

Contents

WJEC GCSE in English

For Teaching from 2012 For Award from 2014

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This is a linear specification: all assessments must be taken at the end of the course.

GCSE English

SUMMARY OF ASSESSMENT

WRITTEN PAPER 20% (1 hour)¹	
Unit 1: English in the daily world (reading)	(40 Raw Marks; 40 UMS)
Reading: non-fiction texts	

WRITTEN PAPER 20% (1 hour)²	
Unit 2: English in the daily world (writing)	(40 Raw Marks; 40 UMS)
Writing: information and ideas	

CONTROLLED ASSESSMENT 40%	
Unit 3: English in the world of the imagination	(80 Raw Marks; 80 UMS)
Reading: literary texts (two assignments: 10% each): literary heritage poetry & Shakespeare; different cultures prose	
Writing: open writing (two assignments: 10% each): 1 st and 3 rd person narrative	

CONTROLLED ASSESSMENT 20%³	
Unit 4: Speaking and Listening	40 Raw Marks; 40 UMS)
Speaking and Listening: Communicating and adapting language; interacting and responding; creating and sustaining roles	

ASSESSMENT OPPORTUNITIES

	Entry Code		June 2014 and each year thereafter	November 2014 and each year thereafter
	Subject	Option		
Unit 1	4171	01 (F)	✓	✓
	4171	02 (H)		
Unit 2	4172	01 (F)	✓	✓
	4172	02 (H)		
Unit 3	4193	01	✓	✓
Unit 4	4194	01	✓	✓
Subject Award	4190	LA	✓	✓

Qualification Accreditation Number: 500/7913/X

This is a linear specification: all assessments must be taken at the end of the course.

¹ Common paper with GCSE English Language

² Common paper with GCSE English Language

³ Also assessed in GCSE English Language

ENGLISH

1 INTRODUCTION

1.1 Rationale

The skills of reading, writing, speaking, and listening are of vital importance in many areas, both in the daily world and the world of the imagination. Not only are they essential in many careers, they also underpin successful study at all levels, and a proficiency in them can also add immeasurably to an individual's general quality of life. This specification is designed to aid and assess such development, and to encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It will prepare learners to make informed decisions about further learning opportunities and career choices; to use language to participate effectively in society and employment; and to develop their enthusiasm for reading.

Different forms of assessment are appropriate to these different skills and this is recognised in this specification. Reading and Writing are assessed through controlled assessment and in two externally marked units. Speaking and Listening are assessed in a variety of different situations during the course.

GCSE Subject Criteria for English require that learners become critical readers of a range of texts, including multimodal texts. They should read a rich range of poetry, prose, and drama, including a text from the English, Welsh or Irish literary heritage, a text from different culture or tradition, and a play by Shakespeare. These requirements are met by this specification.

GCSE Subject Criteria for English require learners to write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes, and adapting form to a wide range of styles and genres. These requirements are met by this specification.

GCSE Subject Criteria for English require that in speaking and listening learners present and listen to information and ideas; respond appropriately to the questions and views of others; participate in a range of real life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate; select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work. These requirements are met by this specification in controlled assessment.

1.2 Aims and Learning Outcomes

Following a course in GCSE English should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It should prepare learners to make informed decisions about further learning opportunities and career choices; to use language to participate effectively in society and employment; and develop their enthusiasm for reading.

It should encourage learners to:

- demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately
- express themselves creatively and imaginatively
- understand the patterns, structures and conventions of written and spoken English
- select and adapt speech and writing to different situations and audiences
- understand how variations in spoken and written language relate to identity and cultural diversity
- become critical readers of a range of texts, including multimodal texts
- use reading to gain access to knowledge and to develop their own skills as writers
- understand that texts from the English, Welsh and Irish literary heritage have been influential and significant over time and explore the meaning of these today
- understand how literature from other cultures is influential
- connect ideas, themes and issues, drawing on a range of texts.

1.3 Prior Learning and Progression

Although there is no specific requirement for prior learning, this specification builds upon the Programmes of Study for *English* in Key Stages 1-3.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age-specific and, as such, provides opportunities for candidates to extend their life-long learning.

1.4 Equality and Fair Assessment

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance: Access Arrangements, Reasonable Adjustments and Special Consideration*. This document is available on the JCQ website (www.jcq.org.uk).

Depending on the severity of the disability, it may not be possible for candidates with speech or hearing impairment to meet the criteria for the assessment of speaking and listening skills. Depending on the degree of the disability, it may not be possible for candidates with visual impairment to meet the criteria for the assessment of independent reading.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 5010.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

1.6 Entry Regulations for GCSE *English, English Language and English Literature*

The following conditions apply to the entry and reporting arrangements for these subjects:

- Candidates entered for GCSE English may not be entered at the same series for either GCSE English Language or GCSE English Literature.

England

- In England pre-16 candidates entered for GCSE English Language must also be entered for GCSE English Literature. (Achievement in English Language will only be included in performance tables that record the achievement of 5 or more GCSEs including English and Mathematics if students are also entered for English Literature.)

Wales

- GCSE English is not available in Wales. Centres can meet the statutory requirements fully through entering pre-16 candidates for both GCSE English Language and GCSE English Literature. For the minority of candidates entered only for GCSE English Language, centres should ensure their taught curriculum fulfils statutory requirements.

Northern Ireland

- GCSE English is not available in Northern Ireland. Candidates can meet the statutory requirements fully through entering pre-16 candidates for both GCSE English Language and GCSE English Literature. For the minority of candidates entered only for GCSE English Language, centres should ensure their taught curriculum fulfils statutory requirements.

2**CONTENT**

The content of courses must be sufficiently varied to elicit the skills listed as assessment objectives for Speaking and Listening, Reading and Writing and must reflect the learning outcomes.

It must:

- promote an integrated approach to speaking and listening, reading, and writing.
- learners to develop their knowledge, skills and understanding of English in the:
 - daily world
 - world of imagination.

It must require learners to:

- analyse spoken and written language, exploring impact and how it is achieved
- express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication
- form independent views and challenge what is heard or read on the grounds of reason, evidence or argument
- understand and use the conventions of written language, including grammar, spelling and punctuation
- explore questions, solve problems and develop ideas
- engage with and make fresh connections between ideas, texts and words
- experiment with language to create effects to engage the audience
- reflect and comment critically on their own and others' use of language.

