GCE
AS and A Level Specification

English Language and Literature B

AS exams 2009 onwards
A2 exams 2010 onwards

Contents

Vertical black lines indicate a significant change or addition to the previous version of this specification.

1 Introduction

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1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- ### Specifications
  Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

- ### Support
  AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

- ### Service
  We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

- ### Ethics
  AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

1.2 Why choose English Language and Literature B?

The specification provides a full and coherent integration of literary and linguistic study in each of the four units. It offers students an accessible and stimulating course in which they will engage with a variety of spoken and written texts.

The course is suitably demanding, leading students beyond the levels expected at GCSE towards an independence in analysing and commenting on texts, thus providing a firm foundation for study in Higher Education.

An attractive feature of the specification is the opportunity it provides students to respond creatively to texts, both in coursework and examined units. Teachers can benefit from the clear lines of development from the previous specification, preserving, as it does, the core of study from the earlier modules.

1.3   How do I start using this specification?

Already using the existing AQA English Language and Literature B specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **http://www.aqa.org.uk/rn/askaqa.php** Information will be available electronically or in print, for your convenience.

- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website **http://www.aqa.org.uk/admin/p_entries.html**

Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **centreapproval@aqa.org.uk**

1.4   How can I find out more?

Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **http://www.aqa.org.uk/rn/askaqa.php**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **http://www.aqa.org.uk/support/teachers.html**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **http://events.aqa.org.uk/ebooking**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **teachersupport@aqa.org.uk**

2 Specification at a Glance

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AS Examinations

AS Award 1726

Unit 1 - ELLB1F
Introduction to Language and Literature Study

60% of AS, 30% of A Level
1 hour 45 minutes written examination
96 marks

Two questions: one on an unseen text(s) related to the theme(s) of the Anthology, produced by AQA as a set text; the second on the Anthology itself.

Available January and June

Unit 2 - ELLB2
Themes in Language and Literature

40% of AS, 20% of A Level
Coursework Unit
64 marks

Two-part assignment on chosen pair of texts: discussion of a set theme in relation to the texts; a piece of creative writing, demonstrating understanding of texts as a whole.

Available January and June

A2 Examinations

A Level Award 2726

Unit 3 - ELLB3
Talk in Life and Literature

30% of A Level
2 hour written examination
96 marks

Two questions: one based on extract from prescribed play; one requiring comparison of unseen texts.

Available January and June

Unit 4 - ELLB4
Text Transformation

20% of A Level
Coursework Unit
64 marks

Coursework folder of transformed texts and associated commentary or commentaries.

Available January and June

AS + A2 = A Level

3 Subject Content

3.1 Unit 1 ELLB1F - Introduction to Language and Literature Study

This unit is an introduction to the study of language and literature using a short Anthology of literary and non-literary texts.

The unit requires candidates to study an Anthology of thematically linked spoken and written texts which will offer them the opportunity to consider the three major literary genres and a range of non-literary texts. The chosen texts will offer candidates the opportunity to consider the development of language and style over time.

The examination will require candidates to answer two questions: the first question will require candidates to respond to an unseen text(s) which is thematically linked to the Anthology. The second question will be set on the Anthology and will require candidates to comment on significant features of the writers'/speakers' uses of language and their attitudes towards a specified theme.

The current Anthology for this unit is 'Food Glorious Food'. This Anthology will be set for examination for **2012, 2013 and 2014, with a re-sit opportunity in January 2015.** Candidates will be required to have a clean, that is, not annotated copy of the Anthology in the examination.

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3.2   Unit 2 ELLB2 - Themes in Language and Literature

This coursework unit gives candidates the opportunity to study major prose genres, including fiction and literary non-fiction.

The aim of this unit is to develop candidates' reading and writing skills through the in-depth study of writers' crafting.

Assessment is by means of a **two-part** assignment. **For each set of paired texts, AQA will prescribe annually one theme, which candidates must use as the focus of their assignment.** The time and the arrangements for writing are at the discretion of the centre. The assignment, which is in two parts, should be between 1200 and 1500 words in length for Part A and between 500 and 850 words for Part B.

The prescribed themes change annually. The document detailing the themes for the current year can be found under the specification on the Specification B webpage, on the AQA website (www.aqa.org.uk).

To complete the assignment:

- candidates will study a pair of set texts, having due regard to the principles of literary and linguistic studies appropriate at this level
- candidates will undertake independent research and preparation in the light of the prescribed theme for their chosen set pair of texts
- candidates will select **two** extracts; one from each text (between 500 and 800 words each), which will form the basis of their discussion.

Candidates are required to submit a sheet of handwritten notes as evidence of their initial planning for both Parts A and B along with their submission.

Candidates are required to enclose with their submissions photocopies of their chosen extracts, with the 'START' and 'FINISH' clearly indicated on each.

Part A of the assignment requires candidates to write a response which demonstrates an understanding of the set theme. In their response, they must:

- make productive use of the two selected extracts from their set texts
- provide some focused comparison of writers' approaches and methods
- describe and discuss features of genre, language and style, including changes in language and style over time.

