General Certificate of Secondary Education

English Literature 4710

Controlled Assessment Tasks

For submission: *January 2013*

June 2013

AQA

Controlled Assessment Tasks for:

GCSE English Literature Unit 3: 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 **must** submit **one** task.
- The guidance word limit for each task is 2000 words

Information
- Candidates may take their own, independently produced, 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
- These tasks may be completed anytime after 1 April 2011 but are for submission in January and June 2013 only.
- 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: texts and performance
Assessment of candidates' work will be based on their understanding of written texts. However, these units offer the option of enriching candidates' experience through the study of performance(s) 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 performances of the texts. In studying poetry, they may consider how audio versions of the text offer new or different interpretations. This should be clearly linked to the written text and should illuminate the writers' techniques.

Unit 3
Guidance: 'linked texts'
'Linked texts' means that there are some connections between selected texts. The task will provide the linkage.

Unit 5
Guidance: 'linked texts'
In this unit candidates must compare Contemporary poems with poems from the English (or Welsh or Irish) Heritage.

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Content requirements and exemplification for GCSE English Literature Unit 3: 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).

- 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 Subject Adviser.

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

Themes and ideas	*Characterisation and voice*
Explore the ways that writers present strong feelings to interest the reader or audience.	**Explore the ways that writers use contrast within a character or between characters to interest the reader or audience.**
Explore the ways characters are influenced by their surroundings in the texts you have studied.	**Explore the ways in which characters' voices are used to convey their moods or attitudes.**

- *The following pages illustrate ways of adapting the tasks*

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Exemplification

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

Themes and ideas	*Characterisation and voice*
Explore the ways that writers present strong feelings to interest the reader or audience.	**Explore the ways that writers use contrast within a character or between characters to interest the reader or audience.**
• How does Shakespeare present strong feelings about partners in *The Taming of the Shrew* and in *Antony and Cleopatra*?	• How does Shakespeare present contrasts within Macbeth and within Hamlet to interest his audience?
• In what ways are strong feelings and their effects made interesting in *Romeo and Juliet* and in *Pride and Prejudice*?	• In what ways are contrasts between central characters made interesting in *The Tempest* and in *Lord of the Flies*?
• How are strong feelings about war presented in Shakespeare's *Henry V* and a collection of First World War poems?	• How effectively do you think contrast is used in *Much Ado about Nothing* and in a selection of short stories?
• How effectively have strong feelings from the texts you have studied been interpreted in live and screened performances?	• How has a live or recorded performance enhanced the contrasts within a character or the contrasts between characters in the texts you have studied?
Explore the ways characters are influenced by their surroundings in the texts you have studied.	*Explore the ways in which characters' voices are used to convey their moods or attitudes.*
• How does Shakespeare show the influence of settings upon characters in *The Merchant of Venice* and in *Othello*?	• How does Shakespeare use soliloquy to present the character of Richard III and Iago? (The Nurse and Fluellen?) (Hamlet & Romeo?)
• In what ways are characters shown to be influenced by their settings in *Twelfth Night* and in *Far from the Madding Crowd*?	• In what ways is speech used to portray the moods and attitudes of Caliban in *The Tempest* and Joseph in *Wuthering Heights*?
• Write about the way that settings are presented and used in *A Midsummer Night's Dream* and a collection of poems.	• How effectively are different voices used in *Henry V* and a collection of poems by Owen and Sassoon?
• How effectively have live or screened performances of your texts made use of settings to support interpretation?	• How have writers created voices to convey mood and/or attitude in a play by Shakespeare and in some poems from the *Character and Voices* cluster in the *Moon on the Tides* anthology?

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

- Welsh or Irish) Literary Heritage poetry. They must respond to **at least one** contemporary and **one** English (or Welsh or Irish) Literary Heritage poem.

- 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 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.

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

Themes and ideas	*Aspects of genre and form*
Explore the ways that writers present strong feelings and use them to influence the reader.	**Explore the ways that writers use contrast in mood or ideas to interest the reader.**
Explore the ways in which your texts have shown people who are influenced by their environment.	**Explore the ways in which characters' voices are used to convey their mood or attitude.**

- *The following pages illustrate ways of adapting the tasks*

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Exemplification

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

Themes and ideas	*Aspects of genre and form*
Explore the ways that writers present strong feelings and use them to influence the reader. • Compare the ways poets present love in Shakespeare's sonnets and a selection of poems from *Moon on the Tides.* • Compare the ways strong feelings about the First World War are presented in your choice of poems written at the time and in modern poems. ***Explore the ways in which your texts have shown people who are influenced by their environment.*** • How have poets, in the selection of poems you have studied, presented the influence of environment on people? • What have you found interesting in poems about the influence of environment on people or the influence of people on environment?	**Explore the ways that writers use contrast in mood or ideas to interest the reader.** • How have the poets in your anthology used contrast in mood and ideas to interest readers? • What contrasts have you noticed between the ideas and feelings voiced in your choice of ELH poems and in the Contemporary poems you have studied? ***Explore the ways in which characters' voices are used to convey their mood or attitude.*** • How have poets used dialects to create characters' moods and attitudes in the selection of ELH and Contemporary poems you have studied? • How have Browning and Duffy created convincing monologues through the voice of a character in the poems you have studied?