

General Certificate of Secondary Education

English Literature

4710

Controlled Assessment Tasks

For submission: January 2011

June 2011

January 2012

June 2012

Controlled Assessment Tasks for:

GCSE English Literature Unit 3: The significance of Shakespeare and the English Literary Heritage

GCSE English Literature Unit 5: Exploring poetry

Time allowed

- Responses should be produced under formal supervision in time totalling no more than 4 hours. This may take place over one or more sessions.

Instructions

- Students should complete one task.
- The guidance word limit for each task is 2000 words

Information

- Candidates may take brief notes into the formal assessment period. These must be checked to ensure they do not include plagiarised text, detailed planning grids or a pre-prepared draft.
- Details of all resources used during the planning phase should be recorded.
- Candidates can use clean copies of texts during the formal assessment period.

Important Reminders

- You should ensure that students are given the correct tasks for the year of submission.
- Full details of the conditions for these tasks are given in the relevant specification documents.

Guidance: multi-modal texts

Assessment of candidates' work will be based on their understanding of written texts. These units offer the option of enriching candidates' experience through the study of multi-modal versions of the text/s, for example stage productions, film and audio versions. They may, for example, consider how directors have presented aspects of the text in one or more versions of the texts. In studying poetry, they may consider how audio versions of the text offer new or different interpretations of the texts. This should be clearly linked to the written text and should illuminate the writers' techniques.

Guidance: 'linked texts'

'Linked texts' means that there are some connections between selected texts. The connection will normally be the theme/device selected as the task focus. Candidates do not have to write *in detail* about similarities or differences. For example, they could write about the theme of Love in *Romeo and Juliet* and then write about Love in *Wuthering Heights*, their response being a sequenced linkage. They could explore Passion in a scene from *Romeo and Juliet* and a passage from *Wuthering Heights* in the same paragraph, their response being an integrated linkage. They don't necessarily have to explain how they are different or to draw attention to the similarities. However, some candidates will explore similarities and differences in more depth. They may, therefore, use the "linkage/comparison" skill to access higher marks by showing ability to "analyse and explore" (Band 5) or "appreciate and consider" (Band 4), just as some other candidates may access higher marks by showing ability to "analyse and explore" or to "appreciate and consider" by using the "language and structure" skill, or the "significance of context" skill. The four key skills bulleted in the mark bands are equally important in allowing different candidates to show different patterns of ability in response to tasks and texts.

Content requirements and exemplification for GCSE English Literature Unit 3: The significance of Shakespeare and the English Literary Heritage

- Candidates must complete **one** task based on two linked texts: one play by Shakespeare and one text from the English (or Welsh or Irish) Literary Heritage which can be in any genre (and could, therefore, be another Shakespeare text). Candidates must refer to the context of the texts.
- The objectives assessed in this unit are:
 - AO1 respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
 - AO2 explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
 - AO3 explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects
 - AO4 relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times
- Most candidates preparing for Controlled Assessment in English Literature will also be entered for English Language so it is worthwhile noting that the text studied for the reading Controlled Assessment in English Language may be one of the same texts studied for English Literature in either examination or controlled assessment.
- Centres seeking reassurance about their choices should contact their Controlled Assessment/Subject Adviser.
- The following exemplification pages illustrate how you may contextualise the tasks.

Controlled Assessment Task Bank for GCSE English Literature Unit 3: The significance of Shakespeare and the English Literary Heritage

<i>Themes and ideas</i>	<i>Characterisation and voice</i>
Explore the ways writers present conflict in the texts you have studied.	Explore the ways texts present ideas about people in love.
Explore the ways writers present choices in the texts you have studied.	Explore how a hero is presented in the texts you have studied.

Exemplification

The examples given are purely illustrative. You may contextualise tasks by selecting texts which meet the needs of your candidates and by making the general task more specific.

<i>Themes and ideas</i>	<i>Characterisation and voice</i>
<p>Explore the ways writers present conflict in the texts you have studied</p> <p>Example 1 Explore the ways that conflict within and between families is presented in two Shakespeare plays.</p> <p>Example 2 Compare the ways soldiers' experiences are explored in <i>Henry V</i> and a selection of poetry from World War 1.</p> <p>Example 3 <i>The Tempest</i> and <i>Lord of the Flies</i> both employ the setting of an island to explore conflicting characters and ideas. What similarities and differences can you see in the ways the setting is used?</p>	<p>Explore the ways texts present ideas about people in love.</p> <p>Example 1 Write about the ways Shakespeare explores different characters experience of love in <i>Measure for Measure</i> and in a selection of his sonnets.</p> <p>Example 2 Write about the ways the difficulties of love are explored in the short stories of Thomas Hardy and <i>Much Ado About Nothing</i>.</p> <p>Example 3 How do Shakespeare and Wilde exploit for comic effect the absurdities of people in love in <i>Twelfth Night</i> and <i>The Importance of Being Earnest</i>?</p>

Exemplification

The examples given are purely illustrative. You may contextualise tasks by selecting texts which meet the needs of your candidates and by making the general task more specific.

