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| Name of Centre: Gloucestershire College | | | **Learner achievement (please circle)** *NB: All learner achievement is provisional until confirmed at the AVA Awards Board*. | | | | | |
| **Level Achieved:** | | **L3** | | | |
| **Achievement**  *(Level 3 units only)* | | P | M | | D |
| **Resubmission?** | | **Y** | | **N** | |
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| **Title of Access to HE Diploma: Humanities and Social Sciences**  *(e.g. Science)* | | | | | | | | |
| **Unit title(s): Short Fiction** | | **Unit code(s): CBB118** | | | | | | |
| **Learner:** | | Tutor/Assessor: Catherine Rogers | | | | | | |
| **Description of Assignment:**  **Explore how the theme of women’s sexuality is treated in the short stories: *The Case of Lady Sannox* by Arthur Conan Doyle (first published 1893) and *Fanny and Annie* by D.H. Lawrence (first published 1921). Your word count is 1,500- 2,000 (+ or – 10%).**  You should write a focused and well-structured essay, using paragraphs throughout.   * Set out a clear introduction, stating how you intend to respond the essay title. * Consider briefly how short fiction texts differ from longer texts (for example: novels). * Analyse both texts and discuss whether there are any differences in the treatment of women’s sexuality in the different time periods of each short story (1.1). * Draw out comparisons of the way women’s sexuality is treated in both short stories (1.1). * Ensure you analyse throughout with short, relevant quotations from the short stories to back up your points. * Analyse how the authors have constructed the main characters in each short story (1.1). * Compare the narrative technique/voice in each short story and analyse how this contributes to creation of character and meaning in each story (2.1) * Compare a variety of literary and language features in both texts: form, structure, setting and stylistic features/literary terms (3.1).   *You should use Harvard referencing throughout.*  *Your work should be word processed using 12 font.* | | | | | | | | |
| **Date set: 22.9.23** | **Date for**  **submission: 10.11.23** | | | **Date for re-submission (if required):**  **Date re-submtted:** | | | | |
| **Extension date**  **(if agreed):** | **Signed by Course Leader to agree extension:** | | | **Date**  **submitted:** | | | | |
| **Internal Moderation: Yes / No**  **Date:** | **Signed by internal moderator:** | | | **ON TIME / LATE** | | | | |
| **Learner declaration:**   The explanations and evaluations in this work have been developed and written by me.   I have not submitted material copied from the Internet, text books or other sources in place of my own thinking and writing.   When I have referred to the work of others I have done so to discuss, comment on or argue their ideas.   I have kept quotation and paraphrasing to an absolute minimum and only to support points I have made.   I understand that referencing the names of authors whose ideas I have used without including my own interpretation of those ideas, does not meet the assessment criteria and cannot attract the Pass, Merit or Distinction grades.   I have not copied the work of my peers. | | | | | | | | |
| **Learner comments:** *(please use this space to comment on any aspect of the assignment when handing in your work)* | | | | | | | | |
| **Signature:** | | | **Date:** | | | | | |

**TO THE LEARNER: Please attach this assignment brief to any written work you are handing in for assessment, or submit the brief as instructed.**

**YOUR WORK CANNOT BE ASSESSED UNLESS YOU HAVE SIGNED AND SUBMITTED THIS FORM**

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| **Level 3** | **Unit title: Short Fiction** | |
| **Learning outcomes** | | **Assessment criteria** |
| *This is what you will learn on the unit.* | | *This is what you must be able to demonstrate that you can do in your assignment in order to achieve the unit.* |
| **The learner will:** | | **The learner can:** |
| 1. Be able to interpret short fiction. | | * 1. Analyse the main themes and characters in the texts. |
| 1. Understand some of the ways in which form shapes meaning in short fiction. | | * 1. Analyse the handling of narrative technique and how this contributes to meaning. |
| 1. Understand the use of figurative language in short fiction. | | * 1. Analyse how language used in the texts contributes to understanding. |