Part B of the assignment requires candidates to produce a piece of creative writing which demonstrates their understanding and appreciation of **one** or **both** of their chosen paired texts. The creative piece must have clear links to the set text(s) and must harmonize with the set theme.

If centres are new to this specification they should contact the subject department, who will allocate them a Coursework Adviser, to advise on all coursework related issues.

Candidates' submissions will be assessed internally by teachers and externally moderated by AQA.

The prescribed texts for this unit are:

Daniel Defoe - *Robinson Crusoe*	and	Piers Paul Read - *Alive*
Elizabeth Gaskell - *North and South*	and	George Orwell - *The Road to Wigan Pier*
Wilkie Collins - *The Woman in White*	and	Raymond Chandler - *The Lady in the Lake*
Mark Twain - *Adventures of Huckleberry Finn*	and	J. D. Salinger - *The Catcher in the Rye*
Joseph Conrad - *Heart of Darkness*	and	Tim Butcher - *Blood River*
Vera Brittain - *Testament of Youth*	and	J. G. Ballard - *Empire of the Sun*

There will be a final re-sit opportunity in January 2013 ONLY on the following re-sit text pairings:

Thomas More - *Utopia*	and	George Orwell - *1984*
Charlotte Brontë - *Jane Eyre*	and	Jean Rhys - *Wide Sargasso Sea*
Edgar Allan Poe - *Selected Tales*	and	Raymond Chandler - *The Big Sleep*
Mary Shelley - *Frankenstein*	and	Truman Capote - *In Cold Blood*
Robert L. Stevenson - *Travels with a Donkey*	and	Bill Bryson - *The Lost Continent*
Lewis Carroll - *Alice's Adventures in Wonderland*	and	J. K. Rowling - *Harry Potter and the Philosopher's Stone*

MAIN CRITERIA

In their assignments, candidates will be expected to demonstrate appropriate expertise in the following main criteria:

Quality of written communication

In their assignments, candidates should show:

- the ability to construct a focused, coherent and relevant discussion, which includes comparison of writers' approaches
- effective use of linguistic and literary vocabulary appropriate to this assignment
- clear and accurate expression in written English, in a suitable register
- skills in creative writing.

Response to literary texts

In their assignments, candidates should show:

- good knowledge of the set theme
- accurate identification of meaning and tone
- ability to describe characterisation and narrative methods
- recognition and discussion of features of genre
- understanding of narrative approaches through creative writing.

Analysis of texts using appropriate frameworks for discussion

In their assignments, candidates should show:

- the ability to discuss writers' use of linguistic and literary concepts and approaches to demonstrate writers' intentions and meaning
- informed discussion of effects of linguistic and literary features
- understanding of how form, style and vocabulary shape the meaning of texts.

Diachronic change and contextual factors

In their assignments, candidates should show:

- accurate and informed discussion of features of language change
- knowledge of contextual factors and their impact on style
- understanding of genre development.

Recognition and consideration of authorial intentions

In their assignments, candidates should show:

- the ability to identify and discuss writers' use of language to convey attitudes and values of fictional characters
- an informed selection and discussion of evidence of writers' intentions
- appropriate identification and discussion of writer's social, moral, spiritual and political agendas.

AO	AO % Weighting	Part A	Part B
1	10	7	3
2	7.5	4.5	3
3	7.5	7.5	0
4	15	6	9
Total AO	40	25	15
Total Marks		40	24

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Assessment Criteria for Coursework

MARK BAND DESCRIPTORS

To be placed in a particular mark band, it is not necessary for a candidate to demonstrate achievement under every point. Internal assessment should therefore assess a candidate's work under the 'best fit' principle.

PART A   The Investigation

Band 6   34 – 40

The very best assignments that can be expected of AS candidates are likely to show

- ability to structure a comprehensive and informed discussion of the set theme, making excellent use of appropriately selected extracts **(AO4)**
- ability to present a range of interesting comparisons, showing detailed knowledge and good understanding **(AO4)**
- knowledgeable discussion of significant features of presentation and genre in both extracts (characterisation/narrative method/form/style/ vocabulary) **(AO2)**
- perceptive interpretation and skilful analysis of a good range of linguistic and literary features in both extracts **(AO2)**
- informed discussion of a range of features showing changes in language and style over time, using evidence from both extracts **(AO3)**
- confident and knowledgeable consideration of factors which affect the production and reception of texts, making good use of research **(AO3)**
- perceptive and sustained discussion covering all aspects of the assignment; consistently accurate and effective use of appropriate terminology **(AO1)**
- exemplary use of written English; exemplary compliance to rubric and word count requirements **(AO1)**

Band 5   28 – 33

Very good assignments that display many of the qualities of the top band, but with some lack of consistency or thoroughness; many more strengths than weaknesses

