



Course code: English Literature (Specification B) 7717

Unit: NEA: Theory and Independence

ANNUAL REPORT

2024-2025

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Overview of requirements

INTRODUCTION

The Literature NEA consists of the study of two texts: one poetry and one prose text, informed by study of the Critical Anthology

KEY FEATURES OF THE COURSEWORK

What's assessed

Two essays of 1250–1500 words, each responding to a different text and linking to a different aspect of the Critical anthology.

One essay can be re-creative.

The re-creative piece will be accompanied by a commentary

Assessment

- 50 marks
- 20% of A-level

- assessed by teachers
- moderated by AQA

Choosing your topic

THE ANGLE

The most important consideration is that you should tailor your question to the Critical Anthology and the 'critical area' which you are particularly interested in. This will inform everything you write in your essay.

You will also select your own prose and poetry texts based on your own personal preference and in consultation with your teacher. These will need to be checked against the AQA 'prohibited texts' and cannot be texts available on either of the AQA Specifications. Your teacher will check this with you.

You will select one prose with a specific critical perspective applied

and

You will select a collection of poems from an established author and apply another of the critical 'lenses' to this work. This needs to be a collection because you will be evaluating patterns throughout this.

RESOURCES

Your teacher will provide you with a copy of the Critical Anthology. You will be given an opportunity to read and research a range of prose and poetry texts before you make your final choices. It is advised that you purchase your own copies of the texts as it is likely that you will annotate them. Bursaries are available for some students – speak to the sixth form team.

CREATING A QUESTION

You will liaise with your class teacher about possible 'angles' for your question. They will then help you formulate a question which helps you interrogate the text but also apply the Critical anthology framework effectively. This will be in consultation with your teacher and checked by other teachers in the department and sent to the AQA moderator who will verify it.

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Guidance

WHAT GUIDANCE IS YOUR TEACHER PERMITTED TO OFFER?

Students must have sufficient direct supervision to ensure that the work submitted can be confidently authenticated as their own.

This means that your teacher will review the progress of the work during research, planning and throughout its production to see how it evolves.

You will be provided with guidance and support to students so that you are clear about the requirements of the task you need to undertake and the marking criteria on which the work will be judged.

You may also be given guidance on the suitability of your proposed task, particularly if it means it will not meet the requirements of the marking criteria.

WHAT GUIDANCE IS YOUR TEACHER NOT PERMITTED TO OFFER?

When checking drafts of your work, your teacher is not allowed to comment or provide suggestions on how you could improve it.

However, they can **ask questions** about the way you are approaching your work.

They can also can **highlight the requirements of the marking criteria**.

If a student receives any additional assistance which is acceptable within the further guidance that is provided for this specification, your teacher will award a mark that represents your unaided achievement

THE EXAMINATION BOARD STIPULATES THAT:

To meet Ofqual's qualification and subject criteria:

- students must sign the Candidate record form to confirm that the work submitted is their own
- all teachers who have marked a student's work must sign the declaration of authentication on the Candidate record form. This is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by this specification
- teachers must ensure that a Candidate record form is attached to each student's work.

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Your teacher will make a note of the support the student received on the Candidate record form. This will allow the moderator to see whether the student has been awarded an appropriate mark.

Please note that the teacher should sign the authentication statement on the Candidate record form. If the statement is not signed, we cannot accept the student's work for assessment.

Once a student submits work for marking and it has been marked, the teacher cannot return it to the student for improvement, even if they have not received any feedback or are unaware of the marks awarded.

Further guidance on setting, supervising, authenticating and marking work is available on the subject pages of the AQA website and through teacher standardisation.

Malpractice

If a student commits malpractice it means that, they have failed to follow the rules of an examination or assessment.

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Malpractice includes:

Plagiarism – copying another student's work or copying from any other source e.g. books, articles, websites or AI. This is cheating and is malpractice.

Collusion – sharing your work with another student to benefit the completion of the coursework. Sharing your work for someone else to copy is still cheating and is deemed as malpractice. The consequence could mean that your coursework is jeopardised.

Students who are suspected of plagiarism or collusion will be investigated and this shall be sent off to the examination board by the examination's officer. The examination board, will notify the Head teacher of their final decision. If the examination board finds the student guilty of malpractice because they have either colluded, the student may not be given any marks for their coursework.

The AGS malpractice policy, which has been drawn from the JCQ (Joint Council for Qualifications), can be found here:

[Malpractice Policy \(Exams\) \(2\).pdf](#)

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If a teacher suspects that there has been malpractice but does not report this, they are also committing malpractice as they have allowed cheating to occur.

