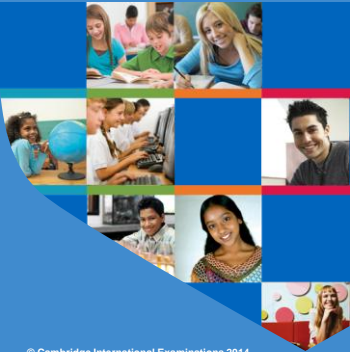



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Cambridge Pre-U
Getting Started
English Literature
INSET
London
March 2014

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**Cambridge Pre-U Get Started
In-service Training**

*Liberating learning
Developing successful students*





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Housekeeping

- Health & Safety
- Fire alarms
- Fire safety
- Start-finish, breaks
- Washrooms
- Refreshments
- Plan of the day

Ofqual Exam Boards Seminars Report

Ofqual has recently released reviewed seminars led by examination boards.

For this reason we are now **audio recording** all seminars.

Please respect the position of your trainer, the confidentiality of the examination process and also the importance of teaching the full syllabus.

Thank you!

Who am I?

- Richard Doubleday
- Principal Examiner,
Paper 4 (Personal
Investigation)

Introduction and format of event

- Delegate-led discussion of identified issues
- General introduction to Cambridge Pre-U, the Diploma, UCAS tariffs, progression to University, Interim Assessments, as required
- Literature Syllabus, Standards and Assessment, as required.

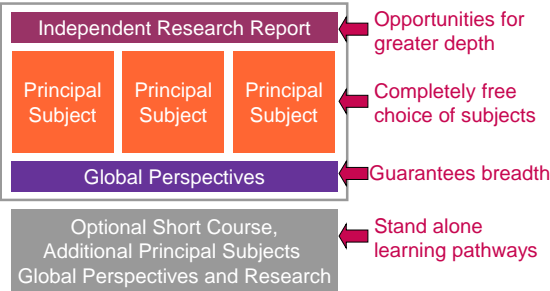
Course aims

- To share information, to answer questions, to provide guidance and to discuss issues in a supportive environment.
- To help to create a community of users.

Syllabus characteristics

- Linearity
 - Avoids fragmentation
 - Reclaims teaching time
 - No unit re-takes.
- Authentic ‘stretch and challenge’
 - Informs syllabus development
 - Genuine synopticity
 - Greater discrimination at the top end.

Cambridge Pre-U Diploma



Grading Subjects

Distinction	D1	← Top of A* grade	Reports achievement beyond A*
	D2		
	D3	← A/B boundary	
Merit	M1		Finer differentiation
	M2		
	M3		
Pass	P1		Accessible to all who currently achieve pass at A Level
	P2		
	P3	← E/U boundary	

University endorsement

Statement issued on from Russell Group of Universities

“We believe that Cambridge Pre-U promises to be an acceptable preparation for university courses. We welcome the academic rigour of the new qualification’s linear approach and the retention of subject specialism”

Typical offers from some universities

Oxford - Medicine Standard A Level Offer: A, A, A Mixed portfolio: D3, A, A	Cambridge <i>We welcome applications from students who are studying towards the full Cambridge Pre-U Diploma or certain Principal Subjects within the qualification alongside A levels. Conditional offers will be set on an individual basis but are likely to include achieving Distinction level grades.</i>
Nottingham - Geography Standard A Level Offer: A, A, B Mixed portfolio: D3, A, B	
Warwick – Chemistry Standard A Level Offer: A, B, B Mixed portfolio: D3, M2, B	Yale <i>Yale University would be pleased to consider applications from students with Cambridge Pre-U examination results according to their merits ... Yale is in the process of reviewing what academic credit might be awarded for particular Pre-U grades.</i>
Cambridge - History Standard A Level Offer: A*, A, A Mixed portfolio: D2, A, A	

Monitoring University admissions requirements

- Bristol
 - A = D3
 - B = M1, M2
- Nottingham
 - A = D3
 - B = M2
 - C = M3
 - D = P2
 - E = P3
- Warwick (Law)
 - 2 Distinctions and 1 Merit

Sound-bites from the UCAS conference:

Manchester

...prefers applicants who have not re-sat modules

Lancaster

'Pre-U is quite clearly a high-quality qualification'

The UCAS tariff

Band	Cambridge Pre-U Grade	UCAS Tariff Points	A Level Grade & Tariff Points
Distinction	D1	160	
	D2	145	A 140
	D3	130	IB 7 (130)
Merit	M1	115	A 120
	M2	101	IB 6 (110)
	M3	87	
Pass	P1	73	IB 5 (80)
	P2	59	D 60
	P3	45	IB 4 (50)

Models of adoption

- Pre-U Stand Alones**

 - Stand alone Principal Subjects substituted for some A Levels
 - Stand alone core (GPR) taken instead of general studies and the extended project
- Pre-U Diploma**

 - 1 or 2 Principal Subjects taken in addition to A Levels and the Pre-U core (GPR)
- ...and at individual subject level**

 - Stand alone short courses for languages taken in place of AS
 - Pre-U taken in same subjects as A Levels.
 - Pre-U principal subjects are used as an extension exercise - i.e. A level is taught in years 11 and 12 and Pre-U taught in year 13

Supporting progression to university

- Tracking of Cambridge Pre-U students making their university applications in autumn.
- Ensuring that HEIs understand the grading structure of Pre-U relating to A levels (in particular Admissions Tutors).