In speaking and listening it must require learners to:

- present and listen to information and ideas
- respond appropriately to the questions and views of others
- participate in a range of real life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
- select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work

In reading it must require learners to:

- understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation
- evaluate the ways in which texts may be interpreted differently according to the perspective of the reader
- read a rich range of prose, poetry and drama, including a text from the English, Welsh or Irish literary heritage, a play by Shakespeare, and a text from a different culture or tradition
- understand how texts from the literary heritage have been influential and significant over time
- explore how texts from different cultures and traditions may reflect or influence values and assumptions.

It must require learners to write accurately and fluently:

- choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes
- adapting form to a wide range of styles and genres.

3 ASSESSMENT

3.1 Scheme of Assessment

WRITTEN PAPER 20% (1 hour)¹

Unit 1: English in the daily world (reading)

(40 Raw Marks; 40 UMS)

Reading: non-fiction texts

This unit will test through structured questions the reading of two non-fiction texts from the daily world. These may include: fact-sheets, leaflets, letters, extracts from autobiographies, biographies, diaries, advertisements, reports, articles, and digital and multi-modal texts of various kinds from newspapers and magazines, brochures and the internet. Visual material will always be included in the material used..

WRITTEN PAPER 20% (1 hour)²

Unit 2: English in the daily world (writing)

(40 Raw Marks; 40 UMS)

Writing: information and ideas

This unit will test transactional and discursive writing through two equally weighted tasks (20 marks each). Across the two tasks candidates will be offered opportunities to write for a range of audiences and purposes, adapting style to form and real-life context in, for example, letters, articles, leaflets, reviews etc.

CONTROLLED ASSESSMENT 40%

Unit 3: English in the world of the imagination

(80 Raw Marks; 80 UMS)

Reading: literary texts (20%): literary heritage poetry & Shakespeare; different cultures prose

Candidates will be required to submit two assignments. The first will test the candidate's appreciation and understanding of a Shakespeare play linked to a range of thematically linked literary heritage poetry from the WJEC poetry collection. A suggested selection of poems suitable for study will be published on the WJEC secure website at the same time as the task (i.e. April in the year before the year candidates are entered for this unit). The second will involve the study of a Different Cultures prose text.

Writing: open writing (20%): 1st and 3rd person narrative

Candidates will be required to complete ONE piece of 1st person and ONE piece of third person narrative writing drawn from tasks supplied by WJEC.

¹ Common paper with GCSE English Language

² Common paper with GCSE English Language

CONTROLLED ASSESSMENT 20%³**Unit 4: Speaking and Listening**

(40 Raw Marks; 40 UMS)

Speaking and Listening: Communicating and adapting language; interacting and responding; creating and sustaining roles

Candidates will be required to complete at least three Speaking and Listening tasks through the exploration of ideas, texts and issues in scripted and improvised work. The three tasks will cover the following areas:

- *Communicating and adapting language*
- *Interacting and responding*
- *Creating and sustaining roles*

Assessment for GCSE English is tiered, i.e. externally assessed components/units are targeted at the grade ranges of A*-D (Higher Tier) and C-G (Foundation Tier), while controlled assessments cater for the full range of ability. Questions and tasks will be designed to enable candidates to demonstrate what they know, understand and can do.

Tier	Grades Available
Higher	A*, A, B, C, D
Foundation	C, D, E, F, G

Candidates who narrowly fail to achieve Grade D on the Higher Tier will be awarded Grade E.

3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

AO1 *Speaking and Listening*

- Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate
- Listen and respond to speakers' ideas, perspectives and how they construct and express their meanings
- Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together
- Create and sustain different roles

³ Also assessed in GCSE English Language

AO2 Reading

- Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate
- Develop and sustain interpretations of writers' ideas and perspectives
- Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader
- Understand texts in their social, cultural and historical contexts

AO3 Writing

- Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader
- Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence
- Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling

One third of the available credit for writing is allocated to this last part of AO3.

The weighting of assessment objectives across examination components is as follows:

	AO1	AO2	AO3	Total
Unit 1		20%		20%
Unit 2			20%	20%
Unit 3		20%	20%	40%
Unit 4	20%			20%
Total	20%	40%	40%	100%

4 AWARDING, REPORTING AND RE-SITTING

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of pupils who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a linear specification in which all assessments must be taken at the end of the course. Where candidates wish to re-sit, external components must be re-taken. The controlled assessment component may also be re-taken according to guidelines given in 'Administration of Controlled Assessment'. Alternatively, the UMS mark for this component may be carried forward for aggregation with the external components when these are re-taken.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

GRADE	MAX.	A*	A	B	C	D	E	F	G
Unit 1	40	36	32	28	24	20	16	12	8
Unit 2	40	36	32	28	24	20	16	12	8
Unit 3	80	72	64	56	48	40	32	24	16
Unit 4	40	36	32	28	24	20	16	12	8
Subject Award	200	180	160	140	120	100	80	60	40

5

ADMINISTRATION OF CONTROLLED ASSESSMENT

Regulations for controlled assessment are defined for the three stages of the assessment:

- task setting
- task taking
- task marking

For each stage the regulatory authorities have specified a certain level of control to ensure authenticity and reliability.

The controlled assessments are untiered and differentiation is by outcome.

Assignments need to cover the study of a play by Shakespeare, a prose text from a different culture and a range of poetry from the English, Welsh and Irish literary heritage poetry collection. In addition, candidates will have to present two pieces of writing. The Reading and the Writing cover the requirements for English in the World of the Imagination section of Unit 3.

Candidates may complete controlled assessment at any time during the course.

Unit 3: Reading

Candidates will be required to submit two assignments. For the first candidates will be required to study a whole Shakespeare play and a group of thematically linked poems taken from the WJEC poetry collection. The second will involve the study of a prose text from a different culture. To allow for late decisions on entry, assignments drawn from the GCSE English Literature controlled assessment list will be used for the Shakespeare/poetry piece.

Task setting

WJEC will supply tasks for the Reading texts for the required course content: a Shakespeare play and a range of poetry from the English, Welsh and Irish literary heritage, and a prose text from a different culture. Centres may contextualise the tasks to best suit their specific circumstances. Tasks on literary heritage texts will give candidates the opportunity to show how such texts have been influential and significant over time. Tasks on texts from a different culture will allow candidates to explore how such texts reflect and influence values and assumptions. Tasks will be replaced every year. Tasks and the poetry selection will be published on the WJEC secure website in the April of the year before the year candidates are entered for this unit. WJEC will ensure that there is an equivalent level of demand in the tasks and range of poetry specified for study year-on-year.

