

**GENERAL CERTIFICATE OF SECONDARY EDUCATION  
ENGLISH LITERATURE**

**A661 CA**

**Unit 1: Literary Heritage Linked Texts**  
SPECIMEN CONTROLLED ASSESSMENT MATERIAL

### CONTROLLED ASSESSMENT TASKS

Controlled Assessment Tasks are subject to differing levels of supervision at the different stages of preparation and during the production of the work.

Full details of the procedures for Controlled Assessment Tasks are contained in the JCQ Instructions for conducting controlled assessments. An indication of the level of supervision is given below and this is further clarified in the Notes on Conducting Controlled Assessments on page 2 of this document.

There are two areas for study.

#### Shakespeare and Film/Audio/Live performance

Candidates choose **one** of four Shakespeare plays: Julius Caesar **or** Macbeth **or** The Merchant of Venice **or** Romeo and Juliet **and** a film, audio version or live performance of their chosen play.

One task is set on the Shakespeare text studied linked to a film, audio version or live performance.

Candidates will need to

- study the chosen Shakespeare play (informal supervision – teacher direction, group work)
- study the performed version of the play (informal supervision - teacher direction, group work)
- carry out relevant research using available resources (limited supervision – support texts, library, internet)
- produce an extended piece of work as a response to the set task (formal supervision – direct supervision at all times, can be in the classroom, internet and e-mail are not permitted)

#### Poetry

Candidates study one poet from a choice of six: Browning **or** Chaucer **or** Hardy **or** Owen **or** Shakespeare **or** Rossetti.

One task is set involving comparison linking two of the poems studied.

Candidates will need to

- study their chosen poet (informal supervision – teacher direction, group work)
- carry out relevant research using available resources (limited supervision – support texts, library, internet)
- produce an extended piece of work as a response to the set task (formal supervision – direct supervision at all times, can be in the classroom, internet and e-mail are not permitted)
- Quality of Written Communication is assessed in this paper.
- The total number of marks is **40**.
- This document consists of **16** pages. Any blank pages are indicated.

**Notes on Conducting Controlled Assessments**

Definitions of the level of supervision allowed at each stage are given below.

**Informal supervision**

Under informal supervision, the use of resources is not tightly prescribed and group work is normally permitted provided that any assessable outcomes can be attributed to individual candidates. Candidates do not need to be under direct supervision at all times. However the Centre must ensure that:

- all candidates participate in the assessment
- plagiarism does not take place
- sources used by the candidates are clearly recorded
- each candidate's preparation for the final production of the work is his/her own.

**Limited supervision**

Under limited supervision, work may be completed without direct supervision. Research or data collection may take place outside the classroom.

**Formal supervision**

Under formal supervision, candidates must be under direct supervision at all times. Candidates should have clean copies of texts during the assessment period. Internet and e-mail access should not be permitted.

It is advisable that the Centre records the date and time if the assessment, the name of the supervisor and keeps a log of any incidents which may occur during the course of the assessment.

Candidates are allowed access to dictionaries, thesauri and spell checkers in completing controlled assessment tasks.

## Shakespeare: Julius Caesar

### Text

- Act 3, scene 1
- Film – directed by Stuart Burge (1970) with Charlton Heston/James Mason
- Film – directed by Joseph L. Mankiewicz (1953) with Marlon Brando
- Film – directed by Herbert Wise BBC (1979)
- Audio CD – BBC Audio Books (2004)
- Audio CD – Arkangel Shakespeare (2005)
- Any live performance

### Task

Remind yourself of Act 3 Scene 1 in the text and in one or two performed versions of the play.

Using this scene as a starting point, and referring to Shakespeare's text as a whole, explore how the characters of Mark Antony and Brutus are portrayed in the performed version(s) you have studied.

You should consider:

- the thoughts and feelings that Mark Antony and Brutus express
- the way the other characters react to them
- the dramatic effect of the scene and its implications for the rest of the play.

## Shakespeare: Macbeth

### Text

- Act 2, scene 2 and Act 3, scene 4
- Film – directed by Roman Polanski (1971)
- Film – directed by Philip Casson RSC production starring Judi Dench/Ian McKellan (1976)
- Film – directed by Orson Welles (1948)
- Film – ‘Throne of Blood’ directed by Akira Kurosawa (Samurai version) (1957)
- Film –CH4 RSC version starring Antony Sher (2003)
- Film – directed by Jack Gold BBC (1983)
- Film –‘Macbeth on the Estate/BBC’ directed by Michael Bogdanov (1998).
- Film – directed by Greg Doran (2001) RSC’s Swan Theatre production
- Audio CD – BBC Audio Books (2004)
- Audio CD – Arkangel Shakespeare (2005)
- Audio CD – New Cambridge Shakespeare Audio (1998)
- Any live performance

### Task

Remind yourself of Act 2 Scene 2 and Act 3 Scene 4 in the text and in one or two performed versions of the play.

Using this scene as a starting point, and referring to Shakespeare’s text as a whole, explore how the characters of Macbeth and Lady Macbeth are portrayed in the performed version(s) you have studied.

