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WJEC GCSE in English For Examination from 2009

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SUMMARY OF ASSESSMENT

Terminal Examination 60%

Paper 1 30% (2 hours)
Section A (En2) 15%
Reading of a prose passage from the English literary heritage
Section B (En3) 15%
Two writing tasks: <ul style="list-style-type: none"> • one to inform/explain/describe (7.5%) • one to explore/imagine/entertain (7.5%)

Paper 2 30% (2 hours)
Section A (En2) 15%
Reading of non-fiction and media texts
Section B (En3) 15 %
Two writing tasks: <ul style="list-style-type: none"> • one to argue/persuade/advise (7.5%) • one to analyse/review/comment (7.5%)

Coursework 40%

Speaking and Listening 20%
Variety of tasks. Assessment should focus on: <ul style="list-style-type: none"> • extended individual contributions • group discussion and interaction • drama focused activities

Written coursework 20% - WALES
<ul style="list-style-type: none"> • Reading: Welsh relevance* • Reading: Different cultures and traditions* } One to be based on poetry and one on drama • Writing: Either to explore, imagine, entertain or to inform, explain, describe • Writing: Either to argue, persuade, advise or to analyse, review, comment

Written coursework 20% - ENGLAND
<ul style="list-style-type: none"> • Reading: Play by Shakespeare* • Reading: Poetry from different cultures and traditions* • Writing: Either to explore, imagine, entertain or to inform, explain describe • Writing: Either to argue, persuade, advise or to analyse, review, comment

*May also be used for *English Literature* coursework

ENGLISH

(150/01 - Foundation; 150/02 - Higher)

1 INTRODUCTION

Criteria for GCSE

This specification meets the General Criteria for GCSE and the Subject Criteria for GCSE *English* issued by ACCAC/QCA (September 2001). Assessment for this qualification is carried out according to codes of practice published by the regulatory authorities. The qualification may be undertaken through the medium of English only.

Two options for coursework, designed to facilitate delivery of the National Curriculum Orders for Wales and England respectively, are offered. These options are identified by the words "Wales" and "England" elsewhere in this document. Centres must ensure that the relevant Programme of Study is followed where necessary.

Maintained schools in Wales that choose to follow the coursework option for England with some or all of their pupils should be aware that, in order to fulfil the requirements of the KS4 Programme of Study for Wales, as their statutory duty requires, they will have to make provision **over and above** what is required for the GCSE *English* specification. Specifically, any such schools will have to ensure that work by a Welsh author writing in English or that has a Welsh setting or special relevance to Wales is studied by such pupils **in addition** to the GCSE assessment requirements.

Maintained schools in Northern Ireland should be aware that, in order to fulfil the requirements of the Key Stage 4 Programme of Study for Northern Ireland, and specifically Reading content item b) in the GCSE *English* criteria, they will have to follow the "England" version and make provision **over and above** what is required for the GCSE *English* specification. Specifically, any such schools will have to ensure that work by at least one major Irish author with a well-established critical reputation whose work was published after 1914 is studied **in addition** to the assessed GCSE requirements.

GCSE qualifications are reported on an eight-point scale from A* to G, where A* is the highest grade. Candidates who fail to reach the minimum standard for a grade to be awarded are recorded as U (unclassified) and do not receive a qualification certificate.

GCSE qualifications are expected to show broad equivalence to General National Vocational Qualifications in the following terms:

two GCSEs at grade D to G and two GCSEs at grade A* to C are equivalent to one three-unit GNVQ at foundation and intermediate level respectively;
four GCSEs at grade D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at foundation level and intermediate level respectively.

Rationale

Language is omnipresent in human experience. It takes many different forms, both spoken and written, and occurs in a vast range of contexts. In its range of assessment opportunities, this specification attempts to recognise at least part of that diversity.

The skills of reading, writing, speaking, and listening are of vital importance in many areas. Not only are they essential in many careers, they also underpin successful study at all levels. 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.

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

GCSE Subject Criteria for *English* require that candidates undertake a range of reading, covering the main genres in English: poetry, prose, drama, media, and non-fiction texts. In addition, there is a requirement for reading to include work from the English literary heritage by at least one major writer with a well-established critical reputation, texts from different cultures and traditions, and, in England, a play by Shakespeare. In Wales candidates have the opportunity to study a text written by a Welsh writer, of Welsh relevance, or set in Wales. These requirements are met by this specification, either in coursework or in the written papers.

