

# AQA ENGLISH LITERATURE EXTENDED ESSAY

*The non-exam assessment (NEA) for the A-level specification only is 'Independent critical study: texts across time', and consists of one extended essay and a.*

If you identify malpractice after the student has signed the declaration of authentication, the head of your school or college must submit full details of the case to us at the earliest opportunity. The deadline for submitting the total mark for each student is given at aqa. Ideas will be developed in a simple way. How you deal with this depends on when the move takes place. You should consult your exams officer about these procedures. Both remaining options now offer poetry, prose and drama set texts and their unseen extracts will be literary as opposed to non-literary. AO1 logical, thorough and coherent argument in relation to the task where ideas are debated in depth appropriate use of literary critical concepts and terminology; precise and accurate expression This band is characterised by coherent and thorough work where ideas are linked together in a focused and purposeful way in relation to the task. If it happens early in the course, the new school or college should be responsible for the work. Any changes to marks will normally keep your rank order but, where major inconsistencies are found, we reserve the right to change the rank order. At the bottom of the band there will be coherence and accuracy with some perception but with less consistency and evenness. Please make a note of the support the student received on the Candidate record form. Theme to be chosen by each student individually. AO1 a simple structure to the argument which may not be consistent but which does relate to the task generalised use of literary critical concepts and terminology; simple expression This band is characterised by simple and generalised work which is mainly linked to the task. Email your subject team at english-gce aqa. However, they would need to take all A-level components at the end of the A-level course. Assessment Assessment objectives AOs have been refreshed and updated. The double unseen format of the legacy Love through the Ages examination has been replaced by a wider range of question types. Once a student submits work for marking and it has been marked, you cannot return it to the student for improvement, even if they have not received any feedback or are unaware of the marks awarded. At the bottom of the band ideas will be discussed in a shaped, relevant and purposeful way with a clear sense of direction, with one or two lapses in coherence and accuracy. AS now comprises two assessments. Possible themes for the comparison of texts include The struggle for identity. However, you can ask questions about the way they are approaching their work and you can highlight the requirements of the marking criteria. Same assessment criteria applied to AS and A-level. For further information about teacher standardisation visit our website at aqa. They hold their ideas together in an intelligible way. At the top of the band students are consistently assured and will demonstrate sensitivity and perception across all five assessment objectives in the course of their response. What is the existing content? Teacher standardisation We will provide support for using the marking criteria and developing appropriate tasks through teacher standardisation. You may also provide guidance to students on the suitability of their proposed task, particularly if it means they will not meet the requirements of the marking criteria. Your annotation will help the moderator see, as precisely as possible, where you think the students have met the marking criteria. How does this link to the new specification? At the top of the band students will mention some unconnected points in relation to the task during the course of their writing. At the top of the band students will demonstrate a basic generalised understanding in the course of their answer. The head of the school or college is responsible for making sure that NEA is conducted in line with our instructions and Joint Council for Qualifications JCQ instructions. We will send you an invitation to complete teacher standardisation if: moderation from the previous year indicates a serious misinterpretation of the requirements a significant adjustment was made to the marks in the previous year your school or college is new to this specification. We have incorporated a variety of assessment styles to allow for a broad approach, ie passage-based questions, unseen material, single-text questions, multiple-text questions, open and closed book. Please note that you should sign the authentication statement on the Candidate record form. Our assessments have greater clarity to allow better differentiation between students, eg the same question stems have been used for all questions where options are available. The moderator re-marks a sample of the evidence and compares this with the marks you have provided to check whether any changes are needed to bring the marking in line with our agreed standards. Avoiding malpractice Please inform your students of the AQA

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regulations concerning malpractice. Set text lists updated to reflect updated subject content. Lost work: if work is lost you must tell us how and when it was lost and who was responsible, using our special consideration online service at aqa. AS now comprises of 2 components. After the moderation period and the deadline for Enquiries about Results or once any enquiry is resolved you may return the work to students. Students who move schools: students who move from one school or college to another during the course sometimes need additional help to meet the requirements.