Interim Assessment

- Indicative assessment to support HE applications at the start of year 13 – Universities have indicated that in the absence of a certified AS grade they will be looking for the predicted grade and the student's place in the school's rank order for that subject.
- Check-point of progress to inform teaching and learning in subsequent terms.
- Extra assessment materials provided by Cambridge.

Cambridge Support for Interim Assessment

- Moderation service: Cambridge examiners comment on the marking of scripts – schools are invited to send in students' answers, which are marked, annotated and with rank order given. Good take-up this summer and last
- Examiners respond with reports on the application of the mark scheme and general patterns of performance
- Reports specific to individual schools, with an overall summary published after all the schools have submitted their candidates' work

Syllabus content

Scheme of Assessment

1 Poetry and Prose

A wide range of pre- and post-1900 texts for study. Candidates are expected to have some familiarity with other works by the same writer and to understand the contexts in which the works are written: literary, cultural, historical. NB New texts.

Paper 1 (continued)

- Candidates write 2 essays, each on a different text, one poetry and one prose, one of which must be pre-1900 and one post-1900.
- 2 hour written paper, closed book, externally set and externally marked.
- Weighting: 25%.

2 Drama

A suitable range of Shakespeare and other plays to choose from. Candidates are expected to have some familiarity with other works by the same writers and to understand the contexts in which the works are written: literary, cultural, historical. NB New texts.

Paper 2 (continued)

- Candidates write 2 essays, each on a different play, one Shakespeare and one other.
- One answer must be on a passage-based question.
- 2 hour written paper, closed book, externally set and externally marked.
- Weighting: 25%.

3 Comment and analysis

A wide range of literature from different periods, forms, genres and styles. Wide and varied reading, to prepare for close analysis of poetry, prose (fiction and non fiction) and dramatic dialogue.

Candidates will need a thorough grounding in practical criticism skills.

Paper 3 (continued)

- Comment and analysis unseen paper, externally set and marked, 25% weighting.
- 2 ¼ hour paper includes 15 mins reading time.
- Candidates answer Q1 (compulsory comparison) and one other question.
- Paper includes at least one piece of poetry, prose and drama; prose may be fiction/non-fiction; one piece of writing from pre-1800.

4 Personal Investigation

- The content of the personal Investigation is individual to the Candidate and to the Centre.
- The conventions of academic writing will be followed.

Paper 4 (continued)

- One essay of 3,000 to 3,500 words.
- Significant comparisons between 2 authors.
- Two main texts by different writers and at least 2 subsidiary texts required.
- No overlap allowed with Papers 1/2 texts.
- Externally marked, 25% weighting.

Applying the mark scheme



- Each essay worth the same number of marks.
 - Each covers all Assessment Objectives – 3a) for 1,2,3 and 3b) for 4.
- However:
- **Marking is more holistic and more coherent.**
 - Indicative content will be available to illuminate the issues.

Assessment Objectives

AO1	Demonstrate competence in the discipline of literary studies through clear written expression, using appropriate terminology and concepts to analyse literary texts
AO2	Demonstrate detailed critical understanding of the ways in which form, structure and language shape meanings in literary texts
AO3a)	Make connections between part and whole texts and between different interpretations of texts within a coherent and informed response to literature
AO3b)	Make connections between part and whole texts and between different interpretations of texts, and between whole texts, within a coherent and informed response to literature
AO4	Explore the significance of the contexts in which literary texts are written and received

Assessment Support

1. **Teacher Guide – NB Year Plans and Paper 4 advice**
2. **Interim Assessment**
 - A full set of mock papers have been produced, with 2 examples of Paper 3, to illustrate different kinds of question.
 - These papers have been used by centres since 2009 for their interim assessments.
3. **Exemplar booklet**
 - Scripts and sample answers have been selected to exemplify levels of response for Pre- U Pass, Merit and Distinction for all papers.

On line support: Teacher Support site

- From 2008, Cambridge has been providing, and will continue to provide, online support for the Cambridge Pre-U in the form of:
 - syllabuses
 - specimen papers
 - teachers' guide containing exemplar material
 - past examination material
 - curriculum resources
 - resource list of existing material
 - reference material, classroom exercises.

Pre-U Subject Community: Teacher Support site

- Puts teachers in touch with each other to:
 - discuss teaching ideas and issues
 - share lesson plans and classroom resources
 - share recommendations for and experiences of teaching the Pre-U.
- Cambridge can contribute to, edit and monitor posted materials.

Reminders

- How to keep in touch...
- info@cie.org.uk
- For more information about future courses please go to the training events calendar at www.cie.org.uk