GCSE Subject Criteria for *English* require that writing assessed must include writing to:

- inform, explain, describe
- explore, imagine, entertain
- argue, persuade, advise
- analyse, review comment

in a variety of forms and genres. In this specification, these requirements are met in coursework and in the examination.

GCSE Subject Criteria for *English* require that specifications must assess speaking and listening, through individual extended contributions, group discussion and interaction, and drama-focused activities. This must include speech for a variety of purposes in both formal and informal contexts. These requirements are met by this specification in the internally assessed and internally and externally moderated oral coursework assignments.

Prior Learning

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.

Progression

This specification provides a foundation for Advanced Subsidiary and Advanced GCE study in *English Literature*, *English Language* and *English Language and Literature*. However, the skills candidates develop are vital in the further study of any subject at an equivalent level.

Similarly, the specification allows the development of skills considered vital by many employers.

Overlap and Restrictions on Entry

This specification overlaps with WJEC GCSE *English Literature*, and certain coursework assignments may be dual entered.

There are no restrictions on concurrent entry for other qualifications.

The classification codes 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.

Candidates with Particular Requirements

Details of the special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for General Qualifications document *Candidates with Special Assessment Needs: Regulations and Guidance*. Copies of this document are available from WJEC.

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AIMS

A course based on this specification should develop students' abilities to communicate effectively in speech and writing, and to listen with understanding. It should also enable them to be enthusiastic, responsive and knowledgeable readers.

Within an integrated programme of speaking and listening, reading and writing, they should be given the following opportunities:

- * To talk and listen in a variety of contexts and for a range of purposes, adapting to different audiences and situations (including the more formal) and reflecting on their own contributions and those of others.
- * To read a wide variety of literature, non-fiction and media texts, which will develop their appreciation of different genres and styles, extend their ideas and their moral and emotional understanding, and encourage independent wider reading.
- * To write for a range of purposes and in a variety of forms, including writing for aesthetic and imaginative purposes, to inform others and to develop their thinking.

The spiritual, moral, ethical and cultural dimension

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.

The European dimension

A proficiency in written and spoken English and good reading and listening skills, are essential not just in England and Wales, 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.

Opportunities for use of ICT

Candidates are encouraged to word process their coursework assignments. This will support the skills of drafting and provide opportunities to use layout to enhance communication. However, at least one piece in an *English* or dual entry folder must be hand-written. If possible, this should be one of the Writing pieces.

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.

Curriculum Cymreig

The distinctive nature of Welsh culture is recognised in this specification by the opportunity provided for candidates in Wales to read literature by a Welsh writer, set in Wales, or with a special relevance to Wales. An assignment based on this reading may be submitted as part of the coursework file.

Environmental issues

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

Health and Safety considerations

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

3**ASSESSMENT OBJECTIVES****AO1 Speaking and Listening (En1)**

Candidates will be required to demonstrate their ability to:

- (i) communicate clearly and imaginatively, structuring and sustaining their talk and adapting it to different situations, using standard English appropriately;
- (i) participate in discussion by both speaking and listening, judging the nature and purposes of contributions and the roles of participants;
- (iii) adopt roles and communicate with audiences using a range of techniques.

AO2 Reading (En2)

Candidates will be required to demonstrate their ability to:

- (i) read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- (ii) distinguish between fact and opinion and evaluate how information is presented;
- (iii) follow an argument, identifying implications and recognising inconsistencies;
- (iv) select material appropriate to their purpose, collate material from different sources, and make cross-references;
- (v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

AO3 Writing (En3)

Candidates will be required to demonstrate their ability to:

- (i) communicate clearly and imaginatively, using and adapting forms for different readers and purposes;
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features;
- (iii) use a range of sentence structures effectively with accurate punctuation and spelling.

For the relationship of assessment objectives to examination components, see pp. 54-57

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SCHEME OF ASSESSMENT**Differentiation**

This specification provides a scheme of assessment which will allow all candidates opportunities to demonstrate fully their ability in English.

In coursework, differentiation may be achieved by a variety of means: by outcome, through common tasks; through the extent of structure and guidance given; through tasks and materials pitched at different levels of difficulty.

In the terminal examination differentiation will be achieved by two tiers of papers. Candidates may be entered for one tier only. To facilitate teaching approaches and preparation for the terminal examination there will be a common structure to question papers.