- ability to structure a satisfying and informed discussion of the set theme, making good use of appropriately selected extracts **(AO4)**
- ability to present a range of useful comparisons, showing sound knowledge and understanding **(AO4)**
- competent discussion of some significant features of presentation and genre in both extracts (characterisation/narrative method/form/style/ vocabulary) **(AO2)**
- sound interpretation and detailed consideration of some literary and linguistic features in both extracts **(AO2)**
- detailed consideration of some features showing changes in language and style over time, using evidence from both extracts **(AO3)**
- informed consideration of factors which affect the production and reception of texts, supported by evidence of research **(AO3)**
- planned and structured discussion covering all aspects of the assignment; generally accurate and effective use of appropriate terminology **(AO1)**
- exemplary use of written English; exemplary compliance to rubric and word count requirements **(AO1)**

Band 4   21 – 27

Assignments in which there is a balance of strengths and weaknesses: assignments that show uneven treatment of the two texts or of the selected extracts, or those which omit key aspects of the assignment may fall into this band

- ability to structure a focused discussion on the set theme, making generally sound use of appropriately chosen extracts **(AO4)**
- offering some useful comparison, though limited in scope and with some superficiality **(AO4)**
- informed selection of some significant features of presentation and genre (characterisation/narrative method/form/style/vocabulary) with perhaps uneven treatment of the extracts or only a limited range **(AO2)**

- some detailed comment on a number of significant linguistic and literary features with perhaps uneven treatment of the extracts or only a limited range **(AO2)**
- some detailed treatment of features showing changes in language and style over time, with perhaps uneven treatment of the extracts or only a limited range **(AO3)**
- some effective discussion of factors which affect the production and reception of texts, supported by some evidence of research **(AO3)**
- clear line of discussion, reasonably well ordered and sustained; some effective use of appropriate terminology to describe key concepts **(AO1)**
- accurate and clear use of written English, with only occasional slips; exemplary compliance to rubric and word count requirements **(AO1)**

Band 3   14 – 20

Assignments that address the coursework requirements but demonstrate a number of weaknesses: assignments that show better than surface understanding and appreciation may fall into this band

- ability to structure a relevant discussion of the set theme, though the selection and discussion of the extracts may be too narrow to do justice to the assignment **(AO4**)
- ability to offer some focused comparison though at a superficial level **(AO4)**
- ability to identify some significant features of presentation and genre (characterisation/narrative method/ form/style/vocabulary) though discussion is superficial **(AO2)**
- recognition and explanation of some linguistic and literary features; some supportive selection and exemplification but with limited consideration of impact and effect **(AO2)**
- limited consideration of features showing changes in language and style over time, but with some supportive selection and exemplification from the extracts **(AO3)**
- some consideration of the factors which affect the production and reception of texts; though with limited supportive evidence from research **(AO3)**
- line of discussion generally clear but focus on the assignment is not sustained or is lacking in depth and scope; limited use of appropriate terminology to describe key concepts **(AO1)**
- partly effective written expression; generally accurate but with flaws in fluency; exemplary compliance to rubric and word count requirements **(AO1)**

Band 2   8 – 13

Assignments that contain a significant number of weaknesses in addressing the task, especially in dealing with writers' use of language. At the top end of the band, unsophisticated or simplistic responses should still be given credit for demonstrating understanding of theme and for suitable selection of extracts

- some success in structuring a discussion of the set themes, making some use of relevant extracts, though treatment is simplistic and superficial and may be flawed by irrelevance or misunderstanding; use of unsuitable extracts **(AO4)**
- some attempt to compare though comparisons may be forced or unconvincing **(AO4)**
- some limited reference to features of presentation and genre in one or both of the extracts but without meaningful discussion of use and effect (characterisation/narrative method/form/style/vocabulary) **(AO2)**
- some limited reference to linguistic and literary features of one or both extracts, though the effect is of feature-spotting **(AO2)**
- some limited awareness of the changes in language and style over time but relies on general discussion, with limited exemplification from the extract(s) **(AO3)**
- limited or superficial consideration of factors which affect the production and reception of texts; unskilful integration of evidence from research **(AO3)**
- unclear line of discussion; aspects of assignment neglected or omitted; some limited use of appropriate terminology but with little attempt to consider effect **(AO1)**
- lapses in control of written English; neglect of rubric and word count requirements **(AO1)**

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Band 1   1 – 7

Assignments in this band are likely to show fundamental weaknesses in appreciation of the assignment and understanding of the extracts. Problems of comprehension and expression may be further compounded by poor control of written English.

At the lower end of the band, responses are likely to be fragmentary and may be very brief

- very limited success in structuring a discussion on the set theme; making poor use of selected extracts or using extracts which are unsuited to the discussion; relying on unsophisticated paraphrase or use of quotation; general comment or background information not made relevant to the theme or the extracts **(AO4)**

- opportunities for comparison neglected **(AO4)**

- little or no awareness shown of features of presentation and genre in either extract (characterisation/ narrative method/form/style/vocabulary) **(AO2)**

- little or no purposeful comment on linguistic and literary features; undue reliance on superficial feature-spotting **(AO2)**

- little or no reference to the changes in language and style over time in either extract; relying entirely on rewording of the question or making unsupported assertions **(AO3)**

- little understanding shown of factors which affect the production and reception of texts; little or no evidence of research **(AO3)**

- fragmentary; no evidence of planned or structured response; limited to self-evident statements without explanation or judgement; little or inaccurate use of appropriate terminology and showing little or no awareness of the extracts as crafted texts **(AO1)**