Examples of tasks:

Shakespeare and English/Welsh/Irish literary heritage poetry: (These tasks are identical to those set for the controlled assessment unit in GCSE English Literature.):

Generic task:

In order to complete this task you will need to have read a play by Shakespeare and the following poems from the WJEC poetry collection:

Porphyria's Lover, Human Interest, To his Coy Mistress, My mistress' eyes are nothing like the sun, To Virgins, The Beggar Woman, The Willing Mistress, Twice Shy, They did not expect this, Meeting Point, Whoso list to Hunt, A Married State, Song of the Worker's Wife, Afternoons, A Woman to her Lover, Let me not to the marriage of true minds, Havisham.

Many plays and poems are concerned with the relationship between men and women. Choose one relationship between a man and a woman in the drama you have studied and link it with a similar relationship in the poetry you have studied.

Examples of specific tasks:

1.
 - How does Shakespeare portray the role of women in *The Taming of the Shrew* throughout the play?
 - The role of women is also presented in a number of the poems you have studied. Discuss the way the role of the women is portrayed in the poetry you have studied.
 - What is your personal response to the literature you have studied? In your answer you must explore the links between the poetry and the Shakespeare play.
2.
 - Look at the way Shakespeare presents Katherine's relationship with Petruchio in *The Taming of the Shrew* throughout the play. Consider what Petruchio says about how women should behave and Katherine's reaction to his views.
 - Consider the way the role of women is presented in poems in the collection. Write about one poem in particular but make references to others.
 - What is your personal response to the literature you have studied? In your answer you must explore the links between the poetry and the Shakespeare play.

Different Cultures prose:

How does Meera Syal present experiences of racism in Meena's community in *Anita and Me*?

Task taking

While in the research and planning stage, candidates must work under limited supervision. They may make use of research materials in the preparation period and teachers may give advice of a general kind. For guidance purposes, the time limit on the research and preparation period for the specific task could be up to seven hours for each text studied according to QCDA controlled assessment regulations. This does not include time taken preparing the texts. The centre will determine candidates' access to resources in the research and planning stage. Teachers are reminded that candidates may not write drafts.

The final assignments must be completed under formal supervision. Candidates may have access to clean copies of the texts. Candidates may take one A4 sheet of notes into the assessment session, but this must be checked to ensure it does not include a pre-prepared draft or outline of response.

The assignment linking Shakespeare with the Literary Heritage poetry must be completed in up to **four hours** while the Different Cultures prose essay must be completed in up to **two hours**.

This time allowance may be split up into shorter sessions to suit the centre. No collaboration is permitted while students are completing the assignment under formal supervision. They may not have access to dictionaries and thesauri. The work may be word-processed but the candidates are not allowed to use the grammar/spell checks. Candidates' responses must be in written form. It will not be possible for the work to be assessed orally. When the assessment session is divided into shorter periods of time, all candidates' work must be collected and retained securely within the centre between assessment sessions. Extra time will be allowed to those candidates who qualify for it under the existing regulations. Candidates must provide an individual response for assessment. Once the work is submitted for assessment, it may not be revised.

Unit 3: Writing

The Writing requirements will include a piece of 1st person and a piece of 3rd person narrative writing task.

Task setting

WJEC will provide a list of 1st and 3rd person narrative tasks from which the candidates must choose one from each category. Centres will be informed of the list of tasks via the secure website in the April of the year before the year candidates are entered for this unit. They will be replaced on an annual basis.

Examples of tasks:

1st person: Often in life things do not turn out as we expect them. Recount an experience that you have had where you have been surprised about an outcome.

3rd person: Write a story in the third person about a situation where a person is put into danger or a difficult circumstance.

Task taking

During the research and preparation period under informal supervision, candidates may have access to resources and stimulus material relevant to the task. A note on the controlled assessment coversheet must indicate the level of support provided.

Final outcomes must be produced under formal supervision. Candidates are allowed up to two hours for the completion of the two Writing assignments (1st person and 3rd person narrative writing). In the final assessment session, candidates may not have access to dictionaries, thesauri and spell check and grammar programs. The work may be presented in handwritten or word-processed form.

When the assessment period is divided into shorter periods of time, all candidates' work must be collected and retained securely within the centre between assessment sessions. Extra time will be allowed to those candidates who qualify for it under the existing regulations. Candidates must provide an individual response for assessment.

Task marking: Reading and Writing

Teachers are expected to mark the candidates' work using the assessment criteria provided by WJEC (see pages 15-17). Work must contain both in-text annotation and a summative comment. Each assignment will be marked out of 20.

'Best fit' marking (reading)

The work for each unit should be marked by teachers according to the marking criteria using a 'best fit' approach. For each of the assessment objectives, teachers select one of the band descriptors that most closely describes the quality of the work being marked:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded;
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded;
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award *full* marks in any band for work which fully meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Moderation will take place at two levels:

- (i) Within the centre to ensure that a uniform standard has been applied across the teaching groups. There must be opportunities to exchange work and discuss criteria during the course: significant differences in the application of criteria and hence in rank-ordering will be difficult to resolve at the final assessment stage. One person must take responsibility for the final moderation procedure within a centre, sampling the work of each teaching group.
- (ii) Through the inspection of a sample of the work by WJEC moderators. Instructions for the administration of internally-assessed work are given in the *WJEC Internal Assessment Manual*. For entries of up to 10 candidates, all folders will be sent. Further samples of work will be sent to the moderator if required. WJEC reserves the right to call in all of a centre's controlled assessment for re-assessment if this proves necessary.

Sample folders plus a sample marksheet will be submitted to the moderator at the appropriate time according to WJEC regulations. A coversheet must be completed for each student. Information on the coversheet must include: the student's name and examination number; the centre name and number; the title(s) of the task(s); the mark(s) for the task(s); a summative comment on the student's performance; an indication of the level of support. Each coversheet must be signed by the student and the teacher as a declaration that the work is totally the student's.

Incomplete folders

A folder that does not contain the appropriate number of assignments will be marked with a reduced total.

Students with disabilities

Students with disabilities will be allowed extra time in accordance with WJEC regulations.