Grade Awarded

Foundation Tier:	G	F	E	D	C				
Higher Tier:				D	C	B	A	A*	

Candidates achieving less than the minimum mark for Grade G on the Foundation Tier will be recorded as "Unclassified" ("U"). A "safety net" for candidates entered for the Higher Tier is provided. An allowed Grade E will be awarded. Candidates failing to achieve Grade E will be reported as "Unclassified" ("U").

In Papers 1 and 2 questions in Section A (Reading) will differentiate in three ways: through the nature of the text itself; through the extent of structure and guidance offered; through the degree of emphasis on higher level skills (e.g. evaluation of linguistic, structural and presentational devices). Questions in Section B (Writing) of Paper 1 may be common to the two tiers and will differentiate by outcome. In Section B of Paper 2 differentiation may be achieved by outcome but may also be achieved through the task, in terms of the context for writing and the writing form required.

Scheme of Assessment

The scheme of assessment will consist of:

- (a) coursework 40%
- (b) terminal examination 60%

The relationship of assessment objectives (grouped under attainment targets) to examination components is as follows:

	Overall Weighting	Coursework	Paper 1	Paper 2
<i>EN1 Speaking and Listening</i>	20%	20%	-	-
<i>EN2 Reading</i>	40%	10%	15%	15%
<i>EN3 Writing</i>	40%	10%	15%	15%
	100%	40%	30%	30%

TERMINAL EXAMINATION

The structure of the terminal examination may be summarised as follows:

Paper 1 30% (2 hours)
Section A (En2) 15%
Reading of a prose passage from the English literary heritage
Section B (En3) 15 %
Two writing tasks: <ul style="list-style-type: none"> • one to inform/explain/describe (7.5%) • one to explore/imagine/entertain (7.5%)
Paper 2 30% (2 hours)
Section A (En2) 15%
Reading of non-fiction and media texts
Section B (En3) 15%
Two writing tasks: <ul style="list-style-type: none"> • one to argue/persuade/advise (7.5%) • one to analyse/review/comment (7.5%)

Two written papers will be set. For both tiers these will be of two hours' duration. The written papers will be externally assessed.

Paper 1

Section A (Reading: 15%) will test through structured questions the reading of an extract from a work from the English literary heritage by a major writer with a well-established critical reputation.

Section B (Writing: 15%) will test imaginative writing through two tasks. The first (20 marks) will ask for a piece of writing to inform, explain, describe. The second (20 marks) will offer opportunities for a variety of approaches in writing to explore, imagine, entertain (e.g. first person, third person narrative; autobiographical account).

Paper 2

Section A (Reading: 15%) will test through structured questions the reading of non-fiction and media texts. Non-fiction texts may include: fact-sheets, leaflets, letters, extracts from autobiographies, biographies, diaries. Media texts may include advertisements, reports and articles of various kinds from newspapers and magazines, brochures. These two categories will usually be represented by separate texts (e.g. leaflet plus advertisement). Visual material will always be included in the material used.

Section B (Writing: 15%) will test transactional and discursive writing through two equally weighted tasks (20 marks each), the first of which will be linked to the reading material in Section A. The first will ask for a piece of writing intended to argue, persuade, advise. The second will offer opportunities to analyse, review, comment.

COURSEWORK

The structure of the coursework components may be summarised as follows:

WALES

Speaking and Listening (En1) 20%	
Variety of tasks. Assessment should focus on:	
<ul style="list-style-type: none"> • extended individual contributions • group discussion and interaction • drama focused activities 	
Reading (En2) 10% Writing (En3) 10%	
<ul style="list-style-type: none"> • Reading: Welsh relevance* • Reading: Different cultures and traditions* • Writing: Either to explore, imagine, entertain or to inform, explain, describe • Writing: Either to argue, persuade, advise or to analyse, review, comment 	} One to be based on poetry and one on drama

*May also be used for *English Literature* coursework.

ENGLAND

Speaking and Listening (En1) 20%	
Variety of tasks. Assessment should focus on:	
<ul style="list-style-type: none"> • extended individual contributions • group discussion and interaction • drama focused activities 	
Reading (En2) 10% Writing (En3) 10%	
<ul style="list-style-type: none"> • Reading: Play by Shakespeare* • Reading: Poetry from different cultures and traditions* • Writing: Either to explore, imagine, entertain or to inform, explain, describe • Writing: Either to argue, persuade, advise or to analyse, review, comment 	

*May also be used for *English Literature* coursework.