- frequent lapses in spelling, grammar and punctuation; very poor achievements in written English; lapses in control of written English inappropriate at this level; neglect of rubric and word count requirements **(AO1)**

PART B   The Creative Task

Band 6   21 – 24

Assignments in this band will demonstrate skilful production of creative writing, which enriches the reader's/ listener's view of the original source texts in a stimulating and enriching way, demonstrating

- strong evidence of originality to delight and surprise the reader/listener **(AO4)**

- thought-provoking viewpoint which harmonises with or challenges the set theme **(AO4)**

- confident use of appropriate genre conventions (choice of language, style and form) **(AO2)**

- exemplary use of written English; exemplary compliance to rubric and word count requirements **(AO1)**

Band 5   17 – 20

Assignments in this band will demonstrate most of the features of the top band in providing a satisfying production of creative writing, offering a perceptive view of the text(s), demonstrating

- clear evidence of originality to engage the reader's/listener's attention **(AO4)**

- interesting viewpoint that harmonises with or challenges the set theme **(AO4)**

- sound use of appropriate genre conventions (choice of language, style and form) **(AO2)**

- exemplary use of written English; exemplary compliance to rubric and word count requirements **(AO1)**

Band 4   13 – 16

Assignments in this band are likely to show a balance of strengths and weaknesses: submissions which fall into this band may show enough creative ability to produce a coherent and relevant piece of writing which demonstrates good knowledge of the text(s) but performance is uneven, demonstrating

- some effective originality though not fully sustained, sufficient to merit the reader's/listener's attention **(AO4)**

- viewpoint that sufficiently harmonises with or challenges the set theme so as to be to be credible **(AO4)**

- mainly effective use of appropriate genre conventions (choice of language, style and form) **(AO2)**
- accurate and clear use of written English, with only occasional slips; exemplary compliance to rubric and word count requirements **(AO1)**

Band 3   9 – 12

Assignments in this band are likely to show some sound awareness of what the task requires; there should be some evidence of coherent original writing but with limited success in performance, demonstrating

- some originality though unlikely to engage the reader/listener fully (AO4)
- valid viewpoint which has some clear links to the set theme but which is only partly effective in illuminating that theme **(AO4)**
- some effective use of genre conventions (choice of language, style and form) **(AO2)**
- partly effective written expression; generally accurate but with flaws in fluency; exemplary compliance to rubric and word count requirements **(AO1)**

Band 2   5 – 8

Assignments in this band are likely to show a mechanical attempt to use features of genre and, though they may make some contribution towards the reader's appreciation of the text(s), there is a tendency to irrelevance or padding, demonstrating

- occasionally signs of originality but laboured and with little likelihood of engaging the reader's/listener's attention **(AO4**)
- viewpoint that only occasionally illuminates the set theme **(AO4)**
- occasionally effective use of features of genre (choice of language, style and form) but pedestrian or dull **(AO2)**
- lapses in control of written English; neglect of rubric and word count requirements **(AO1)**

Band 1   1 – 4

Assignments in this band are likely to be cursory in their treatment of the task: some weak submissions may be mistakenly focused on issues which are not credibly linked to the set theme, demonstrating a limited knowledge of the text(s)

- little sign of originality; simplistic attempt to produce creative writing; treatment does not demonstrate understanding or knowledge of either text; of little interest to the reader/listener **(AO4)**
- viewpoint which is unclear, opaque or irrelevant to the set theme **(AO4)**
- use of genre conventions (choice of language, style and form) unskilful and unconvincing **(AO2)**
- frequent lapses in spelling, grammar and punctuation; very poor achievements in written English; lapses in control of written English inappropriate at this level; neglect of rubric and word count requirements **(AO1)**

3.3   Unit 3 ELLB3 - Talk in Life and Literature

The emphasis in this unit is on spoken language. Candidates are required to study one play from a choice of four set plays which will include at least one work by Shakespeare. They will also be required to apply their skills and knowledge of literary and linguistic concepts and approaches to a variety of transcripts of real life spoken situations.

The aim of this unit is to allow candidates to identify and discuss the way meanings are constructed, conveyed and interpreted both in drama and in real life speech.

This unit requires candidates to study:

(i)   **one** play from a choice of four:

William Shakespeare	*King Lear*
William Congreve	*The Way of the World*
Arthur Miller	*The Crucible*
Samuel Beckett	*Waiting for Godot*

There will be a final re-sit opportunity in January 2013 ONLY on the following re-sit texts:

William Shakespeare	*Hamlet*
Richard Brinsley Sheridan	*The Rivals*
Tennessee Williams	*A Streetcar Named Desire*
Brian Friel	*Translations*

(ii) transcripts from a variety of situations

Assessment will be by written examination of 2 hours **(closed book).** Candidates will be required to answer two questions.

Question 1 will require candidates to answer a question based on an extract from the play they have studied. The focus of the question will require candidates to discuss the ways in which the writer uses language to create dramatic effects.