You should consider:

- the thoughts and feelings that Macbeth and Lady Macbeth express
- the way the other characters react to them
- the dramatic effect of the scenes and their implications for the rest of the play.

## Shakespeare: The Merchant of Venice

### Text

- Act 4, scene 1 (the Court scene)
- Film – directed by Michael Radford, starring Al Pacino/Jeremy Irons (2004).
- Film – directed by Trevor Nunn and Chris Hunt (2001)
- Film – directed by Jack Gold BBC (1980)
- Film – directed by John Sichel (1974)
- Audio CD – BBC Audio Books (2004)
- Audio CD – Arkangel Shakespeare (2005)
- Any live performance

### Task

Remind yourself of Act 4 Scene 1 in the text and in one or two performed versions of the play.

Using this scene as a starting point, and referring to Shakespeare's text as a whole, explore how the characters of Shylock and Portia are portrayed in the performed version(s) you have studied.

You should consider:

- the thoughts and feelings that Shylock and Portia express
- the way the other characters react to them
- the dramatic effect of the scene and its implications for the rest of the play.

## Shakespeare: Romeo and Juliet

### Text

- Act 1, scene 5 and Act 2, scene 2
- Film – directed by Baz Luhrman (1996)
- Film – directed by Franco Zeffereilli (1968)
- Film – directed by Alvin Rakoff BBC (1978)
- Film – directed by Trevor Nunn (2006)
- Film – directed by Renato Castellani (1954)
- Film – directed by George Cukor (1936)
- Audio CD – BBC Audio Books (2004)
- Audio CD – Arkangel Shakespeare (2005)
- Audio CD – New Cambridge Shakespeare Audio (1997)
- Any live performance

### Task

Remind yourself of Act 1 Scene 5 and Act 2 Scene 2 and in the text and in one or two performed versions of the play..

Using this scene as a starting point, and referring to Shakespeare's text as a whole, explore how the characters of Romeo and Juliet are portrayed in the performed version(s) you have studied.

You should consider:

- the thoughts and feelings that Romeo and Juliet express
- the way the other characters react to them
- the dramatic effect of the scenes and their implications for the rest of the play.

**Robert Browning****EITHER****Task 1**

**Poems:** *Porphyria's Lover* and *Now*

Compare the ways in which Browning portrays powerful feelings in these poems.

You should consider:

- the situations Browning describes
- the feelings he portrays
- the language he uses.

**OR****Task 2**

**Poems:** *Evelyn Hope* and *The Lost Mistress*

Compare the ways in which Browning portrays feelings of loss and rejection in these poems.

You should consider:

- the situations Browning describes
- the feelings he portrays
- the language he uses.

**Thomas Hardy****EITHER****Task 1**

**Poems:** *At Castle Boterel* and *The Voice*

Compare the ways in which Hardy portrays the effects of love and the loss of love in these poems.

You should consider:

- the situations Hardy describes
- the feelings he portrays
- the language he uses.

**OR****Task 2**

**Poems:** *The Darkling Thrush* and *Beeny Cliff*

Compare the ways in which Hardy portrays the natural world in these poems.

You should consider:

- the situations Hardy describes
- the feelings he portrays
- the language he uses.



**Wilfred Owen****EITHER****Task 1**

**Poems:** *Mental Cases* and *Disabled*

Compare how Owen portrays the effects of the war on soldiers in these poems.

You should consider:

- the situations Owen describes
- the feelings he portrays
- the language he uses.

**OR****Task 2**

**Poems:** *Anthem for Doomed Youth* and *Futility*

Compare the ways in which Owen portrays the loss of life in the War in these poems.

You should consider:

- the situations Owen describes
- the feelings he portrays
- the language he uses.

## Shakespeare's Sonnets

**EITHER**

**Task 1**

**Poems:** *Sonnet 2* and *Sonnet 3*

Compare the ways in which Shakespeare portrays the passage of time and its effects in these sonnets.

You should consider:

- the situations Shakespeare describes
- the feelings he portrays
- the language he uses.

**OR**

**Task 2**

**Poems:** *Sonnet 18* and *Sonnet 116*

Compare the ways in which Shakespeare portrays love and beauty in these sonnets.

You should consider:

- the situations Shakespeare describes
- the feelings he portrays
- the language he uses.

**Christina Rossetti****EITHER****Task 1**

**Poems:** *In The Willow Shade* and *Spring Quiet*

Compare the ways in which Rossetti portrays her relationship with nature in these poems.

You should consider:

- the situations Rossetti describes
- the feelings she portrays
- the language she uses.

**OR****Task 2**

**Poems:** *Maude Clare* and *Cousin Kate*

Compare the ways in which Rossetti portrays relationships between men and women in these poems.

You should consider:

- the situations Rossetti describes
- the feelings she portrays
- the language she uses.

**Geoffrey Chaucer: The General Prologue to the Canterbury Tales****Task**

- *Lines 445 – 476: the description of the Wife of Bath*
- *Lines 545 – 566: the description of the Miller.*

Compare the ways in which Chaucer portrays the Wife of Bath and the Miller in the General Prologue

You should consider:

- the physical appearance and personality of each character
- how Chaucer makes you feel about each character
- the language he uses.

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