AI AND ASSESSMENTS

AI stands for artificial intelligence and using it is like having a computer that thinks.

AI tools like ChatGPT or Snapchat, My AI can write text, make art and create music by learning from data from the internet.

Using AI to create your coursework and say it is your own work is cheating and is considered as 'malpractice.' Candidate's work, which is suspected of using AI, will undergo an investigation through the examination board. This could result in the candidate's coursework being invalid and will not count towards their final GCSE or A-Level coursework.

Do not use any AI to complete your coursework. It is cheating and could jeopardise your grade.

The exam boards use sophisticated 'plagiarism' software called Turnit In to identify any cheating. As coursework is submitted to the examination board, any plagiarism will be identified and consequences will occur.

For the full AI policy created by JCQ (Joint Council for Qualifications) please following the link below:

[JCQ guidance - AI-Use-in-Assessments Feb24 v3.pdf](#)

Follow this general guidance to avoid malpractice in your coursework and other non-exam assessment.

- Only submit work that is your own.
- Never lend your work to anyone. You can get in trouble if they copy you, even if you didn't know they had or intended to.
- Make sure you know how to reference other people's work. If you want to quote someone or use someone else's words, make sure you show or reference where the quote has come from, otherwise it could be seen as plagiarism. Check with your teachers which referencing or citation style you should use. The key is to be consistent.
- Type your own work for submission. If you need help to do this, make sure you acknowledge that someone else has helped you. Speak with your exams officer for more information about access arrangements.

Research methods

For tackling AQA A-Level English Literature Specification B with the critical anthology, here are some research methods that can help deepen your understanding and refine your analysis:

PREPARATION FOR RESEARCH

1. Close Reading and Textual Analysis

- Start by selecting a theoretical perspective from the anthology that resonates with you or suits your chosen text. Use the ideas in the anthology as a foundation for your analysis, and look for ways to apply them directly to specific passages or themes in the text.
- Then continue with a close reading of your texts, focusing on parts that connect with the critical perspectives you're studying, like Marxism, Feminism, or Eco-criticism. Annotate as you go, noting anything that seems relevant to your chosen lense—like themes of power, gender dynamics, or nature.
- Highlight key passages that support or challenge your perspective, so you can use them to back up your ideas in essays or class discussions.

CONDUCTING THE RESEARCH and WHERE TO LOOK FOR MATERIALS

2. Using Secondary Sources

- Look for scholarly articles, essays, and critical sources from reputable sites like JSTOR, Google Scholar, Massolit and others suggested by your teacher. These can give you insights into how other critics interpret the text, which can broaden your understanding and give you fresh angles for your analysis.
- Compare different interpretations and perspectives on your text, and think about how they align or contrast with your own view. This will not only strengthen your argument but also show you're aware of the broader critical conversation.

4. Comparative Analysis

- Additionally, you might want to broaden this by comparing other related texts or other texts by the same author through the same critical lens. For example, you might examine how two different tragedies handle issues of power from a Marxist viewpoint.

KEEPING A RECORD

5. Applying Theoretical Frameworks in Written Reflections

- Write short reflections on how a particular critical perspective changes or enhances your understanding of the text. These can be personal journal entries or informal essays that explore your thoughts in depth.
- These reflections are great practice for coursework because they help you get comfortable articulating and developing your ideas in writing.

6. Peer Discussions and Presentations

- Discuss your ideas with classmates or in study groups, and listen to how others interpret the text. You'll get new perspectives and see if your arguments hold up when challenged.
- Presenting a passage or scene through a specific critical lens, with an explanation of your choices, is a powerful way to clarify your own understanding. Plus, you'll build the skills needed to defend your interpretations in writing and exams.

By using these methods, you'll build a strong foundation for your coursework and improve your ability to apply critical perspectives effectively.

RESEARCH MEETINGS

You will have research meetings (appendix 1) in order to discuss your research findings.

You will regularly check in with your supervising teacher, making sure that you are recording the process you are going through to research, plan and craft your essay. This is to offer you advice and support as well as checking that you are making progress.

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Referencing guide

It is essential that you credit authors for their research material and ideas otherwise you could be accused of plagiarism. It is a very serious academic offence to pretend that someone else's work has been created by you. This applies even if you copy just a few sentences. Learning to cite references correctly will help to ensure that you do not commit plagiarism by accident.