Question 2 will require candidates to show their knowledge and understanding of naturally occurring speech and crafted speech in literature. They will be required to compare two thematically linked unseen texts: one a transcript and a second an extract from a literary work (prose fiction, drama or poetry).

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3.4 Unit 4 ELLB4 - Text Transformation

This coursework unit requires candidates to choose **two** literary works from the selection of prescribed authors below and transform them into different genres. Candidates should **not** choose a text(s) for this coursework unit which they have already studied on another unit on this specification.

In this unit candidates apply the knowledge, understanding and insights gained from literary and linguistic studies, to transform the original work into a different genre or sub-genre, and to provide a commentary which reflects upon their work, demonstrating greater understanding of the creative process.

Candidates will choose their programme of coursework using the lists of prescribed authors in consultation with their teachers. Candidates must use as the source material for their transformation(s) **two** texts, chosen from **two** of the three lists of prescribed authors. Candidates must choose **one** author from **one** list and a **second** author from a **different** list.

Assessment will be by the production of a coursework folder that includes the transformed texts and associated commentary or commentaries. The work will be assessed by the candidate's teacher and these assessments will be moderated by AQA.

The folder may contain **either** two transformations based on **two** single texts chosen from **two** of the lists of prescribed authors below, plus the associated commentaries, **or** one combined transformation based on **two** single texts chosen from **two** of the lists of prescribed authors below, plus the associated commentary.

The total length of the transformation(s) must be between 1500 and 2500 words.

The total length of the commentary or commentaries must be between 1000 and 2000 words.

Candidates are **not** required to submit drafts along with their final pieces.

If centres are new to this specification they should contact the subject department, who will allocate them a Coursework Adviser, to advise on all coursework related issues.

The final pieces should be fully annotated by the candidate's teacher.

Prose
1. Jonathan Swift
2. Jane Austen
3. The Brontës
4. Thomas Hardy
5. R.L. Stevenson
6. Kate Chopin
7. P.G. Wodehouse
8. F. Scott Fitzgerald
9. William Trevor
10. Margaret Atwood
11. Angela Carter
12. Hanif Kureishi
13. James Joyce
14. Ian McEwan
15. Charles Dickens

Poetry
1. Geoffrey Chaucer
2. John Donne
3. Robert Browning
4. Christina Rossetti
5. Emily Dickinson
6. Edward Lear
7. Wilfred Owen
8. John Betjeman
9. Grace Nicholls
10. Seamus Heaney
11. U.A. Fanthorpe
12. Benjamin Zephaniah
13. Alfred Tennyson
14. Carol Ann Duffy
15. Sylvia Plath
16. Samuel Taylor Coleridge
17. John Keats
18. Billy Collins
19. Raymond Carver
20. Charles Bukowski

Drama
1. William Shakespeare
2. Ben Jonson
3. Aphra Behn
4. Henrik Ibsen
5. Tennessee Williams
6. Alan Bennett
7. Caryl Churchill
8. David Mamet
9. Harold Pinter
10. Brian Friel
11. Alan Ayckbourn
12. Tom Stoppard
13. Arthur Miller

Assessment Criteria for Coursework

AO	AO Weighting	Transformation	Commentary
2	10	0	10
3	10	0	10
4	20	20	0
Total AO	40	20	20
Total Marks		32	32

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MARK BAND DESCRIPTORS

The Transformation
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Band 6 28 – 32

AO4   originality in the deployment of the structures and conventions associated with specific and ambitious/challenging genres; clear, effective and assured sense of purpose and audience for the transformations;

language and register to meet demands of audience and purpose

Band 5   22 – 27

AO4   confident control over increasingly ambitious genres; sure sense of audience and purpose demonstrated by very effective transformations;

coherent and secure language and register effective for audience and purpose

Band 4   17 – 21

AO4   control of genre shown by increasingly subtle awareness of requirements of structures and conventions; transformations likely to be effective in outcome for audience and purpose;

growing sophistication in control of language and register

Band 3   12 – 16

AO4   some awareness of structures and conventions associated with specific genres and purpose for audience requirements, may lack judgement and subtlety at times in the transformations;

language and register choices generally effective and appropriate

Band 2   6 – 11

AO4   knowledge of genre, audience and purpose demonstrated in simple transformations, less convincing in more ambitious choices

mainly appropriate control of language and register in the transformations

Band 1   1 – 5

AO4   limited awareness of audience, genre and purpose; ineffective register, imprecise language choices, little control over writing in the transformations

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The Commentary
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Band 6   28 – 32

AO2   sensitive and consistently perceptive awareness of how structure, form and language shape meaning in the transformations; systematic and informed comments on a range of salient features

AO3   clear and assured awareness of the relationship between the source text and the transformations; systematic and informed comments on a range of salient features

Band 5   22 – 27

AO2   sensitive awareness of how structure, form and language shape meaning in the transformations, systematic comments on a range of significant features

AO3   sensitive awareness of the relationship between the source text and the transformations, systematic comments on a range of significant features

Band 4   17 – 21

AO2   reliable awareness of how structure, form and language shape meaning in the transformations, refers to a range of significant features

AO3   reliable awareness of the relationships between the source text and the transformations, refers to a range of significant features