One piece of the finally assessed work in an *English* or dual entry folder must have been completed under teacher supervision and be certified as such by the staff of the centre. **Up to three** pieces of work may be in printed format. i.e. **At least one** piece in an *English* or dual entry folder must be handwritten. If possible, this should be a Writing assignment. *For details of assessment criteria and the process of marking and moderation, see Appendix 1.*

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SPECIFICATION CONTENT

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

The range of **Speaking and Listening** must include talk to:

- explain, describe, narrate;
- explore, analyse, imagine;
- discuss, argue, persuade.

The range of **Writing** must include, in a variety of forms and genres, writing to:

- explore, imagine, entertain;
- inform, explain, describe;
- argue, persuade, advise;
- analyse, review, comment.

In Wales the range of **Reading** must include:

- prose - at least one novel or six short stories of sufficient length to show development in plot, character, style and related aspects, in preparation for the Paper 1 Reading tasks;
- poetry - around 1000 lines, in preparation for coursework;
- drama - at least one complete play;
- work from the English literary heritage by at least one major writer with a well-established critical reputation;
- texts from different cultures and traditions;
- texts by Welsh writers writing in English or that have a Welsh setting or special relevance to Wales;
- non-fiction texts (e.g. autobiographies, biographies, journals, diaries, letters, travel writing, leaflets);
- media texts (e.g. magazines, newspapers, radio, television and film).

In England the range of **Reading** must include:

- prose - at least one novel or six short stories of sufficient length to show development in plot, character, style and related aspects, in preparation for the Paper 1 Reading tasks;
- poetry - around 1000 lines, in preparation for coursework;
- a play by Shakespeare;
- work from the English literary heritage by at least one major writer with a well established critical reputation;
- texts from different cultures and traditions;
- non-fiction texts (e.g. autobiographies, biographies, journals, diaries, letters, travel writing, leaflets);
- media texts (e.g. magazines, newspapers, radio, television and film).

For the relationship of Reading content to examination components, see p.58.

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KEY SKILLS

Key Skills are integral to GCSE *English*, and a number of these may be assessed through the course contents and the related scheme of assessment as defined in the specification. In particular, candidates may demonstrate their ability to fulfil aspects of each of the following Key Skills, either at Level 1 or Level 2:

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

The following grid, based on Level 2 requirements, provides an overview of opportunities for the development of Key Skills across the specification as a whole. This is not intended to be exhaustive. Teachers might well find opportunities other than those listed.

England Only

Candidates who achieve the following grades in GCSE English, English Literature will be able to claim exemption from Key Skill Communication:

- *GCSE A* - C examination performance provides exemption for the external test in Communication at level 2.*
- *GCSE D - G examination performance provides exemption for the external test in Communication at level 1.*

Key Skills Level 2	GCSE English Specification					
	Coursework Outcomes/Preparation for Written Paper					
	CW	Oral	P1 Sec. A	P1 Sec. B	P2 Sec. A	P2 Sec. B
C2.1a Contribute to a Discussion		✓				
C2.1b Give a Short Talk		✓				
C2.2 Read/Summarise Information	✓	✓	✓		✓	
C2.3 Write Different Types of Document	✓			✓		✓
N2.1 Interpret Information		✓	✓		✓	
N2.2 Carry out Calculations						
N2.3 Interpret Results of Calculations						
IT2.1 Search for/Select Information	✓	✓	✓		✓	✓
IT2.2 Explore/Develop Information	✓	✓	✓		✓	✓
IT2.3 Present Combined Information	✓	✓	✓	✓	✓	✓
WO2.1 Plan Activities	✓	✓	✓	✓	✓	✓
WO2.2 Work Towards Objectives	✓	✓				
WO2.3 Exchange Information on Progress	✓	✓				
LP2.1 Set Targets	✓	✓				
LP2.2 Use Plans	✓			✓		✓
LP2.3 Review Progress	✓	✓				
PS2.1 Identify problems and options	✓	✓				
PS2.2 Plan and try out options	✓	✓				
PS2.3 Check and describe results	✓	✓				

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GRADE DESCRIPTIONS

The following grade descriptions are provided by QCA/ACCAC 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 and listen in a range of contexts. Their talk is adapted to the purpose; developing ideas, describing events and conveying their opinions clearly. In discussion, they listen with concentration and make contributions which are responsive to others' ideas and views. They use some of the core features of standard English vocabulary and grammar appropriately.