Referencing is also used to demonstrate that you have read widely and deeply and to enable the reader to locate where you obtained each quote or idea.

BASIC REFERENCING TERMS

- **Reference** - details of any item (e.g. book, chapter, video, web page, article) used as a source which enables that source to be found by someone else.
- **Bibliography** - a list of references at the end of a document e.g. essay, thesis, journal article.
- **Citation** - brief details about a reference given in the text of a document e.g. (author: date)
- **Style** - the exact way in which references and citations are laid out. There are many different styles e.g. Harvard, British Standard (Numeric), Author/Date, Vancouver.

FOOTNOTES

- You insert footnotes after full stops. In MS Word, click on Insert, then footnote. It will automatically number them.
- If you refer to, or borrow from, more than one author in a sentence or section of sentences, group the authors into one footnote.
- If you refer to, or borrow from, lots of pieces of the same book or books, insert the footnote at the end of the whole section that you are writing, and in the footnote, list all the pages used: pp. 32-38, 63, 189-191, 200. Do not insert lots of footnotes in a row which all refer to the same thing. Cluster.

1. Referencing a book

For a book, the first time you mention it: First name Surname comma *Full Title of the Book in Italics* open bracket Place of Publication comma Date of Publication close bracket p. [to signify the page you got the information from or pp. to signify the pages you got the information from] full stop.

Example:

Matthew Taylor, *The Association Game: A History of British Football* (Harlow, 2008), pp. 26-29.

For a book, the second and subsequent times you mention it: here, we use a shortened form to save words: Surname, First Part of Title, page number(s). Do not use *ibid.* or *op. cit.* They really do not help the reader at all, and they do not show off the breadth of your reading either.

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BIBLIOGRAPHY

Why a Bibliography is Important:

1. **Acknowledges Sources:** Properly listing your sources shows that you respect the intellectual work of others, giving credit where it's due.
2. **Strengthens Your Argument:** A well-researched essay with a variety of credible sources shows that your analysis is supported by expert opinions and literary theories.
3. **Helps You Avoid Plagiarism:** By accurately citing each source, you ensure that you're not accidentally presenting someone else's ideas as your own.
4. **Allows Readers to Explore Further:** A bibliography helps your teacher or examiner check the reliability of your sources and read further if they're interested in the same perspectives.

Tips for Constructing a Bibliography:

1. **Organize by Source Type:**
 - Group your sources by type (e.g., books, journal articles, websites) if it's required, or follow the chosen style's guidelines to list them alphabetically by author's last name.
 - This helps readers quickly find specific sources, especially if they want to refer back to something you've cited.
2. **Include All Necessary Information:**
 - Each citation should have key details like the author's name, title, publisher, publication date, and for articles, the page numbers.
 - For websites, include the full URL and the date you accessed it, as online content can change over time.
3. **Double-Check and Proofread:**
 - Bibliographies are often overlooked, but an error-free list demonstrates attention to detail. Carefully proofread each entry to ensure it's correct.
4. **Update as You Go:**
 - Start your bibliography early and update it each time you add a new source. This way, you won't be scrambling to remember where you found information as you're finishing your essay.

Presentation of your coursework

Your coursework must have the following features:

The most important aspect will be to ensure your essay has a clear and effective thesis statement. This will then be substantiated by clear and effective paragraphing and corresponding topic sentences. The question should be foremost in your mind for every paragraph.

Additionally you need to consider:

- Calibri or equivalent easy-to-read font
- No bigger than size 12
- 1.15-1.5 line spacing
- Name & candidate number in header
- Page number in bottom right footer
- Full title in bold at the top of the first page & sized up
- Normal margins
- Word count at the end of the essay (discounting bibliography)
- Everything referenced in essay (either Harvard or footnotes)
- Full bibliography including your source text & the critical anthology
- Stapled

Completion of Coursework

DEADLINES

Throughout the academic year you will have several internal deadlines (appendix 1). Those individual meetings have been planned around your mock exams so that there should not be an issue with the submission of your work.

Failure to meet each deadline will immediately result in an academic detention and an e-mail home to your parents.

SUBMISSION OF COURSEWORK

You will submit your coursework at various stages throughout Years 12 and 13.