Authentication of controlled assessments

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form, which forms part of the cover sheet for each candidate's work will be provided by WJEC. It is important to note that **all** candidates are required to sign this form, and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the controlled assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in *Instructions for Conducting Controlled Assessment*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations; Guidance for Teachers/Assessors* also available on the JCQ website.

Unit 3 Assessment Criteria: Reading

	Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.	Develop and sustain interpretations of writers' ideas and perspectives.	Understand texts in their social, cultural and historical contexts.
0 marks	Nothing written, or what is written is totally irrelevant to text or not worthy of credit.		
Band 1 1-3 marks	Candidates: make limited attempt to respond to whole texts; show limited ability to make comparisons; can identify in a limited way some aspects of content, characters or situation and will rely on narrative.	Candidates: show limited response to the main events of the whole text; show limited awareness of explicit meanings and ideas and significant features of characters.	Candidates: make very basic comments on textual background.
Band 2 4-7 marks	Candidates: make some attempt to respond to whole texts; are able to make basic and undeveloped comparisons; can identify some aspects of content, characters or situation, but may still rely on narrative.	Candidates: show response to significant characters, relationships and main events within the whole text; show awareness of explicit meanings and ideas and significant features of characters.	Candidates: make simple comments on textual background.
Band 3 8-11 marks	Candidates: can describe the main ideas and themes of whole texts; make simple comparisons and cross-references; make a personal response; begin to select relevant and apt detail; begin to probe the sub-text.	Candidates: refer to specific aspects or details within the whole text when justifying their views; show basic awareness of how texts achieve their effects through the writers' use of language. .	Candidates: show a limited awareness of social/cultural and historical contexts. begin to be aware how social/cultural and historical context is relevant to understanding the text(s)
Band 4 12-15 marks	Candidates: can understand and demonstrate how meaning and information are conveyed in a range of whole texts; select and evaluate textual details appropriately; probe text confidently; successfully compare and cross-reference aspects of texts;	Candidates: make personal and critical responses to the whole text, referring to specific aspects of language, grammar and structure to justify their views; convey ideas clearly and appropriately.	Candidates: are able to set texts in contexts more securely; begin to see how texts have been influential. have a clear grasp of social/cultural and historical context; begin to be able to relate texts to own and others' experience.
Band 5 16-20 marks	Candidates: make cogent and critical responses; make subtle and discriminating links and telling comparisons between whole texts; choose textual references carefully and are able to comment fully on the significance of particular words, phrases and stylistic features.	Candidates: show originality of analysis and interpretation when evaluating patterns and details of words and images in whole texts; are able to evaluate and comment on characters/relationships and attitudes/motives; at the highest level, consistently handle texts with confidence, have an overview and convey ideas cogently and make assured analysis of stylistic features.	Candidates: show a clear understanding of social/cultural and historical contexts; are able to relate texts to own and others' experience. are able to identify and comment on importance of social/cultural and historical contexts. Awareness of literary tradition shown. at the highest level, show a clear understanding of social/cultural and historical contexts. Able to relate details of text to literary background and explain how texts have been / are influential at different times.

Unit 3 Assessment Criteria: Writing

Writing assignment 1 and 2

1st and 3rd person narrative writing

0 marks: nothing written, or nothing worthy of credit

Content and organisation

(14 marks)

Band 1 1-4 marks

- basic sense of plot and characterisation
- simple chronological writing predominates
- narratives may have a beginning and an ending but content is likely to be undeveloped
- paragraphs may be used to show obvious divisions and to group ideas into some order and sequence
- limited range of vocabulary is used with little variation of word choice for meaning or effect

Band 2 5-7 marks

- some control of plot and characterisation (e.g. perspective is maintained)
- narrative is beginning to show evidence of some conscious construction (e.g. some appropriate use of dialogue; topic sentences are supported by relevant detail)
- there is an appropriate beginning and an apt conclusion
- narrative is developed to engage the reader's interest
- paragraphs are logically ordered and sequenced
- there is some range of vocabulary, occasionally selected to create effect or to convey precise meaning

Band 3 8-10 marks

- overall the writing is controlled and coherent
- plot and characterisation are convincingly sustained (e.g. dialogue helps to develop character)
- narrative is organised and sequenced purposefully
- narrative has shape, pace and detail, engaging the reader's interest
- detailed content is well organised within and between paragraphs
- paragraphs of varied length are linked by text connectives and progression is clear
- there is some use of devices to achieve particular effects
- there is a range of vocabulary selected to create effect or to convey precise meaning

Band 4 11-14 marks

- the writing is developed with originality and imagination
- plot and characterisation are effectively constructed and sustained
- material is selected and prioritised to maintain interest
- narrative is purposefully organised and sequenced and well paced
- paragraphs are effectively varied in length and structure to control detail and progression
- cohesion is reinforced by the use of text connectives and other linking devices
- devices to achieve particular effects are used consciously and effectively
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
- confident and assured narrative which engages and holds the reader's interest

Sentence structure, punctuation and spelling

(6 marks)

0 marks: nothing written, or nothing worthy of credit**Band 1** **1-2 marks**

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as 'and' or 'so'
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 **3 marks**

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 **4 marks**

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Band 4 **5-6 marks**

- there is appropriate and effective variation of sentence structures
- there is a sophisticated use of simple, compound and complex sentences to achieve particular effects
- accurate punctuation is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- virtually all spelling, including that of complex irregular words, is correct
- tense changes are used confidently and purposefully

Candidates attaining Band 2 and above are expected to have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Additional Guidance

In choosing tasks, teachers will be aware of the ability of the candidates. Some tasks are more challenging than others and it would be wise to steer less able candidates towards those tasks in which they will be able to handle the material competently within the prescribed time limit.

There is no prescribed time limit for teaching and learning when preparing the texts for the Reading tasks. However, the **preparation time** for the assignment should be about 15 hours for a unit worth 20% of the final mark. This means that the English controlled assessment Reading assignments could be given about **15 hours** of preparation time. During this period, the students can make suitable notes on their texts and plan out their approaches. Similarly the Writing assignments could be given about **15 hours** of preparation time though it is unlikely that candidates would need so long. At this stage the candidates will be able to consult their notes and the texts and any other relevant material. Worksheets and scaffolding are not permitted.