In responding to a range of texts, candidates show understanding of key ideas, themes, events and characters, using inference and deduction. They refer to aspects of texts when explaining their views. They locate and retrieve ideas and information from different sources.

Candidates' writing communicates clearly, shows liveliness and is organised. The main features of different forms are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The grammatical structure of simple and some complex sentences is usually correct. Spelling is usually accurate. Full stops, capital letters and question marks are used correctly and other punctuation is also used, mostly accurately. Handwriting is legible.

Grade C

Candidates match their talk to the demands of different contexts. They use varied vocabulary and organise their talk to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, varying how and when they participate. They show confident use of standard English in situations which require it.

Candidates show understanding of the ways in which meaning and information are conveyed in a range of literary and non-literary texts. They give personal and critical responses to literary texts, referring to aspects of language, structure and themes in justifying their views. They select and summarise a range of information from different sources.

Candidates' writing engages and sustains the reader's interest. It shows adaptation of style and register to different forms, including using an impersonal style where appropriate. Candidates use a range of sentence structures and varied vocabulary to create effects. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader. Spelling is accurate and handwriting is neat and legible.

Grade A

In a range of contexts, candidates select and use appropriate styles and registers. They vary their sentence structure, vocabulary and expression confidently for a range of purposes. They sustain discussion through the use of a variety of contributions, listening with sensitivity. They show assured use of standard English in a range of situations and for a variety of purposes.

Candidates articulate and sustain their responses to texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They identify and analyse argument, opinion and alternative interpretations, making cross references where appropriate. They make apt and careful comparison within and between texts.

Candidates' writing has shape and assured control of a range of styles. Narratives use structure as well as vocabulary for a range of effects and non-fiction is coherent, logical and persuasive. A wide range of grammatical constructions is used accurately. Punctuation and spelling are correct; paragraphs are well constructed and linked to clarify the organisation of the writing as a whole.

APPENDIX 1: INTERNAL ASSESSMENT

COURSEWORK FOLDER

CONTENT OF COURSEWORK FOLDER – WALES

Reading:

Assessment will be based upon **two** assignments set on literary material, one of which may take an oral form. Oral assignments must be supported by written evidence giving details of the task and supporting (criteria-related) comments for the assessment.

Assignment 1 must be based on the reading of a text by a Welsh writer writing in English or that has a Welsh setting or special relevance to Wales.

Assignment 2 must be based on a text reflecting different cultures and traditions.

One of assignments 1 and 2 must be based on poetry selected from the range read during the course (around 1,000 lines) and one on drama. Candidates must be given the opportunity to discuss the distinctiveness of the culture from which the text comes.

Drama may include plays for film and on television. However, work based on viewing of taped or live performances must be linked to study of the written text. Candidates will be expected to study a whole play, though the assignment may focus on specific aspects.

Writing:

From the range of writing undertaken during the course, assessment will be based on the best piece of writing. Assignment 3 will take the form of writing **either** to inform, explain, describe, **or** to explore, imagine, entertain (e.g. personal/reflective/descriptive writing, a narrative, a drama script) Assignment 4 will be a piece of writing **either** to argue, persuade, advise, **or** to analyse, review, comment (e.g. discursive writing, an article, a report, a leaflet). However, problems of comparability may arise in the case of shorter writing forms such as poetry and letters. In these cases it will be advisable to give evidence of ability to sustain these skills: e.g. a selection of poems, a pair of formal letters.

CONTENT OF COURSEWORK FOLDER – ENGLAND

Reading:

Assessment will be based upon **two** assignments set on literary material, one of which may take an oral form. Oral assignments must be supported by written evidence giving details of the task and supporting (criteria-related) comments for the assessment.

Assignment 1 must be based on the reading of a play by Shakespeare. Candidates will be expected to study the whole play, though the assignment may focus on specific aspects. Work based on viewing of taped or live performances must be linked to study of the written text.

Assignment 2 must be based on poetry selected from the range read during the course as a whole (around 1,000 lines), and reflecting different cultures and traditions. Candidates must be given the opportunity to discuss the distinctiveness of the culture from which the text comes.

