

GCE



Revised GCE A2
English Literature

Teacher Guidance Booklet
A2 3: Internal Assessment



GCE English Literature

Teacher Guidance: Unit A2 3: Internal Assessment

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Any published resource and web references included in this booklet have been checked and are correct at the date of issue but may be updated over time. You should therefore check with publishers and websites for the latest versions. CCEA accepts no responsibility for the content of listed publications or websites.

Purpose of this document

The document which follows is intended to offer clarification regarding the requirements for A2 Unit 3 study which involves a different style of teaching and approach to the four externally assessed units which make up the GCE English Literature course. It is important that students and parents/guardians are aware of the role of the teacher for this unit and it may also be prudent to share information in this document with students and parents/guardians so that expectations are realistic and that all roles are understood. Appendix C could be used/amended as appropriate for this purpose.

A separate document has also been produced for students.

Key points to make students and parents/guardians aware of can be summarised as:

- the management of the coursework task is not teacher-driven so the teacher-student partnership must allow room for independent thinking at every stage of the process;
- this “supervisory” partnership will enable students to work to their own strengths and interests which, in turn, encourages motivation and better outcomes. The Principal Moderator noted in his Summer 2018 report that, “the overwhelming evidence... showed that, when candidates were given the scope to follow their own interests, their responses were coherent, original and engaging”.

It is, however, the teacher’s responsibility to ensure:

- students fully understand the Assessment Objectives and how these relate to the Internal Assessment Marking Grid;
- essay titles allow students the opportunity to explore all of the Assessment Objectives;
- essay titles allow students the opportunity to demonstrate “independent thinking” as identified in the top three bands in the AO1 strand of the Marking Grid; and
- progress is monitored throughout the process.

This document also contains helpful guidance for teachers and students regarding roles in this unit and suggestions as to how to manage the delivery of this unit.

Introduction

This unit builds upon the recursive “*Thinking Skills and Personal Capabilities*” that students have encountered and developed throughout Key Stage 3 and Key Stage 4. The unit encourages independent study, wider reading and enjoyment of modern literature (of course only one novel must have been published post-2000). Consequently, it will be student-led and the role of the teacher will be that of a facilitator and supporting critical friend.

A2 Unit 3 facilitates the style of independent learning and independent working that is necessary for success in both tertiary education and the world of work. In many ways, it is a culmination of a student’s GCE study in English Literature. It affords students the opportunity to study novels of their choice as they select texts that appeal to their areas of interest.

The requirements of this unit invites students to explore a theme and analyse how authors shape meaning; to draw connections between the novels; and to discuss how various contextual areas can

illuminate understanding of each novel.¹ In this way all the Assessment Objectives will be explored. One of the teacher's roles will be to ensure that the task the student decides upon allows for all Assessment Objectives to be addressed.

The role of the teacher in Unit 3

There are clear regulations about the level of teacher involvement that is permitted when conducting coursework. Alerting students and parents/guardians to these regulations is advisable. The GCE English Literature specification outlines the permissible level of input in Section 7 and should be read in conjunction with the JCQ documents that apply to all subject areas:

- Instructions for conducting coursework (updated annually) www.jcq.org.uk/exams-office/coursework/instructions-for-conducting-coursework-2018-2019 ; and
- Information for candidates – coursework (updated annually) www.jcq.org.uk/exams-office/information-for-candidates-documents/infor.

CCEA's Compliance Team have also produced a range of materials that may be useful in making parents/guardians and students aware of the responsibilities of the teacher. These materials can be accessed at www.ccea.org.uk/qualifications/adminhelp/compliance_and_malpractice.

In Unit 3, the teacher's role should be seen as that of a **facilitator** and **critical friend**. This is a student-centred piece of work based around individual reading, planning, research and writing. As a facilitator, the teacher should work with the student in a supporting capacity, offering general guidance during this process and maintaining oversight of the planning/writing/production process so that students do not feel rushed or panicked in meeting the various deadlines. Deadlines include:

- o text selection and task confirmation - internally set by the centre;
- o first draft submission - internally set by the centre;
- o final piece submission - internally set by the centre (allowing time for marking, Internal Standardisation and internal appeal process); and
- o final marks submitted – set by CCEA (Summer Term).

A suggested timetable for the process and production of this unit can be found in Appendix A.

Facilitating the independence required for this Unit

While it can be initially daunting to be presented with a unit of work that is student-led, reminding students of their independent work so far in their study of English Language and English Literature should offer reassurance and help them proceed with confidence. Throughout their pre-GCE study, students have been:

- o engaging in metacognition throughout Key Stage 3 e.g. Thinking Skills & Personal Capabilities² (please see resources available at www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/index.asp);

¹ The specification outlines the full requirements for this unit.