The **final assessment session** may be arranged in a number of ways. Candidates will have a maximum of two hours to complete their two Writing assignments. The Reading assignments have a maximum of **six hours** with the different cultures prose task given **two hours** and the Shakespeare / poetry task given **four hours**. This may be broken into shorter sessions to fit into the lesson schedule. All work must be collected and kept secure within the centre at the end of each formal assessment session. Alternatively, teachers may wish to arrange an assessment session in the examination hall. The latter approach would have the advantage of ensuring that all the candidates complete their work under the same conditions. During the final assessment period, candidates are allowed to consult clean copies of the texts. Once the assessment session is complete, students are not permitted to resubmit work.

Given that the time limit is relatively short, they will need to be focused on task from the onset of their writing. The controlled assessment regulations state that 'Mark schemes must provide suitable credit for precision and succinctness of expression'. In the Reading section, candidates who spend time on extraneous aspects, like biographical details, will put themselves at a disadvantage.

The fact that the candidates are only allowed to take one A4 sheet of notes (see page 12) (reading only) into the assessment session should eliminate the opportunity for plagiarism. However, it is important that teachers are aware that it may still occur. If plagiarism is discovered after the assessment session, it will not be possible for the candidate to rewrite the work and no marks will be awarded.

After the completion of the assessment session, the work will be marked in the normal way, in line with the existing structures. Candidates may see their marked work but it is important that the essays are kept securely in the teacher's possession to prevent any tampering with the work. Towards the end of the course, all candidates must complete and sign a controlled assessment coversheet.

Unit 4: Speaking and Listening

The controlled assessment must contain at least three Speaking and Listening tasks. These should be based on the exploration of ideas, texts and issues in scripted and improvised work. The three tasks must cover the following areas:

- Communicating and adapting language
- Interacting and responding
- Creating and sustaining roles

This unit of work will be worth **20%** of the total mark.

Candidates may complete controlled assessment at any time during the course.

Task setting

Candidates are required to complete a minimum of three speaking and listening tasks. Exemplar tasks will be provided by WJEC, but centres may design their own tasks to suit their centre-specific circumstances, providing these tasks follow the guidance from WJEC. Tasks should be replaced on a regular basis.

The tasks will need to cover the following:

- Presenting and listening to information and ideas
- Responding appropriately to the questions and views of others
- Making a range of effective contributions
- Reflecting and commenting critically on their own and others' use of language
- Participating in a range of real-life contexts in and beyond the classroom, adapting talk appropriately to situation and audience
- Selecting and using a range of dramatic techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work

Centres must ensure that two tasks are of a functional nature. Details must be given on the Unit 4 activities form submitted by the date specified on the WJEC website (see appendix).

Task taking

Candidates should complete all work under formal supervision. Preparation work may be completed under limited supervision. Candidates' access to resources such as stimulus material for discussions or role play and users of language beyond the classroom will be determined by the centre in line with WJEC guidelines.

Teacher support should be limited to explanation of tasks, details of which should be recorded as part of the assessment. If teacher intervention is used, for example to prompt or question a candidate, this should also be noted and taken into consideration when the assessment is made.

The work of individual candidates may be informed by working with others, for example in discussion groups and role-play activities, but each candidate must provide responses sufficient to be assessed individually.

It is expected that an individual response/presentation will last up to five minutes, although this might be longer if questions are asked. Group discussions and role play could be rather longer, depending on the nature of the topic and the ability of the candidates.

Task Marking

Candidates should be assessed by a teacher either directly at the time of the response or by viewing an electronic visual recording of a candidate's response. Reference should be made to the criteria to place a candidate's response in the appropriate band area.

The three tasks must involve individual contributions, interaction and response to group discussion and creating and sustaining roles and two tasks must be of a functional nature.

The total mark will be reached by adding the three marks (out of 40) together, and then dividing by three to produce a final mark (also out of 40).

An outline of activities used in each teaching group must be submitted on the appropriate form (see appendix) to the consultative moderator.

A sample of records for this unit will be submitted to the moderator by the date specified on the WJEC website.

Moderation will take place at two levels:

1. Centres are required to ensure that internal moderation has taken place before final submission of marks, so that standards applied are in line with those established in exemplar material, and so that a reliable overall rank order has been established within the centre. Suitable methods of achieving this will depend on the individual centre's organisation and policy.
However, a sample of each teacher's candidates must be reassessed by another teacher.

Training DVDs will be produced on a regular basis. **All staff teaching GCSE English must meet to discuss the training DVDs**, as an aid to task setting, assessment, and standardisation of marking.

2. Statistical analysis of results in each component will be carried out each year. If an 'atypical profile' for the Speaking and Listening element is discovered the centre will be notified and discussion undertaken to clarify the situation. This could lead to an advisory visit or, in the most serious cases, a moderation visit.

Advisory visits will be made by Consultative Moderators, who will assess a group of candidates undertaking a range of tasks. The person responsible for internal moderation should also assess the same candidates. Discussion of marking standards will be an integral part of the visit. Should there be concerns, an additional visit could be made in the following year, or, for very serious cases, a formal moderation visit would be arranged.

Task Setting Guidance

The following suggestions indicate the type of controlled assessment tasks which may be set. There will be opportunities for centres to contextualise the tasks to best suit their centre-specific circumstances.

Centres must ensure that two of the three tasks are of a functional nature.

Communicating and adapting language:

- Give an account of a personal experience
- Present an argument in favour of or against a local issue
- Lead a challenging discussion, adapting language accordingly

Interacting and responding:

- Discussion of a familiar topic such as the need for school uniform
- Discussion of a less familiar topic such as a current news item or local issue
- Discussion arising from reading of a literary text, such as interpretation of character
- Sustained discussion of a more complex topic such as environmental concerns

Creating and sustaining roles:

- Create a role in a familiar situation such as in a school or home environment
- Develop and sustain a role in a less familiar situation such as in a shop or office environment
- Create an improvisation as a pair or group based on one of the texts studied.
- Create a complex character in a challenging role in an unfamiliar environment such as a council meeting or planning enquiry

These outline suggestions take some account of a range of ability and likely responses. The time-consuming nature of assessment of Speaking and Listening is recognised, and it is recommended that it is integrated into the course as a whole.

Training

N.B. Detailed guidelines for the conduct of advisory and moderation visits will be provided separately.