Writing:

From the range of writing undertaken during the course, assessment will be based on the best piece of writing. Assignment 3 will take the form of writing **either** to inform, explain, describe, **or** to explore, imagine, entertain (e.g. personal/reflective/descriptive writing, a narrative, a drama script) Assignment 4 will be a piece of writing **either** to argue, persuade, advise, **or** to analyse, review, comment (e.g. discursive writing, an article, a report, a leaflet). However, problems of comparability may arise in the case of shorter writing forms such as poetry and letters. In these cases it will be advisable to give evidence of ability to sustain these skills: e.g. a selection of poems, a pair of formal letters.

DUAL ENTRY OF PIECES FOR *ENGLISH* AND *ENGLISH LITERATURE*

Work may be entered both for *English* (Reading) and *English Literature* providing it meets the assessment objectives and content requirements for each subject. It should be clear how the chosen tasks allow candidates to meet both sets of assessment objectives and how they fulfil the content requirements.

COURSEWORK ADMINISTRATION

Supervised Work

One piece of the finally assessed work in an *English* or dual entry folder must have been completed under teacher supervision (including any preparatory work) and be certified as such by the staff of the centre. (N.B. This does not mean that work must be confined to a single lesson, nor that it need be done in examination conditions.) All coursework may be done in class if the teacher wishes.

Work in Printed Format

At least one piece in an *English* or dual entry folder must be handwritten. If possible, the handwritten piece should be one assessing Writing. Where work assessed for Writing is submitted in printed format, centres must specify when a spell-check facility has been used and ensure that this is recognised in their assessment of the piece.

Drafting and Editing

Planning, re-working and editing their writing are important skills for pupils to develop to become more effective communicators. Such activities should always be seen in relation to the nature of the writing being undertaken, and will function differently in the composition of a poem, for example, compared with a persuasive leaflet or a formal letter. Pupils should therefore be encouraged to take the responsibility to read their own work critically, thinking about the piece as a whole and its effect on the reader.

Ideally the teacher should support pupils in this process of reconsidering their work, **enabling the pupil to take the initiative in making amendments**. Such advice will therefore remain on a general level, only becoming specific to exemplify general comments. Once work is submitted for assessment, it may not be revised: **in no cases are "fair copies" of marked work allowed**. i.e. If a candidate wishes to take up a teacher's detailed comments on a piece of work submitted, this must be done through adopting a fresh approach to the topic.

Completion of Cover Sheets

Each candidate's work sampled for moderation will be accompanied by a form (see pp.19-20) giving the following information:

- (i) Details of candidate, centre, teacher.
- (ii) Titles and/or brief description of the stimulus for each assignment and the context in which the work was produced. (Centres may refer to a complete list of assignments rather than repeating details for each candidate.) The stimulus should be enclosed when relevant.

N.B. In the case of Reading assignments, a copy of the reading material or clear reference to the sources upon which the assignment is based must be provided.

- (iii) Teacher-supervised assignment, coverage of genres.
- (iv) Marks for each assignment, total mark /80 and supporting comments, criteria-related.
- (v) Signed declaration by the candidate that the work which they have submitted is their own.

COURSEWORK MARKING

Initially all work will be marked "in progress" according to the centre's own policy. (It may be that the centre will wish to emphasise the diagnostic function of marking at this stage, rather than making a summative assessment geared closely to external standards.) Each piece of work must contain both in-text annotation and a brief summary comment.

At the end of the course each assignment will be awarded a mark out of 20 and the whole coursework element a mark out of 80 according to the following grade/mark scale, which applies regardless of the tier of examination entered:

GCSE Grade	Assignments /20	Total /80
U	0 - 3	0 - 15
G	4 - 5	16 - 23
F	6 - 7	24 - 31
E	8 - 9	32 - 39
D	10 - 11	40 - 47
C	12 - 13	48 - 55
B	14 - 15	56 - 63
A	16 - 17	64 - 71
A*	18 - 20	72 - 80

Incomplete Folders

Folders which do not contain four pieces of work meeting the above requirements will simply be marked for each qualifying piece. e.g. A folder with three qualifying pieces will effectively be marked out of a reduced total of 60.