- o engaging in developing their own interpretations and responses to texts as part of their GCSE English Literature Controlled Assessment unit and externally assessed units, and responses to unseen stimulus as part of their GCSE English Language written Controlled Assessment unit and externally assessed units; and
- o developing skills to critically respond to complex texts and articulate cogent arguments throughout their AS study.

Emphasise to students the freedom and enjoyment that this part of the course allows.

The type of support a student can expect?

As a facilitator, teachers can:

- help to organise a production timetable for students;
- involve students in a discussion (it may be on an informal individual basis and/or in a whole class setting) of possible/suggested summer reading texts as a precursor to their actual selection of texts and theme;
- provide guidance on good practice in research and understanding plagiarism (see the JCQ document, Plagiarism in Assessments www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors);
- set aside classroom time for discussion of text choices;
- offer assistance with the consideration of a suitable theme;
- assist with the development of a task to ensure adequate coverage of the five Assessment Objectives;
- arrange a one-to-one discussion so that each student can outline in broad terms his/her initial ideas of the intended response (if the student can articulate this outline well it would indicate a promising foundation);
- offer feedback – at a general level – on the first draft submission only. This must not be seen as the responsibility of the teacher to offer detailed suggestions or to proofread/annotate first drafts.

Encouraging independence is key. Any additional assistance given to students must be recorded and taken into account when assessing the final submission. Additional assistance should be recorded on the A2 English Literature Centre Moderation Sheet and submitted along with the coursework submission to CCEA in May.

Managing Unit 3 in the classroom

CCEA has previously published suggested approaches to managing the delivery of Unit 3. These approaches can be found in Appendix D but they are not prescriptive.

It would be advisable for the preparatory reading to begin towards the end of Year 13.

Teachers may allow students a free rein to consider novels that would be appropriate choices but in

² “At the heart of the Northern Ireland Curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for operating effectively in society. Thinking skills are tools that help children go beyond the acquisition of knowledge in order to deepen their understanding and apply ideas, generate new possibilities, make decisions, as well as to plan, monitor and evaluate their progress.” www.ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/statutory_requirements/statutory_curriculum_ks3.pdf

many cases, an initial teacher-led classroom discussion in June to consider potential novel choices and first reading of some texts will be a catalyst to the process. It is recommended that the process begins at this point in the two-year course because:

- most AS examinations will have been completed by the end of May;
- reading prospective novel choices over the summer months will mitigate against feelings of panic in the Autumn Term of A2 study.

In order to share teacher-assessed marks with students and allow for the internal appeal process, schools should determine a submission deadline that reflects their school policy, so that the final marks can be submitted to CCEA in early May.

A series of interim completion dates as well as the completion date is set out in Appendix A.

Appendix A: Suggested production timetable

Dates	Work to be undertaken by the student
Year 13: June - August	Classroom discussion to consider potential novel choices in June and first reading of some texts June-August. It is advisable that the process begins at this point in the two-year course to reduce the possibility of students feeling pressured and rushed.
Year 14: September	Further reading. Students should carefully consider a possible theme and task.
Year 14: October	Framing and finalising the title (though of course the process can allow for titles to change as ideas develop). Teacher assistance here will ensure that the chosen title allows all the Assessment Objectives to be adequately addressed. Teachers should offer advice on the proposed task and its suitability for each student.
Year 14: October - December	Students should continue reading, researching and developing their ideas. Beginning to structure a response at this stage may also be appropriate (dependent on when the first draft deadline is set).
Year 14: December - January	Students work independently to produce a draft response. This will be the only draft the teacher can review so students should be encouraged to invest time and effort in writing it.
Year 14: February - March	The teacher may offer general feedback to students on the draft response. No further overarching teacher review is permitted.
Year 14: March	Submission of final draft. This will allow sufficient time for the teacher to assess the work in line with the Assessment Criteria, inform students of the mark, internal appeal procedure, etc. before submission to CCEA in May.

Appendix B: Checklist for students prior to submission of response

Key considerations	Student Comments	
Have I explored/sustained focus on my chosen theme and title?	Yes	No
	<ul style="list-style-type: none"> Adequately? 	<ul style="list-style-type: none"> How can I address this? Can my title/theme be amended?
Have I analysed how the writers have shaped meaning?	Yes	No
	<ul style="list-style-type: none"> Have I thoroughly explained or just described devices? 	<ul style="list-style-type: none"> What narrative methods can I include to improve my work?
Have I analysed connections across the text?	Yes	No
	<ul style="list-style-type: none"> Have I done so in a balanced way? 	<ul style="list-style-type: none"> Which key similarities and differences could I incorporate?
Have I explored contexts and used contextual information to inform my response and illuminate my interpretations?	Yes	No
	<ul style="list-style-type: none"> Does the contextual information contribute to my discussion of the novels? 	<ul style="list-style-type: none"> Which contextual areas are most relevant to my novel choice/theme/task title?
Have I ensured that the structure of my response is cogent and fluent?	Yes	No
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Appendix C: Departmental communication with parents/ guardians