The assessment of Speaking and Listening will feature regularly on the agenda of the annual round of INSET meetings held in the Autumn Term. Reference will be made to exemplar material, including standardisation DVDs (see below). **A representative from each centre will be expected to attend each year's meeting.**

Advisory Visits:

Consultative Moderators will be appointed with responsibility for a group of centres. A programme of *advisory visits* will be arranged for the Autumn and Spring terms. These visits will cover:

- (a) Centres selected randomly so that all centres are visited at least once every three years.
- (b) Centres where statistical analysis of marks across all components in the previous year's examination reveals an atypical profile for Speaking and Listening.
- (c) Centres where the Consultative Moderator has concerns after an advisory visit in the previous year.

The emphasis of these visits will be on advice and guidance. The moderator will contact the centre to arrange a mutually convenient time for the visit, which will last about two hours and focus on a group of at least 6 students taking part in a Speaking and Listening assignment.

The format for the visit will be agreed between the centre and the moderator, to include the following aspects:

- (i) Discussion of marking standards, based upon assessment of a group of at least 6 students by a teacher (preferably the person responsible for internal moderation) and the moderator.
- (ii) Discussion of the content of the Speaking and Listening element of the course; methods of recording and of internal moderation.

Unit 4 Assessment Criteria: Speaking and Listening

	Communicating and adapting language	Interacting and responding	Creating and sustaining roles
0 marks	Candidates demonstrate limited achievement in speaking and listening		
Band 1 1-5 marks	Limited achievement of Band 2 criteria		
Band 2 6-12 marks	<p>Candidates</p> <ul style="list-style-type: none"> briefly express points of view, ideas and feelings sometimes develop detail to add interest to accounts, narratives and information, supported by appropriate non-verbal features use straightforward vocabulary and grammar, showing awareness of some main features of standard English 	<p>Candidates</p> <ul style="list-style-type: none"> respond to what they hear, showing some interest, including non-verbal reactions make brief, occasional contributions and general statements in discussion follow central ideas and possibilities in what they hear and raise straightforward questions 	<p>Candidates</p> <ul style="list-style-type: none"> draw on obvious and sometimes stereotypical ideas to create simple characters react to situations in predictable but appropriate ways, demonstrating some understanding of relationships and familiar ideas
Band 3 13-19 marks	<p>Candidates</p> <ul style="list-style-type: none"> convey straightforward information and ideas, coherent accounts and narratives in extended turns begin to adapt talk and non-verbal features to meet the needs of different audiences use a variety of vocabulary and structures for different purposes, including appropriate features of standard English with reasonable accuracy 	<p>Candidates</p> <ul style="list-style-type: none"> respond positively to what they hear, including helpful requests for explanation and further detail make specific, relevant contributions to discussion allow others to express ideas or points of view that may differ from their own and respond appropriately 	<p>Candidates</p> <ul style="list-style-type: none"> show understanding of characters by creating straightforward roles using speech, gesture and movement engage with situations and ideas, showing understanding of issues and relationships

	Communicating and adapting language	Interacting and responding	Creating and sustaining roles
Band 4 20-26 marks	<p>Candidates</p> <ul style="list-style-type: none"> effectively communicate information, ideas and feelings, promote issues and points of view adapt talk to a variety of situations and audiences, using non-verbal features to add to impact use a range of well-judged vocabulary and sentence structures to achieve different purposes, including competent and appropriate use of standard English 	<p>Candidates</p> <ul style="list-style-type: none"> listen closely and attentively, engaging with what is heard through perceptive responses make significant contributions that move discussions forward engage with others' ideas and feelings, recognising obvious bias or prejudice and referring to precise detail 	<p>Candidates</p> <ul style="list-style-type: none"> develop and sustain roles and characters through appropriate language and effective gesture and movement make contributions to the development of situations and ideas, showing understanding and insight into relationships and significant issues
Band 5 27-33 marks	<p>Candidates</p> <ul style="list-style-type: none"> confidently convey and interpret information, ideas and feelings, emphasising significant points and issues adapt and shape talk and non-verbal features to meet the demands of different situations, contexts and purposes make appropriate, controlled, effective use of standard English vocabulary and grammar 	<p>Candidates</p> <ul style="list-style-type: none"> challenge, develop and respond to what they hear in thoughtful and considerate ways, seeking clarification through apt questions analyse and reflect on others' ideas to clarify issues and assumptions and develop the discussion identify useful outcomes and help structure discussion through purposeful contributions 	<p>Candidates</p> <ul style="list-style-type: none"> create convincing characters and roles using a range of carefully selected verbal and non-verbal techniques respond skilfully and sensitively in different situations and scenarios, to explore ideas and issues and relationships
Band 6 34-40 marks	<p>Candidates</p> <ul style="list-style-type: none"> highlight priorities and essential detail when communicating complex and demanding subject-matter use a sophisticated repertoire of strategies to meet challenging contexts and purposes show an assured choice and flexibility of standard English vocabulary and grammar in appropriate situations 	<p>Candidates</p> <ul style="list-style-type: none"> sustain concentrated listening, showing understanding of complex ideas through interrogating what is said shape direction and content of talk, responding with flexibility to develop ideas and challenge assumptions initiate, develop and sustain discussion through encouraging participation and interaction, resolving differences and achieving positive outcomes 	<p>Candidates</p> <ul style="list-style-type: none"> create complex characters and fulfil the demands of challenging roles through insightful choice of dramatic approaches explore and respond to complex ideas issues and relationships in varied formal and informal scenarios

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GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade F

Candidates talk confidently in familiar situations, showing some awareness of purpose and of listeners' needs. They convey information, develop ideas and describe feelings clearly, using the main features of standard English as appropriate. They listen with concentration and make relevant responses to others' ideas and opinions. They show some awareness of how they and others use and adapt spoken language for specific purposes. In formal and creative activities, they attempt to meet the demands of different roles.

Candidates describe the main ideas, themes or argument in a range of texts, and refer to specific aspects or details when justifying their views. They make simple comparisons and cross-references that show some awareness of how texts achieve their effects through writers' use of linguistic, grammatical, structural and presentational devices. They are aware that some features of texts relate to their specific social, cultural and historical contexts.

Candidates' writing shows some adaptation of form and style for different tasks and purposes. It communicates simply and clearly with the reader. Sentences sequence events or ideas logically; vocabulary is sometimes chosen for variety and interest. Paragraphing is straightforward but effective; the structure of sentences, including some that are complex, is usually correct. Spelling and basic punctuation are mostly accurate.