Band 3   12 – 16

AO2   awareness of how structure, form and language shape meaning in the transformations, demonstrated by a balance of some obvious and some increasingly focussed comments

AO3   awareness of the relationships between the source text and the transformations, demonstrated by a balance of more obvious and increasingly sophisticated comments

Band 2   6 – 11

AO2   basic awareness of how structure, form and language shape meaning in the transformations; likely to be mainly descriptive in focus

AO3   some awareness of the relationships between the source text and the transformation, though remaining thin and descriptive

Band 1   1 – 5

AO2   superficial awareness of how structure, form and language shape meaning in the transformations; makes few relevant or insightful comments; almost totally descriptive

AO3   superficial awareness of the relationships between the source text and the transformation; makes few relevant or insightful comments; almost totally descriptive

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4 Scheme of Assessment

4.1   Aims

AS and A Level courses based on this specification should encourage candidates to:

- use integrated linguistic and literary approaches in their reading and interpretation of texts

- engage creatively and independently with a wide range of spoken, written and multimodal texts, exploring the relationships between texts

- undertake independent and sustained studies to develop their skills as producers and interpreters of language.

4.2   Assessment Objectives (AOs)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

AO1   Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression

AO2   Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts

AO3   Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception

AO4   Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies

Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

- select and use a form and style of writing appropriate to purpose and to complex subject matter

- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in Units 1, 2 and 3 by means of AO1.

Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO1	20	10	30
AO2	20	7.5	27.5
AO3	20	7.5	27.5
AO4	0	15	15
Overall weighting of units (%)	60	40	100

4

Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the Assessment Objectives in the AS and A2 units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	10	5	7.5	0	22.5
AO2	10	3.75	10	5	28.75
AO3	10	3.75	7.5	5	26.25
AO4	0	7.5	5	10	22.5
Overall weighting of units (%)	30	20	30	20	**100**

4.3 National Criteria

This specification complies with the following.

- The Subject Criteria for English Language and Literature
- The Code of Practice for GCE
- The GCE AS and A Level Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria

4.4 Prior learning

There are no prior learning requirements.

We recommend that candidates should have acquired the skills and knowledge associated with a GCSE English course or equivalent. It must be emphasised that this is not a requirement for candidates wishing to study the course offered through this specification. Any requirements are set at the discretion of centres.

4.5 Synoptic Assessment and Stretch and Challenge

Synoptic assessment in GCE English Language and Literature requires candidates to synthesise the insights they have gained from studying a range of texts, both spoken and written, and to show evidence of being able to select appropriate analytical tools to assess the validity of different views expressed about those texts and contexts. They are required to show skills of interpretation and expression to give insightful, accurate and well-argued responses to texts.

Synoptic assessment in GCE English Language and Literature B is assessed in the A2 units, 'Talk in Life and Literature' (Unit 3) and 'Text Transformation' (Unit 4). Candidates will be asked to draw together key insights and competencies, making purposeful use of them in the assessment tasks, thus demonstrating the links and connections between approaches and topics in the study of English Language and Literature.

In Unit 3, 'Talk in Life and Literature', the analysis both of unseen extracts and of extracts taken from studied texts tests candidates' competence and insight in applying literary and linguistic approaches to the study and understanding of both literary and non-literary texts.

Unit 4, 'Text Transformation', involves the transformation by candidates of two chosen set texts into a different genre or sub-genre, requiring candidates to demonstrate competence and insight in applying literary and linguistic approaches to the study and understanding of both literary and non-literary, and spoken and written texts. They must demonstrate expertise and creativity in writing for a variety of purposes and audiences.

4

The requirement that Stretch and Challenge is included at A2 is met by the following requirements within the specification:

- applying skills and knowledge of literary and linguistic concepts and approaches to speech, both spoken and written, across all units

- applying the knowledge and insights gained from literary and linguistic studies to make literary and linguistic connections across all units

- developing skills of creativity and of critical analysis and understanding of literary and non-literary texts and the relationships between them.

- developing skills in language use appropriate for audience and purpose of the task in hand.

4.6 Access to Assessment for Disabled Students

AS/A Levels often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all the competences had been addressed. The use of the term "spoken" in AO2 can mean a written record of speech. The subject does not therefore require listening skills. Reading independently may be problematic for some students but should not be a barrier to assessment. This will be kept under review and may be amended in the future.

4

5 Administration

5.1 Availability of Assessment Units and Certification

Examinations and certification for this specification are available as follows:

	Availability of units		Availability of certification	
	AS	A2	AS	A Level
January 2009	✔			
June 2009	✔		✔	
January 2010	✔	✔	✔	
June 2010	✔	✔	✔	✔
January 2011 onwards	✔	✔	✔	✔
June 2011 onwards	✔	✔	✔	✔

5.2   Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – ELLB1F

Unit 2 – ELLB2

Unit 3 – ELLB3

Unit 4 – ELLB4

AS certification – 1726

A Level certification – 2726

5.3   Private Candidates

This specification is available to Private Candidates. Private Candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.

