2016

Version 3 March 2020

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	'Making entries' section has been amended to clarify resit rules.	9
3	Component 2, Section A has been amended to show that Dannie Abse: <i>Welsh Retrospective</i> (Seren) replaces Gillian Clarke: <i>Making the Beds for the Dead</i> (Carcenet) for assessment from summer 2022 onwards.	7

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AS ENGLISH LITERATURE

SUMMARY OF ASSESSMENT

Component 1: Prose
Written examination: **2 hours**
50% of qualification

Section A: Prose fiction pre-1900 (closed-book)

One question in two parts based on the reading of one prose fiction pre-1900 text from a prescribed list

Section B: Prose fiction post-1900 (closed-book)

One question from a choice of two based on the reading of one prose fiction post-1900 text from a prescribed list

Component 2: Poetry and Drama
Written examination: **2 hours**
50% of qualification

Section A: Poetry (open-book, clean copy)

One question from a choice of two based on the reading of one poetry text from a prescribed list

Section B: Drama (closed-book)

One question in two parts based on the reading of one play 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: 601/4871/8

AS ENGLISH LITERATURE

1 INTRODUCTION

1.1 Aims and objectives

The WJEC Eduqas AS in English literature specification aims to encourage AS learners to develop their interest in and enjoyment of literature and literary studies as they:

- read widely and independently both set texts and others that they have selected for themselves
- engage creatively with a substantial body of texts and ways of responding to them
- develop and critically and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them.

This specification is based on a conviction that the study of literature should encourage enjoyment of literary studies based on an informed personal response to a range of texts. The specification provides learners with an introduction to the discipline of advanced literary studies and presents opportunities for reading widely and for making creative and informed responses to each of the major literary genres of poetry, prose and drama.

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 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 the significance of:

- the ways in which writers use and adapt language, form and structure in texts
- the interpretation of texts by different readers, including over time
- how texts relate to one another and to literary traditions, movements and genres
- the cultural and contextual influences on readers and writers.

Each component offers a choice of texts for study. Consideration has been given to offering a wide range of texts, chosen for their richness and diversity. 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. Either whole texts or prescribed sections of texts may be refreshed.

English literature is a subject that by its nature requires learners to consider individual, moral, ethical, social, cultural and contemporary issues. The specification provides a framework for exploration of such issues and includes specific content through which individual courses may address these issues. For example, in meeting the assessment objective AO3, learners are engaged in considering the significance and influence of contexts in which literary texts are written and received. Spiritual, moral, ethical, social and cultural aspects are pertinent to such contexts.

2.1 Component 1

Prose

Written examination: 2 hours (100 marks)

50% of qualification

This is a closed-book examination. Candidates are not permitted to take copies of the texts into the examination. Candidates must answer **one** question from Section A and **one** question from Section B.

This component encourages learners to engage with prose fiction written in different times. In both sections, learners are required to demonstrate the following skills:

- read texts in a variety of ways and respond critically and creatively
- communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts
- use literary critical concepts and terminology with understanding and discrimination
- identify and consider how attitudes and values are expressed in texts
- show understanding of the cultural and contextual influences on readers and writers
- draw on their understanding of different interpretations in responding to and evaluating texts
- adopt a clear and appropriate academic style and register
- use accurately quotations from and references to texts and sources.

Section A: Prose fiction pre-1900 (closed-book)

Candidates are required to answer **one** question based on the reading of one prose fiction pre-1900 text from the following list:

Jane Austen	<i>Sense and Sensibility</i> (Penguin Classics)
Charlotte Bronte	<i>Jane Eyre</i> (Penguin Classics)
Elizabeth Gaskell	<i>North and South</i> (Penguin Classics)
Charles Dickens	<i>David Copperfield</i> (Penguin Classics)
Thomas Hardy	<i>The Mayor of Casterbridge</i> (Penguin Classics)

Candidates are required to answer **one** question in two separate but linked parts: part (i) a question based on a printed extract from the set text, assessing knowledge and understanding and close analysis of the extract; part (ii) a question requiring candidates to show wider knowledge and understanding of the novel as a whole.