Grade C

Candidates adapt their talk to the demands of different situations and contexts. They recognise when standard English is required and use it confidently. They use different sentence structures and select vocabulary so that information, ideas and feelings are communicated clearly and the listener's interest is engaged. They explain and evaluate how they and others use and adapt spoken language for specific purposes. Through careful listening and by developing their own and others' ideas, they make significant contributions to discussion and participate effectively in creative activities.

Candidates understand and demonstrate how meaning and information are conveyed in a range of texts. They make personal and critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. They successfully compare and cross-reference aspects of texts and explain convincingly how they may vary in purpose and how they achieve different effects. They comment on how social, cultural and historical contexts affect readers' responses to texts.

Candidates' writing shows successful adaptation of form and style to different tasks and for various purposes. They use a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied; punctuation and spelling are accurate and sometimes bold.

Grade A

Candidates select suitable styles and registers of spoken English for a range of situations and contexts, showing assured use of standard English where appropriate. They confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information, ideas and feelings in an engaging manner. They initiate conversations and demonstrate sensitive listening through contributions that sustain and develop discussion. They recognise and fulfil the demands of different roles, whether in formal settings or creative activities.

Candidates respond personally and persuasively to a variety of texts, developing interpretations and evaluating how details of language, grammar, structure and presentation engage and affect the reader. They identify and discuss writers' perspectives in narrative, argument, explanation or analysis. They choose apt quotations and make telling comparisons and cross-references that illuminate the purpose and meanings of texts, explaining the impact of their social, cultural and historical contexts where appropriate.

Candidates' writing shows confident, assured control of a range of forms and styles appropriate to task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force or creative delight. Linguistic and structural features are used skilfully to sequence texts and achieve coherence. A wide range of accurate sentence structures ensures clarity; choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.

7 THE WIDER CURRICULUM

Key Skills and Functional Skills

GCSE English will provide a range of opportunities for developing these skills, whether in preparation for functional skills assessments or to provide contexts in which evidence for key skills portfolios may be produced. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Information and Communication Technology
- Problem Solving
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against key/essential skills evidence requirements at level 2 is provided in 'Exemplification of Key/Essential Skills for English', available on the WJEC website.

Opportunities for use of technology

Candidates may word process their controlled assessment assignments. This will provide opportunities to use layout to enhance communication.

The specification also gives candidates the opportunity to be assessed on their reading of ICT-based information, and thus develop the mature and critical use of documents on the Internet and in other non-print based media.

Spiritual, Moral, Ethical, Social and Cultural Issues

English is a subject that requires candidates to consider the point of view of others, in both written and spoken forms. This they will do both inside and outside the classroom.

This specification supports this through the requirements for the assessment of Reading. Candidates will read texts from different periods, and from a range of cultures. They will also develop critical and analytical skills in their study of literary, non-literary, and media texts.

Candidates will also have opportunities to reflect on their reading, their own wider experience, and the experience of others, in both written and oral form. They will also be required to reflect on a range of spiritual, moral, ethical, social, and cultural issues in classroom discussion and in writing.

Citizenship

The specification gives candidates opportunities to develop the skills of critical and analytical reading and listening. It also allows them to both express and develop their point of view in writing and speaking, whilst encouraging them to consider critically and constructively the views of others. This ability to make informed and considered judgements is a skill vital in the development of individual citizenship.

This specification also underpins the development of a range of Key Skills which are of vital importance to individuals in the wider world.

Environmental Issues

This specification affords candidates the opportunity to read about, write about, and discuss environmental issues.

Health and Safety Consideration

There are no Health and Safety issues associated with the requirements of this specification.

The European Dimension

A proficiency in written and spoken English and good reading and listening skills, are essential not just in England, but also in the wider context of Europe and the world. This specification supports the development of these skills, and provides opportunities for assessment of them in a range of contexts.

This specification also allows candidates to read about, write about, and discuss a range of contemporary issues, which may well require or extend an awareness of the European dimension.

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APPENDICES**Flexibility of entry**

In England, by end of year 11 candidates in maintained schools may be entered for **EITHER** GCSE English **OR** GCSE English Language and GCSE English Literature. No candidate may be entered for GCSE English with either GCSE English Literature or GCSE English Language.

GCSE English is not available to candidates in Wales.

In order to facilitate flexibility of entry WJEC specifications in the three subjects (GCSE English, GCSE English Language, GCSE English Literature) contain certain common aspects:

- GCSE English and GCSE English Language controlled assessment reading tasks will be based on texts from the GCSE English Literature external assessment prescribed list
- The GCSE English and GCSE English Language external assessment examination papers (reading/writing) are common to both subjects.
- GCSE English and GCSE English Language controlled assessment Speaking and Listening requirements are similar in the two subjects.

The following conditions apply to the entry and reporting arrangements for these subjects:

- Candidates entered for GCSE English may not be entered at the same series for either GCSE English Language or GCSE English Literature.

England

- In England pre-16 candidates entered for GCSE English Language must also be entered for GCSE English Literature. (Achievement in English Language will only be included in performance tables that record the achievement of 5 or more GCSEs including English and Mathematics if students are also entered for English Literature.)

Wales

- GCSE English is not available in Wales. Centres can meet the statutory requirements fully through entering pre-16 candidates for both GCSE English Language and GCSE English Literature. For the minority of candidates entered only for GCSE English Language, centres should ensure their taught curriculum fulfils statutory requirements.

Northern Ireland

- GCSE English is not available in Northern Ireland. Candidates can meet the statutory requirements fully through entering pre-16 candidates for both GCSE English Language and GCSE English Literature. For the minority of candidates entered only for GCSE English Language, centres should ensure their taught curriculum fulfils statutory requirements.