Arrangements must be agreed with AQA for the assessment and authentication of coursework

5.4   Access Arrangements and Special Consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications.* This is published on the JCQ website (**http://www.jcq.org.uk**) or you can follow the link from our website (**http://www.aqa.org.uk**).

Access Arrangements

We can make arrangements so that candidates with disabilities can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

Special Consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

5

5.5   Language of Examinations

We will provide units for this specification in English only.

5.6   Qualification Titles

Qualifications based on this specification are:

- AQA Advanced Subsidiary GCE in English Language and Literature Specification B, and

- AQA Advanced Level GCE in English Language and Literature Specification B

5.7   Awarding Grades and Reporting Results

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full A Level qualification will be graded on a six-point scale: A*, A, B, C, D and E. To be awarded an A*, candidates will need to achieve a grade A on the full A Level qualification and an A* on the aggregate of the A2 units. For AS and A Level, candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

5.8   Re-sits and Shelf-life of Unit Results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates who wish to repeat a qualification may do so by re-taking one or more units. The appropriate subject award entry, as well as the unit entry/entries, must be submitted in order to be awarded a new subject grade.

Candidates will be graded on the basis of the work submitted for assessment.

6 Coursework Administration

The Head of Centre is responsible to AQA for ensuring that coursework/portfolio work is conducted in accordance with AQA's instructions and JCQ instructions.

6.1   Supervision and Authentication of Coursework

The Code of Practice for GCE requires:

- **candidates** to sign the Candidate Record Form (CRF) to confirm that the work submitted is their own, and

- **teachers/assessors** to confirm on the CRF that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification.

The completed CRF for each candidate must be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the candidates' results.

The teacher should be sufficiently aware of the candidate's standard and level of work to appreciate if the coursework submitted is beyond the talents of the candidate. Advice on choice of coursework assignments and their suitability is always available to centres and teachers. Each centre will have an individual coursework adviser appointed by AQA for advice on all coursework related issues. Centres will always be informed of their coursework adviser details at the beginning of the academic year.

In most centres teachers are familiar with candidates' work through class and homework assignments. Where this is not the case, teachers should make sure that coursework is completed under direct supervision.

In all cases, some direct supervision is necessary to ensure that the coursework submitted can be confidently authenticated as the candidate's own.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form

- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment

- If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

6.2   Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;

- lend work to other candidates;

- allow other candidates access to, or the use of, their own independently-sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research;

- include work copied directly from books, the internet or other sources without acknowledgement or attribution;

- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in coursework/portfolios is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website **(http://www.jcq.org.uk/)**.

Malpractice in coursework/portfolios discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

6

6.3   Teacher Standardisation

We will hold annual standardising meetings for teachers, usually in the autumn term, for the coursework units. At these meetings we will provide support in developing appropriate coursework tasks and using the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

We will also contact centres to invite them to send a representative if:

- the moderation of coursework from the previous year has identified a serious misinterpretation of the coursework requirements,

- inappropriate tasks have been set, or

- a significant adjustment has been made to a centre's marks.

For all other centres, attendance is optional. If you are unable to attend and would like a copy of the materials used at the meeting, please contact the subject team at **english-gce@aqa.org.uk**

6.4   Internal Standardisation of Marking

Centres must standardise marking within the centre to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation involves:

- all teachers marking some trial pieces of work and identifying differences in marking standards;

- discussing any differences in marking at a training meeting for all teachers involved in the assessment;

- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

6.5   Annotation of Coursework

The Code of Practice for GCE states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text;

- summative comments on the work, referencing precise sections in the work.

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6.6   Submitting Marks and Sample Work for Moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

6

6.7   Factors affecting Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Candidate Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the CRF so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

6.8   Retaining Evidence and Re-using Marks

The centre must retain the work of all candidates, with CRFs attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

6

7 Moderation

7.1   Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline. We will let centres know which candidates' work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the coursework and the CRF of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, we reserve the right to alter the order of merit.

7.2   Post-moderation Procedures

On publication of the AS/A level results, we will provide centres with details of the final marks for the coursework unit.

The candidates' work will be returned to the centre after the examination. The centre will receive a report giving feedback on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may retain some candidates' work for archive or standardising purposes.

7

Appendices

A   Performance Descriptions

These performance descriptions show the level of attainment characteristic of the grade boundaries at A Level. They give a general indication of the required learning outcomes at the A/B and E/U boundaries at AS and A2. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others

