

**NEAB GCSE English Literature  
Syllabus Outline**

**English Department  
Key Stage 4**

**Alternative A  
Anthology**

**ASSESSMENT PATTERN**

**EXAMINATION (70%)**

1. one examination paper
2. study of *Anthology*
3. response to 20C prose, pre20C and 20C poetry

**COURSEWORK (30%)**

1. Shakespeare
  - *this piece must demonstrate an appreciation of social and historical influences*
2. Wide reading
  - *this piece must explore relationships and comparisons between texts; include study of pre20C and 20C prose and an appreciation of cultural contexts*
3. 20C Drama
  - *this piece must demonstrate an understanding of literary tradition*

**AIMS**

- 1) the ability to read, understand and respond to a wide range of literary texts, to appreciate the ways in which authors achieve their effects and to develop the skills necessary for literary study;
- 2) awareness of personal, social, historical and cultural contexts and influences in the study of literature;
- 3) the ability to construct and convey meaning in speech and writing, matching style to audience and purpose.

**ASSESSMENT OBJECTIVES**

- 1) respond critically, sensitively and in detail to a text, selecting appropriate ways to convey their response, using textual evidence as appropriate;
- 2) explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations;
- 3) explore relationships and comparisons between texts;
- 4) understand literary tradition and appreciate social and historical influences and cultural contexts.