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| **Level 3 units only:**  Learners achieve a Pass if they meet all Level 3 Assessment Criteria for a unit. You will achieve a Merit or Distinction by meeting the following Grade Descriptors. Your tutor will give you feedback for all three grades. | | |
| **Grade Descriptor** | **Merit**  *(Choose one or more relevant grade components)* | **Distinction**  *(Choose one or more relevant grade components)* |
| **GD1 Understanding of the subject** | The student, student’s work or performance: demonstrates a **very good** grasp of the relevant knowledge base. | The student, student’s work or performance: demonstrates an **excellent** grasp of the relevant knowledge base. |
| **Grade Descriptor** | **Merit**  *(Choose one or more relevant grade components)* | **Distinction**  *(Choose one or more relevant grade components)* |
| **GD2: Application of knowledge** | The student, student’s work or performance: makes use of relevant ideas with **very good** levels of analysis and insight | The student, student’s work or performance: makes use of relevant ideas with **excellent** levels of analysis and insight. |
| **Grade Descriptor** | **Merit**  *(Choose one or more relevant grade components)* | **Distinction**  *(Choose one or more relevant grade components)* |
| **GD7: Quality** | The student, student’s work or performance: is structured in a way that is generally logical and fluent and taken as a whole, demonstrates a **very good** response to the demands of the assignment. | The student, student’s work or performance: Is structured in a way that is consistently logical and fluent and taken as a whole, demonstrates an **excellent** response to the demands of the assignment. |

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| **Grade Guidance:** Learners must carefully read the guidance below which is linked to the components above |
| **MERIT:** *(e.g. To achieve a Merit your work will show…..)*  **GD1: Understanding of the subject**  You will demonstrate accurate knowledge of the texts and contextual information, and mainly accurate use of any appropriate critical terms.  **GD2: Application of knowledge**  You will produce a thoughtful interpretation of key aspects of the short stories and the theme of women’s sexuality, showing a detailed understanding of the way narrative perspective affects perception of female characters, supported by perceptive comment on appropriate analysis of form, structure, setting and stylistic features/literary terms.  **GD7: Quality**  You will construct a clear and coherent argument in answer to the essay title. Your essay will be well-structured with an introduction, main body and conclusion. All quotes will be referenced. If you use arguments or information from your wider reading, then these will also be clearly referenced. |
| **DISTINCTION:** *(e.g. To achieve a Distinction your work will show…..)*  **GD1: Understanding of the subject**  You will demonstrate accurate and detailed knowledge of the texts, accurate and relevant contextual information and accurate, confident use of any relevant critical terms.  **GD2: Application of knowledge**  You will produce a sophisticated, nuanced and insightful interpretation of key aspects of the short stories and the theme of women’s sexuality, showing a strong understanding of the way narrative perspective affects perception of female characters, supported by sophisticated, perceptive interpretation and comment based on analysis of form, structure, setting and stylistic features/literary terms.  **GD7: Quality**  You will construct a clear, coherent and detailed argument which offers a full and convincinganswer to the essay title. Your essay will make an effective use of conventions, with an introduction and conclusion that are tightly focused on the question that you have chosen to answer. Your essay will demonstrate a balanced approach to the different sections that you have to cover. Your quotes, references to the text and any wider reading will be set out consistently and will be easy to follow. You will not exceed the required word count by more than 10%. |

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| **Part A: Feedback on credit level** | | | | | | | | | | | | | | |
| **AC no** | | **Credit achieved (L3)** | | **Location of evidence** | | | **Tutor/Assessor comments on assessment criteria**  *(the assessor may also indicate on the work itself where each AC is met)* | | | | | | | |
| 1.1 | |  | |  | | |  | | | | | | | |
| 2.1 | |  | |  | | |
| 3.1 | |  | |  | | |
| Level achieved | |  | | Tutor/Assessor’s signature: | | | | |  | | Date: | |  | |
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| **Resubmission** (if applicable) *If any of the assessment criteria for this assignment have not been met at Level 3, a resubmission may be permitted. Resubmission must follow the QAA guidelines and be permitted only once.* | | | | | | | | | | | | | | |
| Requirements for resubmission/new Task set: | | | | | | | | | | | | | | |
| Date Set: |  | | | | | Date due: | |  | | Date Submitted: | | | |  |
| Feedback on resubmission: | | | | | | | | | | | | | | |
| **Level achieved**  **after resubmission:** | | |  | | **Tutor/Assessor’s signature:** | | |  | | Date: | |  | | |
| **Part B: Feedback on grading** (Applicable only if all assessment criteria achieved at Level 3) | | | | | | | | | | | | | | |
| **Grade Descriptor** | | **Tutor/Assessor comments against grade descriptors** | | | | | | | | | **Grade indicator**  **(P/M/D)**  *Please enter the final grade on page 1 based on this grade profile e.g. PPM=P* | | | |
| **GD1:**  **Understanding of the subject** | |  | | | | | | | | |  | | | |
| **GD2: Application of knowledge** | |  | | | | | | | | |  | | | |
| **GD7: Quality** | |  | | | | | | | | |  | | | |
| **Tutor/Assessor’s reason for final grade decision (if applicable):** | | | | | | | | | | | | | | |
| **Areas for development** *(how will the learner be able to use and improve on what they have learnt on this unit and the skills that they have used in their further studies?)* | | | | | | | | | | | | | | |