I have received and read the A2 3 document for parents/guardians

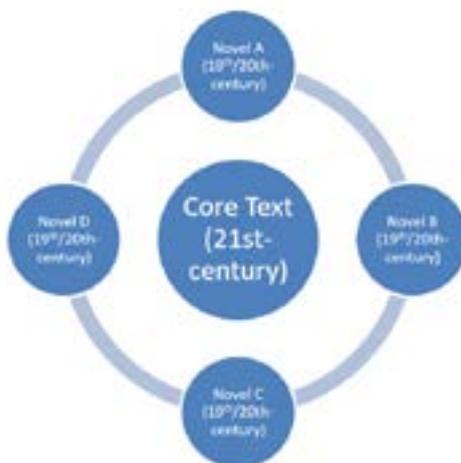
Please sign: _____

Use the space below if you have any questions or queries:

Your contact details:

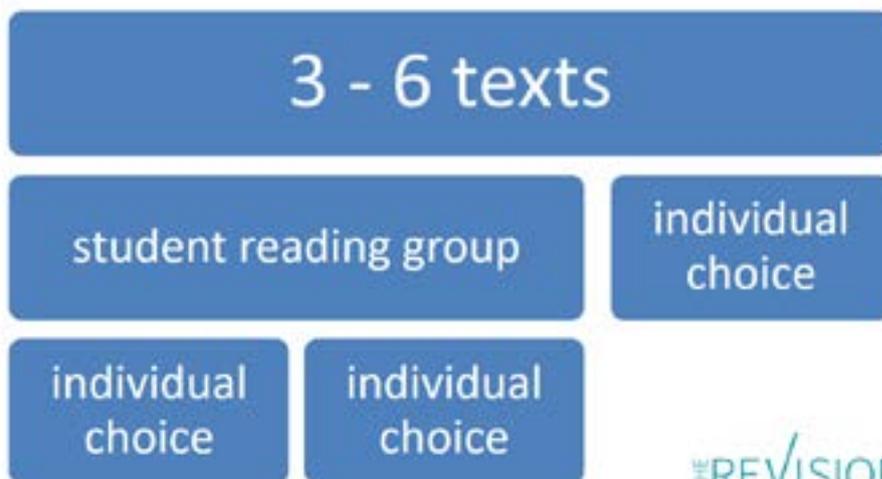
Appendix D: Possible approaches to the delivery of Unit 3

Approach 1: One text is taught by the teacher; selection of texts for students to choose from



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Approach 2: A number of texts discussed in class, with students selecting a pairing in conjunction with teacher guidance



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Term Planner Option 1

	Early in the Term	By the end of the Term
Summer Term Year 13	Convene a reading group with the Year 13 pupils. No reason why this can't go wider. Agree a schedule that matches the plan or focus for the coursework at A2.	Weekly/bi-weekly group meetings to chat about the chosen texts; other texts/ideas/themes may emerge.
Autumn Term Year 14	Individual discussions to narrow and refine text choices, and to consider possible tasks.	Supervised regular discussions, target setting, monitoring of progress, draft deadline set.
Spring Term Year 14	Move from draft to finalised versions.	Submit final piece.

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Term Planner Option 2

	Early in the Term	By the end of the Term
Summer Term Year 13	Discuss the requirements of the Internal Assessment Unit and decide the theme. Outline the texts available.	Arrange a Summer schedule for reading the comparative novels.
Autumn Term Year 14	Teach one of the novels in class, modelling how to analyse the key elements and research. Students complete their reading of the comparative novels.	Task title and comparative novel agreed. Essay plan (with connections indicated) peer-reviewed.
Spring Term Year 14	Teacher continues to monitor progress and offer guidance.	Submission of final piece.

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Term Planner Option 3

	Early in the Term	By the end of the Term
Summer Term Year 13	Discuss the requirements of the Internal Assessment Unit and decide the theme – e.g. Outsiders. Outline the texts available – e.g. The Shock of the Fall (21 st -century novel), The Outsider, The Butcher Boy, The Catcher in the Rye.	Arrange a Summer schedule for reading the comparative novels.
Autumn Term Year 14	Teach (e.g.) The Shock of the Fall in class, modelling how to analyse the key elements and research. Students complete their reading of the comparative novels.	Task title and comparative novel agreed. Essay plan (with connections indicated) peer-reviewed.
Spring Term Year 14	Teacher continues to monitor progress and offer guidance.	Submission of final piece.

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Appendix E: Suggested further academic reading

Hochman, Judith C. and Wexler, Natalie. *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades*. New York: John Wiley & Sons Inc, 2017.

Forster, E. M. *Aspects of the Novel*. London: (reprinted) Penguin Classics, 2000.