<i>Themes and ideas</i>	<i>Characterisation and voice</i>
<p>Explore the ways writers present choices in the texts you have studied.</p> <p>Example 1 Explore the ways that choices are presented in <i>Macbeth</i> and <i>Romeo and Juliet</i>.</p> <p>Example 2 Explore the ways choices are presented in <i>Richard III</i> and <i>Lord of the Flies</i> (focus on Jack).</p> <p>Example 3 Write about the ways that choices or lack of choices are presented in a Shakespeare play and a female character in a prose text you have studied.</p>	<p>Explore how a hero is presented in the texts you have studied.</p> <p>Example 1 Write about the ways Shakespeare presents a central character as a tragic hero in two of his plays.</p> <p>Example 2 Explore the presentation of heroism in a Shakespeare play (e.g. portrayals of heroic behaviour in one of Shakespeare's Histories) and in Literary Heritage poems about World War 1.</p> <p>Example 3 Duke Orsino (<i>Twelfth Night</i>) has recently been nominated as Britain's favourite romantic hero. Consider whether you think this nomination is a good one. You should also consider one of the other nominees: either Heathcliff (<i>Wuthering Heights</i>) or Gabriel Oak (<i>Far from the Madding Crowd</i>) OR suggest your own nominee from the text you have studied e.g. Mr Darcy (<i>Pride and Prejudice</i>).</p>

Content requirements and exemplification for GCSE English Literature Unit 5: Exploring Poetry

- Candidates must complete **one** task based on two linked poetry texts: one of which must be from the English (Welsh or Irish) Literary Heritage. The other text should be by a contemporary poet. Candidates must make comparisons between texts which will be more wide-ranging and developed than is possible in examination conditions.
- The objectives assessed in this unit are:
 - AO1 respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
 - AO2 explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
 - AO3 make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects
- Most candidates preparing for Controlled Assessment in English Literature will also be entered for English Language so it is worthwhile noting that the text studied for the Reading Controlled Assessment in English Language may be one of the same texts studied for English Literature in either examination or controlled assessment.
- Centres seeking reassurance about their choices should contact their Controlled Assessment/Subject Adviser.
- The following exemplification pages illustrate how you may contextualise the tasks.

Controlled Assessment Tasks for GCSE English Literature Unit 5: Exploring poetry

<i>Themes and ideas</i>	<i>Aspects of genre and form</i>
Explore the ways writers present and use ideas of conflict in the texts you have studied.	Explore poets' uses of the sonnet form.
Explore the ways writers present nature in the texts you have studied.	Explore how a range of poets have used genre and / or form in an interesting way.

Exemplification

The examples given are purely illustrative. You may contextualise tasks by selecting texts which meet the needs of your candidates and by making the general task more specific.

<i>Themes and ideas</i>	<i>Aspects of genre and form</i>
<p>Explore the ways writers present and use ideas of conflict in the texts you have studied</p> <p>Example 1 Compare the variety of attitudes to war and the ways they are presented in a range of contemporary and Literary Heritage poems.</p> <p>Example 2 Compare the ways poets present either personal or political conflict by analysing a range of contemporary and Literary Heritage texts.</p> <p>Example 3 Referring to one group of poems from the Literary Heritage and one group of contemporary poems, provide advice for someone who is going to compile an audio or video resource to help students understand how attitudes to conflict have been presented in different ways by different poets at different times.</p>	<p>Explore poets' uses of the sonnet form.</p> <p>Example 1 Compare the ways Shakespeare uses the sonnet to explore and develop ideas with the ways contemporary poets use the sonnet.</p> <p>Example 2 Compare the ways the sonnet has been used by writers from different periods in the Literary Heritage and in contemporary poems.</p> <p>Example 3 Compare the ways that love or nature have been presented in two sonnets and in two poems which are not sonnets. Your choices must include both contemporary and Literary Heritage poems.</p>

Exemplification

The examples given are purely illustrative. You may contextualise tasks by selecting texts which meet the needs of your candidates and by making the general task more specific.

<i>Themes and ideas</i>	<i>Aspects of genre and form</i>
<p>Explore the ways writers present nature in the poems you have studied.</p> <p>Example 1 Compare the way poets have expressed their feelings about nature in a range of contemporary and Literary Heritage poems.</p> <p>Example 2 Compare the ways nature is presented in Romantic poetry or in contemporary poems.</p> <p>Example 3 Compare the ways in which animals or objects in nature have been used to express poets' feelings and ideas.</p>	<p>Explore how a range of poets have used genre and/or form in an interesting way.</p> <p>Example 1 Compare the how poets present characters or situations which you have found interesting in a range of narrative poems.</p> <p>Example 2 Which poems from '<i>Moon on the Tides</i>' (AQA Poetry Anthology) do you consider to be most interesting? Compare a range of poems from the Literary Heritage and contemporary poems.</p> <p>Example 3 Compare the ways that a range of poems explore social issues in a way that you find interesting.</p>