Year 12 HT6

Your teachers will start to prepare you for your NEA. This will include:

- Issuing you with the Critical anthology, setting reading homework and work in class to embed your knowledge of this
- Exploring a range of novels and poetry texts to inspire your choices for the NEA.
- Supporting you to narrow down the critical lense you will select and the texts you will choose
- Setting you a Reading Log to complete to support your set text choices

Summer between Year 12 and 13

You will continue to:

- Read your set texts for a second time, making notes, annotating and completing your Reading Log
- Reading, annotating and doing additional research around the 2 critical perspectives you have selected
- Create an initial proposal for your two projects including possible NEA titles or areas of study

Year 13 HT1

You will then be given time in class – both whole group, pair work and individual one to ones with your teacher to hone your NEA projects.

You will be planning, writing and completing a first and then final draft during this HT. **See**

Appendix 1 for specific dates

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The deadline for second/final drafts is the end of November, Friday 29th. Please let me know if any students need extra support in meeting deadline and keep trackers up to date as this is really helpful for me to see where everyone is. Can NEAs then be marked for the first week back after Christmas, week commencing 6th January please. Moderation will follow on around week commencing Monday 13th January (more details to follow on this!).

MODERATION

Final drafts of NEA assignments will be Friday 29th November 2024. This will mean that your teacher will mark your work for the 6th January 2025. After this date, no other alterations or improvements can be made. Internal moderation – within the school – will take place on Friday 29th January 2025. NEA assignments will then go to the AQA external moderator who will finalise marks and feedback.

QUESTIONS THAT THE MODERATORS WILL CONSIDER

When marking your work moderators will consider the following, which is worth bearing in mind as you write your coursework:

1. Does the essay address the task and objectives?

- Have you clearly understood and responded to the specific question or prompt?
- Is there a clear focus on the set texts and chosen critical perspective (e.g., Marxist, Feminist) outlined in the critical anthology?
- Is there evidence of a well-defined argument or central thesis throughout the essay?

2. How effectively is the critical perspective applied?

- Have you effectively applied a theoretical framework from the critical anthology to analyze the text?
- Is the perspective integrated thoughtfully and consistently, not just mentioned superficially?
- Are you demonstrating an understanding of the perspective's concepts, rather than just summarizing them?

3. Is the analysis detailed and perceptive?

- Have you engaged deeply with the text, showing close reading and insightful interpretation?
- Are your points supported with specific, relevant textual evidence (quotations, references to specific sections of the text)?

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- Is there original analysis and independent thought, or is the essay overly reliant on paraphrasing others' ideas?

4. Is there a coherent and structured argument?

- Does the essay have a clear, logical structure with a well-developed argument that progresses throughout?
- Are transitions between paragraphs and ideas smooth, reinforcing the overall argument?
- Does each section of the essay build on the previous points, leading to a persuasive conclusion?

5. How well is context used?

- Is there appropriate use of context (historical, social, cultural, or biographical) that enhances the analysis?
- Is the context relevant to the argument and not overly general or distracting from the main points?

6. Are secondary sources and critical views well-integrated?

- Does the essay draw on a range of secondary sources, and are these sources used effectively to support or contrast with your arguments?
- Are citations well-integrated, showing engagement with critics or theoretical perspectives rather than just summarizing them?

7. Is the writing clear and technically accurate?

- Is the essay well-written, with clarity of expression, formal tone, and precise vocabulary?
- Are grammar, punctuation, and spelling correct and consistent?
- Is the essay well-proofread, free of typographical errors?

8. Is the bibliography comprehensive and properly formatted?

- Have all sources been correctly cited and listed in the bibliography?
- Does the bibliography include all sources referenced in the essay, showing a range of research?

9. Does the essay demonstrate independence and originality?

- Is there evidence of independent thought and original interpretation?
- Does the essay avoid overly relying on “safe” interpretations, demonstrating a willingness to take intellectual risks or present fresh perspectives?

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10. Overall, how well does the essay meet the assessment objectives?