Controlled assessment cover sheet



GCSE: ENGLISH

GCSE English
Unit 3

Centre: _____

Candidate's Name: _____

Centre No. _____

Candidate's No. _____

Title/Brief Description of Stimulus/Background to Assignment	Mark /20
1. Reading: English / Welsh / Irish Literary Heritage poetry / play by Shakespeare*	
2. Reading: Different Cultures prose*	
3. Writing: 1 st person narrative	
4. Writing: 3 rd person narrative	
TOTAL / 80	

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

Candidate's signature: _____ Date: _____

Supporting comments linked to assessment criteria and an indication of the nature of any assistance given to the candidate:

Declaration by teacher

I confirm that the candidate's work was conducted under the conditions laid out in the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's signature: _____ Date: _____

*Clean copies of texts used in controlled assessment session? Yes No



GCSE ENGLISH / ENGLISH LANGUAGE - Speaking and Listening

GCSE Eng/ Eng Lang
Unit 4

Centre: _____

Candidate's Name: _____

Centre No. _____

Candidate's No. _____

Context				
1	Communicating and adapting language			
2	Interacting and responding			
3	Creating and sustaining roles			
	Date	Description of activity	Teacher comment	Mark / 40
1				
2				
3				

Two tasks must be of a functional nature, and one non-functional. Please indicate here which tasks fulfil these requirements:

Functional tasks: Non-functional task:

	Final mark *
--	---------------------

* Average of 3 marks above

Declaration by Teacher:

I confirm that the candidate's work was conducted under the conditions laid out in the specification.

Teacher's signature **Date**



GCSE ENGLISH / ENGLISH LANGUAGE
SPEAKING AND LISTENING: OUTLINE OF ACTIVITIES

GCSE Eng/Eng Lang

Unit 4

Centre Name _____ Centre No. _____

Teacher's Name _____

Please read the notes overleaf before completing this form.

Outline below three activities which will be used as evidence for the assessment of Speaking and Listening in your teaching group. Please number them 1-3. To meet specification requirements one of these activities must involve communicating and adapting language; one must involve interacting and responding; one must involve creating and sustaining roles. Two activities must involve tasks of a functional nature; one activity must be based on a non-functional task.

Forms (one per teaching group) must be returned to the consultative Speaking and Listening Moderator by the date specified on the WJEC website.

Signed _____ Date _____

PLEASE COMPLETE THE TABLE OVERLEAF TO INDICATE HOW ACTIVITIES FULFIL CRITERIA

Notes

1. *In view of the range of work which may contribute to the assessment of Speaking and Listening, you are asked to outline three activities which you expect to be used as evidence for this assessment, rather than to make a comprehensive list. You may include work still to be undertaken.*
2. *Where appropriate, the activity should be briefly contextualised.*

Content	Activity number*	Functional coverage	Activity number*
Communicating and adapting language		Functional 1	
Interacting and responding		Functional 2	
Creating and sustaining roles		Non-Functional	

*Please enter number of activity (as listed overleaf) which fulfils each context or purpose coverage requirement.

WJEC GCSE English Literature written paper prescribed texts list

This list is provided for information.

Different Cultures prose

Of Mice and Men (Steinbeck)
Anita and Me (Syall)
To Kill a Mockingbird (Lee)
I Know Why the Caged Bird Sings (Angelou)
Chanda's Secrets (Stratton)

English/Irish/Welsh Literary Heritage drama

Othello (Shakespeare)
Much Ado About Nothing (Shakespeare)
An Inspector Calls (Priestley)
Hobson's Choice (Brighouse)
A Taste of Honey (Delaney)

Contemporary prose

Paddy Clarke, Ha Ha Ha (Doyle)
Heroes (Cormier)
Never Let Me Go (Ishiguro)
About a Boy (Hornby)
Resistance (Sheers)

Contemporary Drama:

The History Boys (Bennett)
Blood Brothers (Russell) (not Stanley Thorne edition)
A View from the Bridge (Miller)
Be My Baby (Whittington)
My Mother Said I Never Should (Keatley)

English/Iris/Welsh Literary Heritage prose

Silas Marner (Eliot)
Pride and Prejudice (Austen)
A Christmas Carol (Dickens)
Lord of the Flies (Golding)
Ash on a Young Man's Sleeve (Abse)

WJEC GCSE English/Welsh/Irish Literary Heritage Poetry Collection

The Passionate Shepherd Marlowe
The Sunne Rising Donne
Cousin Kate Christina Rossetti
Shall I compare thee Shakespeare
Valentine Carol Ann Duffy
A Frosty Night Robert Graves
How do I love thee? Elizabeth Barrett Browning
The Flea Donne
Since She whom I lov'd Donne
Catrin Gillian Clarke
Mid-term Break Heaney
What has happened to Lulu? Charles Causley
Follower Heaney
The Almond Tree Jon Stallworthy
Long-Distance II Tony Harrison

On My First Sonne Ben Jonson
A prayer before Birth McNeice
Antique Shop Elizabeth Jennings
My Heart is like a Withered Nut Caroline Norton
Crabbed Age and Youth Shakespeare (from *The Passionate Pilgrim*)
Do not go gentle into that good night – Dylan Thomas
Old Age Gets Up – Ted Hughes
Sweet 18 Sheenagh Pugh
Hawk Roosting Ted Hughes
My Last Duchess Browning
What is this life WH Davies
Ozymandias Shelley
I Have Longed to Move Away Dylan Thomas
The Interrogation Edwin Muir
Porphyria's Lover Browning
Human Interest Duffy
To His Coy Mistress Marvell
My Mistress' eyes are nothing like the sun Shakespeare
To Virgins Herrick
The Beggar Woman William King
The Willing Mistress Aphra Behn
Twice Shy Heaney
They did not expect this Scannell
Meeting Point MacNeice
Whoso List to Hunt Wyatt
A Married State Katherine Philips
Song of the Worker's Wife Alice Grey Jones (Translated from the Welsh by Katie Gramich)
Afternoons Philip Larkin
A Woman to her Lover Christina Walsh
Let me not to the Marriage of true Minds Shakespeare
Havisham Duffy
Chapel Deacon RS Thomas
In Church Thomas Hardy
The Hunchback in the Park Dylan Thomas
Refugee Blues (Say this City) Auden
Displaced Person looks at a Caged Bird DJ Enright
Base Details Sassoon
The Capon Clerk Sheenagh Pugh
You will be hearing from us shortly UA Fanthorpe
Dulce et Decorum Est Wilfred Owen
If I should die Rupert Brooke
The Charge of the Light Brigade Tennyson
The Send Off Wilfred Owen
The Hero Siegfried Sassoon
Drummer Hodge Hardy
A Refusal to Mourn Dylan Thomas
The Man he Killed Hardy
MCMXIV Philip Larkin
The Conscript WW Gibson

For the GCSE English Literature / English controlled assessment task candidates must also study a Shakespeare play chosen by the centre.