A

AS performance descriptions for English Language and Literature

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
Assessment Objectives	Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression.	Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts.	Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.	Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies.
A/B boundary performance descriptions	Candidates characteristically: a) communicate wide knowledge and understanding of linguistic and literary texts b) present relevant responses, using appropriate terminology to support informed interpretations c) structure and organise their writing well d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of linguistic approach, structure, form and language in literary texts b) explore, through critical analysis, how writers use specific aspects to shape meaning c) generally use specific references to texts to support their responses.	Candidates characteristically: a) explore connections and points of comparison between texts and the contexts that have shaped them b) communicate clear understanding of the views expressed in different interpretations or readings c) communicate a clear understanding of issues and concepts relating to language in use.	Candidates characteristically: a) write effectively in a form and style matched to audience, purpose and genre b) select and order relevant content in creative ways c) identify where and suggest how linguistic and literary features are used in their writing to create specific effects.
E/U boundary performance descriptions	Candidates characteristically: a) communicate some knowledge and understanding of linguistic and literary texts b) make some use of appropriate terminology or examples to support interpretations c) communicate meaning using straightforward language.	Candidates characteristically: a) identify some aspects of linguistic approach, structure, form, or language b) describe some aspects with reference to how they shape meaning c) make some related references to texts to support their responses.	Candidates characteristically: a) identify some connections and points of comparison between texts and the contexts that have shaped them b) show some appreciation of the views expressed in other interpretations of texts c) reflect some understanding of issues relating to language in use.	Candidates characteristically: a) demonstrate some ability to write in a form or style matched to audience or purpose b) order content in creative ways c) identify where some linguistic and literary features are used in their writing to create effects.

A

A2 performance descriptions for English Language and Literature

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
Assessment Objectives	Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression.	Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts.	Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.	Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies.
A/B boundary performance descriptions	Candidates characteristically: a) communicate extensive knowledge and understanding of linguistic and literary texts b) create and sustain well-organised and coherent arguments, using appropriate terminology to support informed interpretations c) structure and organise their writing using an appropriate register d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) communicate relevant understanding of linguistic approaches, structure, form and language in a range of spoken and written texts b) explore, through detailed analysis, how writers use these aspects to create meaning c) consistently make reference to texts and sources to support their responses.	Candidates characteristically: a) analyse and evaluate connections or points of comparison between texts and the contexts that have shaped them b) engage sensitively and with understanding with different readings and interpretations of texts c) communicate an informed understanding of issues and concepts relating to language in use.	Candidates characteristically: a) write effectively in a form and style matched to audience and purpose b) manipulate complex relevant content in creative ways c) identify where and explain how key linguistic and literary features are used in their writing to create specific effects.
E/U boundary performance descriptions	Candidates characteristically: a) communicate knowledge and some understanding of linguistic and literary texts b) present responses making some use of appropriate terminology and examples to support interpretations c) communicate content and meaning using straightforward language accurately.	Candidates characteristically: a) communicate some understanding of linguistic approaches or of structure, form and language in spoken and written texts b) comment on specific aspects with reference to how they shape meaning c) make some reference to authorities, texts or sources to support their responses.	Candidates characteristically: a) make connections between texts and the contexts that have shaped them b) communicate understanding of the views expressed in other interpretations or readings of texts c) communicate an understanding of issues relating to language in use.	Candidates characteristically: a) demonstrate some ability to write in a form and style matched to audience or purpose b) manipulate relevant content in creative ways c) identify where key linguistic and literary features are used in their writing to create specific effects.

A

B   Spiritual, Moral, Ethical, Social and other Issues

European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "Environmental Responsibility: An Agenda for Further and Higher Education" 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

C   Overlaps with other Qualifications

This GCE qualification overlaps with GCE English
Literature qualifications and GCE English Language
qualifications.

C

D   Key Skills - Teaching, Developing and Providing Opportunities for Generating Evidence

Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information Technology.

The units for the 'wider' Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these 'wider' Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

The units for each Key Skill comprise three sections:

• What you need to know

• What you must do

• Guidance.

Candidates following a course of study based on this specification for GCE English Language and Literature B can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

• Communication

• Application of Number

• Information Technology

• Working with Others

• Improving own Learning and Performance

• Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted on the next page.

The above information is given in the context of the knowledge that Key Skills at level 3 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website: **http://web.aqa.org.uk/qual/keyskills/com04.php.**

D

Key Skills Opportunities in GCE English Language and Literature B

	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C3.1a	✔	✔	✔	✔
C3.1b	✔	✔	✔	✔
C3.2	✔	✔	✔	✔
C3.3	✔	✔	✔	✔
Application of Number				
N3.1	✔	✔	✔	✔
N3.2	✔	✔	✔	✔
N3.3	✔	✔	✔	✔
Information Technology				
ICT3.1	✔	✔	✔	✔
ICT3.2	✔	✔	✔	✔
ICT3.3	✔	✔	✔	✔
Working With Others				
WO3.1	✔	✔	✔	✔
WO3.2	✔	✔	✔	✔
WO3.3	✔	✔	✔	✔
Improving Own Learning and Performance				
LP3.1	✔	✔	✔	✔
LP3.2	✔	✔	✔	✔
LP3.3	✔	✔	✔	✔
Problem Solving				
PS3.1	✔	✔	✔	✔
PS3.2	✔	✔	✔	✔
PS3.3	✔	✔	✔	✔

D

GCE English Language and Literature B (2725) 2009 onwards

Qualification Accreditation Number: AS 500/2643/4 - A Level 500/2595/8
To obtain free specification updates and support material or to ask us a question register with Ask AQA:
www.aqa.org.uk/ask-aqa/register

Support meetings are available throughout the life of the specification.
Further information is available at:
http://events.aqa.org.uk/ebooking

Corporate member of
Plain English Campaign
Committed to clearer communication.

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