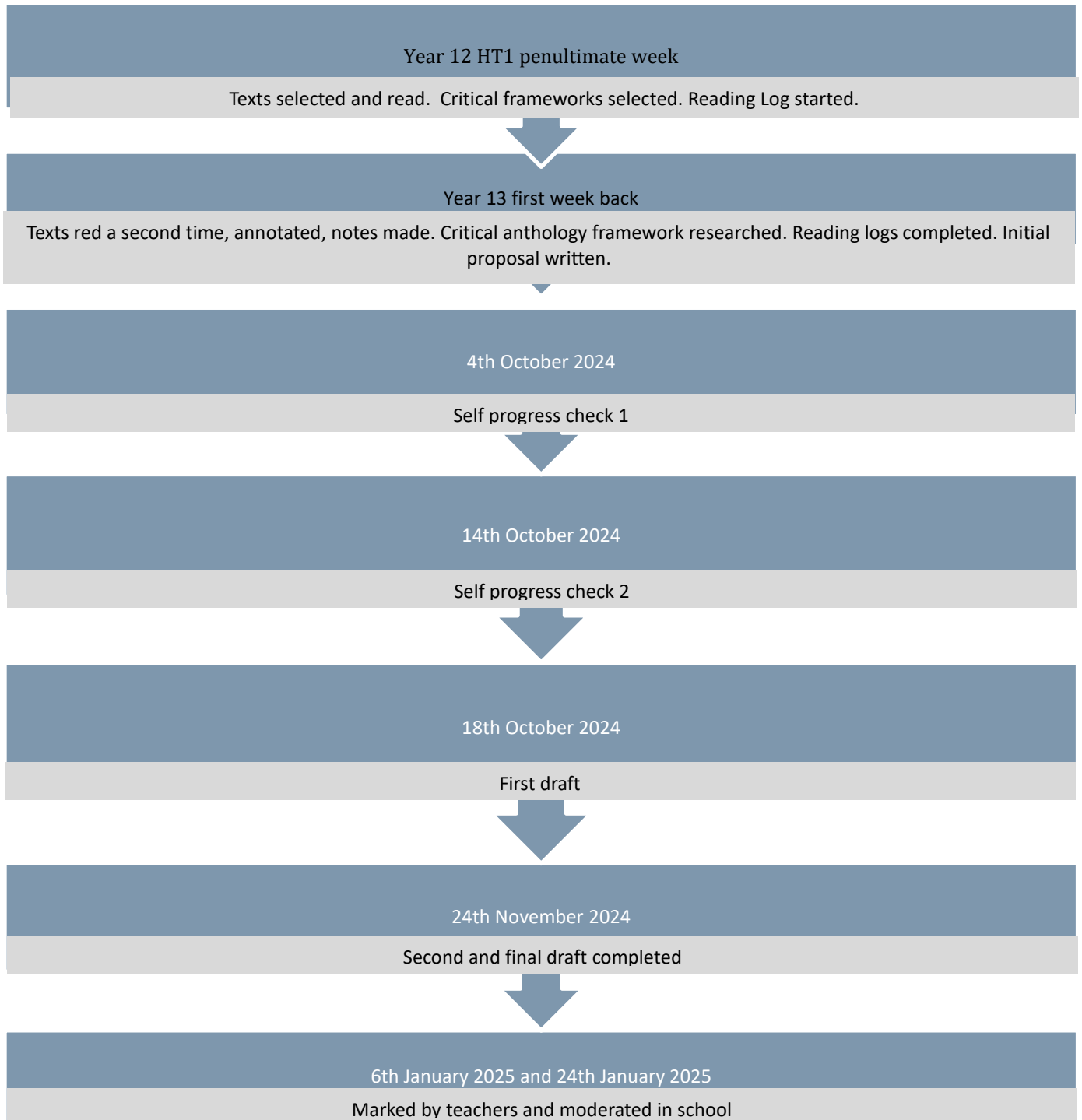
- Have you met the key AQA assessment objectives, including demonstrating critical understanding (AO1), textual knowledge and understanding (AO2), use of context (AO3), and showing a well-applied critical perspective (AO5)?

These questions give insight into the NEA marking process and show how markers will look for thorough engagement with the text, a clear and coherent argument, well-supported analysis, and proper use of secondary sources. By keeping these in mind, you can refine your work to meet the standards expected at this level.

APPENDICES

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Appendix 1: Coursework dates and deadlines



Appendix 2: Mark Scheme

Here is a link to the Specification which includes the NEA mark scheme on pages 36-46

<https://filestore.aqa.org.uk/resources/english/specifications/AQA-7716-7717-SP-2015.PDF>

Appendix 3: Pre-approved questions by AQA

Appendix 4: example of marked and annotated coursework

Appendix 5: title submission forms to AQA

Use the link to access this form

https://www.google.com/search?q=2024+Candidate+record+form+A-level+English+Literature+B+NEA&oq=2024+Candidate+record+form+A-level+English+Literature+B+NEA&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIGCAEQIRgV0gEIMTEzM2owajeoAgiwAgE&sourceid=chrome&ie=UTF-8

Appendix 6: Resource login details