Section B: Prose fiction post-1900 (closed-book)

Candidates are required to answer **one** question from a choice of two based on the reading of one prose fiction post-1900 text from the following list:

Joseph Conrad	<i>The Secret Agent</i> (Penguin Classics)
E M Forster	<i>A Room with a View</i> (Penguin Classics)
Emyr Humphreys	<i>A Toy Epic</i> (Seren)
Jean Rhys	<i>Wide Sargasso Sea</i> (Penguin Classics)
Kazuo Ishiguro	<i>The Remains of the Day</i> (Faber)

2.2 Component 2

Poetry and Drama

Written examination: 2 hours (100 marks)

50% of qualification

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

This component encourages learners to develop their ability to read widely and engage critically with a range of poetry and drama whilst developing further their techniques of analysis and evaluation. Candidates must answer **one** question from Section A and **one** question from Section B.

Section A: Poetry (open-book)

This section encourages learners to develop their ability to read widely and engage critically with a selection of poetry whilst developing further their techniques of analysis and evaluation.

In this section, candidates will need to demonstrate their ability to:

- analyse how meanings are shaped in poetry texts and the ways writers adapt structure, form and language in poetry for effect
- show understanding of ways in which poems relate to one another
- use accurately a range of literary concepts and terminology

- identify and consider how attitudes and values are expressed in texts
- use accurately quotations from and references to texts and sources
- organise responses in a clear and effective academic style and register with coherent written expression.

Candidates are required to answer **one** question from a choice of two based on the reading of one poetry text from the following list:

Thomas Hardy	<i>Poems selected by Tom Paulin</i> (Faber) (Prescribed sections: <i>Poems of the Past and Present</i> , <i>Poems of 1912-13</i> , <i>Moments of Vision</i>)
Ted Hughes	<i>Poems selected by Simon Armitage</i> (Faber) (Prescribed section: all poems up to and including 'Rain' on page 68)
Seamus Heaney	<i>Field Work</i> (Faber)
Gillian Clarke	<i>Making the Beds for the Dead</i> (Carcanet) (for assessment in summer 2020 and 2021 only)
Dannie Abse	<i>Welsh Retrospective</i> (Seren) (for assessment from summer 2022 onwards)
Carol Ann Duffy	<i>Mean Time</i> (Picador)

Where a prescribed section of the text is indicated, only poems from these sections are required for study and use in the examination. Discussion of any poems outside these sections will not gain credit.

Section B: Drama (closed-book)

Candidates are required to answer **one** question based on the reading of one drama text from the list below:

Christopher Marlowe	<i>Doctor Faustus</i> (Longman)
Oscar Wilde	<i>Lady Windermere's Fan</i> (New Mermaids)
Tennessee Williams	<i>A Streetcar Named Desire</i> (Penguin Modern Classics)
David Hare	<i>Murmuring Judges</i> (Faber)
Joe Orton	<i>Loot</i> (Methuen Drama)

Candidates are required to answer **one** question in two separate but linked parts: part (i) a question based on a printed extract from the set text, assessing knowledge and understanding and close analysis of the extract; part (ii) a question requiring candidates to show wider knowledge and understanding of the play as a whole.

In this section, candidates will need to demonstrate their ability to:

- analyse how meanings are shaped in drama texts
- show understanding of the cultural and contextual influences on readers and writers
- use accurately a range of literary concepts and terminology, including knowledge of the principles and conventions of drama and dramatic verse
- identify and consider how attitudes and values are expressed in texts
- organise responses in a clear and effective academic style and register with coherent written expression
- use accurately quotations and references to texts and sources.

3 ASSESSMENT

3.1 Assessment objectives and weightings

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

AO1

Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression

AO2

Analyse ways in which meanings are shaped in literary texts

AO3

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

AO4

Explore connections across literary texts

AO5

Explore literary texts informed by different interpretations.

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	15%	15%	10%	-	10%	50%
Component 2	15%	15%	10%	10%	-	50%
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 Literature: B720QS

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.