English Literature Coursework Mark Scheme

General Qualities of Submission

Shakespeare

Wide Reading

Drama Post 1900

	General Qualities of Submission	Shakespeare	Wide Reading	Drama Post 1900	
1-6	<ul style="list-style-type: none"> <li>• Candidates refer to the basic content of texts simply but with some understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• refer to characters and their actions</li> </ul>	<ul style="list-style-type: none"> <li>• refer to character, setting and incident</li> </ul>	<ul style="list-style-type: none"> <li>• refer to characters and their actions</li> </ul>	U
7-12	<ul style="list-style-type: none"> <li>• Candidates show familiarity with identifiable parts of texts, to which they make a personal response. They express straightforward preferences and offer simple judgements.</li> </ul>	<ul style="list-style-type: none"> <li>• refer to details of characters and their actions</li> <li>• refer to some obvious dramatic devices or structures</li> <li>• refer to simple aspects of language</li> <li>• offer simple statements about literary tradition</li> </ul>	<ul style="list-style-type: none"> <li>• refer to details of narrative sequence</li> <li>• refer to details of characters, settings and themes</li> <li>• offer simple statements about cultural context of texts</li> </ul>	<ul style="list-style-type: none"> <li>• refer to details of characters and their actions</li> <li>• refer to some obvious dramatic devices or structures</li> <li>• offer simple statements about social/historical setting of text</li> </ul>	G
13-18	<ul style="list-style-type: none"> <li>• Candidates respond personally to texts and show understanding of their key features. They select and present material from texts when explaining their views and demonstrate simple inference and deduction. They convey their response in appropriate ways.</li> </ul>	<ul style="list-style-type: none"> <li>• comment on characters and their actions</li> <li>• respond to effects of dramatic devices or structures</li> <li>• locate areas of language interest</li> <li>• comment simply on literary tradition</li> </ul>	<ul style="list-style-type: none"> <li>• make straightforward connections between key features of texts</li> <li>• respond to characters, events, situations to explain views</li> <li>• comment simply on relevant cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>• comment on characters and their actions</li> <li>• comment on obvious dramatic devices or structures</li> <li>• comment simply on social/historical setting of text</li> </ul>	F
19-24	<ul style="list-style-type: none"> <li>• Candidates explain and justify preferences and judgements through reference to general features and some specific details in texts. They comment on some of the effects texts have on the reader. Alternative interpretations will be suggested and different forms of response will be used as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• explain how character is revealed in dialogue and action</li> <li>• comment on effects of dramatic devices or structures</li> <li>• select quotations to support views</li> <li>• comment on relevant literary traditions</li> </ul>	<ul style="list-style-type: none"> <li>• make simple comparisons between features of texts</li> <li>• refer in detail to illustrate significance of characters, events and situations</li> <li>• comment on effects of relevant cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>• recognise how character is revealed in dialogue and action</li> <li>• describe effects of some dramatic devices or structures</li> <li>• comment on social/historical setting of text</li> </ul>	E
25-30	<ul style="list-style-type: none"> <li>• Candidates show insight into texts through identifying different layers of meaning. They make appropriate connections between texts and compare the effects achieved by different writers. They support comments with references both to textual detail and relevant personal experience, sometimes using imaginative forms of response.</li> </ul>	<ul style="list-style-type: none"> <li>• explain dramatic effects of character and action</li> <li>• explain effects of dramatic devices or structures</li> <li>• refer in detail to language, ideas and themes</li> <li>• explain some relevant literary traditions</li> </ul>	<ul style="list-style-type: none"> <li>• compare effects achieved by different writers/texts</li> <li>• select detail to explain effects of writers' choice of language and form</li> <li>• explain some of the significance of the social/historical setting of text</li> </ul>	<ul style="list-style-type: none"> <li>• explain dramatic effects of character and action</li> <li>• explain effects of dramatic devices or structures</li> <li>• explain some of the significance of the social/historical setting of text</li> </ul>	D
31-36	<ul style="list-style-type: none"> <li>• Candidates demonstrate personal understanding of how different meanings and ideas are conveyed through language, structure and form. They explore connections and comparisons between texts, referring to details to support their views. They convey their ideas and responses in an appropriate range of exploratory forms.</li> </ul>	<ul style="list-style-type: none"> <li>• explore character and action</li> <li>• explore effects of dramatic devices or structures</li> <li>• show detailed understanding of language, ideas and themes</li> <li>• explore aspects of relevant literary traditions</li> </ul>	<ul style="list-style-type: none"> <li>• explore effects achieved by different writers or texts</li> <li>• use detail to explore effects of writers' choice of language and form</li> <li>• explore significance of relevant cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>• explore dramatic effects of character and action</li> <li>• use detail to explore effects of dramatic devices and structures</li> <li>• explore relevance of aspects of the socio/historical setting of text</li> </ul>	C
37-42	<ul style="list-style-type: none"> <li>• Candidates show independent understanding and appreciation of layers of meaning in texts through the identification and discussion of appropriate detail. They make relevant comparisons between writers' concerns, attitudes and ideas, responding personally to the ways in which they affect the readers' responses. They successfully communicate insight and exploratory thought in various forms.</li> </ul>	<ul style="list-style-type: none"> <li>• engage with effects of character and action</li> <li>• analyse effects of dramatic devices or structures</li> <li>• engage with layers of meaning through detailed analysis of language, ideas and themes</li> <li>• analyse importance of literary traditions</li> </ul>	<ul style="list-style-type: none"> <li>• engage with effects achieved by different writers or texts</li> <li>• explore detail to analyse effects of writers' choice of language and form</li> <li>• engage with relevant cultural context to clarify themes and meaning</li> </ul>	<ul style="list-style-type: none"> <li>• engage with dramatic effects of character and action</li> <li>• explore detail to analyse effects of dramatic devices and structure</li> <li>• engage with relevant social/historical influences to identify their importance to themes and meanings</li> </ul>	B
43-48	<ul style="list-style-type: none"> <li>• Candidates respond critically and sensitively to texts, exploring alternative approaches and interpretations. They consider and evaluate the ways meaning, ideas and feelings are conveyed through language, structure and form. They respond in appropriate forms, conveying their ideas coherently, vigorously and persuasively.</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate effects of character and action</li> <li>• evaluate effects of dramatic devices or structures</li> <li>• critically analyse layers of meaning in language, ideas and themes</li> <li>• evaluate importance of literary traditions</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate range of effects achieved by different writers or texts</li> <li>• analyse detail to evaluate effects of writers' choice of language and form</li> <li>• sensitively evaluate relevant cultural contexts to make connections and comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate dramatic effects of character and action</li> <li>• analyse detail to evaluate effects of dramatic devices and structures</li> <li>• sensitively evaluate relevant social/historical influences to analyse their importance to themes and meanings</li> </ul>	A
49-54	<ul style="list-style-type: none"> <li>• Candidates respond cogently to texts, giving sustained evidence of enthusiastic personal response and insight through a range of sophisticated interpretations supported by concise textual analysis and empathic understanding. Responses show flair and originality in communicating ideas through a range of appropriate forms.</li> </ul>	<ul style="list-style-type: none"> <li>• analyse imaginatively effects of character and action</li> <li>• show insight into effects of dramatic devices or structures</li> <li>• evaluate layers of meaning in language, ideas and themes</li> <li>• show sophisticated understanding of importance of literary traditions</li> </ul>	<ul style="list-style-type: none"> <li>• analyse imaginatively range of effects achieved by different writers or texts</li> <li>• show original insight into effects of writers' choice of language and form</li> <li>• show sophisticated understanding of relevance of cultural contexts in comparing texts</li> </ul>	<ul style="list-style-type: none"> <li>• analyse imaginatively dramatic effects of character and action</li> <li>• show original insight into effects of dramatic devices and structures</li> <li>• show sophisticated understanding of relevant social/historical influences in analysing their importance to themes and meanings</li> </ul>	A*

<b>KS4 Literature Scheme of Work</b>	<b>Text(s):</b>	<b>Genre</b> <input type="checkbox"/> pre C20th poetry <input type="checkbox"/> pre C20th fiction <input type="checkbox"/> pre C20th drama <input type="checkbox"/> poetry post 1900 <input type="checkbox"/> fiction post 1900 <input type="checkbox"/> drama post 1900 <input type="checkbox"/> Shakespeare <input type="checkbox"/> oral <input type="checkbox"/> wide reading
	<b>Author(s):</b>	

Description of Activity	Differentiation	Assessment Objectives
<b>Objective:</b>		<input type="checkbox"/> critical, sensitive and detailed response to a text, selection of appropriate ways to convey a response, use of textual evidence as appropriate; <input type="checkbox"/> exploration of how language, structure and forms contribute to the meanings of texts, consideration of different approaches to texts and alternative interpretations <input type="checkbox"/> exploration of relationships and comparisons between texts; <input type="checkbox"/> understanding of literary tradition and appreciation of social and historical influences and cultural contexts
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