COURSEWORK MODERATION

In order that assessments may be standardised fairly, whether as part of internal or external moderation, it is essential that the moderator is aware of the aims of assignments, the processes that have led up to finished products and the way that criteria have been employed to make a final assessment. The cover sheet is of vital importance in providing a clear summary of this information. The work itself should show the usual evidence of the marking process at the time the work was submitted - in the form of ticks, underlinings etc. and, most helpfully for both pupil and moderator, comments related to the 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. To this end, centres may wish to consider the setting of a common assignment (e.g. on a group of poems). 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 work by the Board's moderators. The sample will be selected according to a formula set by WJEC, based on the centre's overall rank order. Details of this formula, contained in the Coursework Manual, will be sent to centres in the Spring Term preceding the examination. For entries of up to 10 candidates, all folders will be sent. Further samples of coursework will be sent to the moderator if required. The WJEC reserves the right to call in all of a centre's coursework for re-assessment if this proves necessary.

Report

A brief report on the moderation of the Reading and Writing coursework component will be provided for each centre, indicating the extent of any adjustments made to marks.

GCSE ENGLISH

Centre: _____ Candidate's Name: _____

Centre No. _____ Candidate's No. _____

Title/Brief Description of Stimulus/Background to Assignment	Mark /20
1. Reading: Welsh Relevance (Welsh version)/Shakespeare play (English version)	
2. Reading: Different Cultures	
3. Writing: Narrative/expressive	
4. Writing: Analytical/persuasive	
TOTAL /80	

Assignment No.

Teacher supervised	
Poetry	
Drama	

*Enter details of oral assignment assessing Reading (if included) overleaf.
N.B. At least one assignment in the English or dual entry folder must be handwritten.*

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:

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** _____

SPEAKING and LISTENING

CONTENT

Assessment will be based upon best achievement shown in a range of situations, with a range of audiences and activities, during the course as a whole. This range must include talk to

- explain, describe, narrate
- explore, analyse, imagine
- discuss, argue, persuade

in a variety of formal and informal contexts.

Much of this evidence will come from work also involving reading and/or writing, and in which oral assessment is not the primary objective. However, the evidence on which final assessment is based must include tasks specifically designed to elicit oral skills in these contexts:

1. group discussion and interaction;
2. individual extended contribution;
3. drama focused activity.

Group discussion and interaction may include work in a paired situation. The talk here will probably be of a more informal nature.

The individual extended contribution could be a talk given to a group or a sustained contribution to a group activity, for example a formal debate or a discussion. It is likely that the talk here will be of a more formal nature.

Drama focused activities, such as working in role or on scripted or unscripted scenes, might include improvisations, role plays, hot seating, or other work "in role".

Teachers are allowed flexibility in deciding which of the purposes of talk are assessed in particular activities. However, it is important that the evidence on which final assessment is based includes talk covering the three groups of purposes listed above, and undertaken in each of the three specified contexts.

There is no requirement for assessment to be made at specified points in the course and no requirement to ascribe weightings to particular assignments. However, the importance of establishing a fair basis of evidence for the assessment of each student is emphasised.

Suitable activities within planned units of work might include:

- Individual reminiscences or storytelling. This could involve explaining, describing and narrating, exploring, analysing and imagining; informal preparation in pairs or small groups, leading to formal individual presentations.
- Group discussion, formal or informal, of a current issue or of some media texts encountered in class. Discussing, arguing and persuading, might be involved.
- A role play in pairs or groups, where candidate explore the motivation of characters in a literary text studied for coursework or the examination. Explaining, describing, narrating or exploring, analysing, imagining, might be involved here.

The time-consuming nature of oral assessment is recognised, and for reasons of pragmatism as well as principle it is therefore recommended that oral assessment is integrated into the *English* course as a whole. In organising this, the following points should be considered:

- (i) Activities will tend to emphasise different criteria, and not necessarily bring all aspects into play.
- (ii) An increasing repertoire is expected for the award of higher marks (e.g. chairing a group discussion, making a presentation to the class as a whole).
- (iii) As with all GCSE coursework in *English* and *English Literature*, the principle of *best work* applies; given the interactive nature of oral work, some candidates will need further opportunities to show what they can do.

RECORDING AND MARKING

In view of the ephemeral nature of most oral work, it will be essential for teachers to keep records: (i) as a check that each candidate has been provided with opportunities to show what they can achieve in a variety of oral situations; (ii) as the basis for assessing work during the course. The form provided on p.29 is a *suggested* method of recording (with the merit of simplicity): centres may use this form, adapt it, or use their own recording method. As with written coursework, the equivalent of the coversheet summarising assignments and achievement (form E5, Summative Assessment, p.28) need only be completed for candidates involved in an external moderation exercise (see below). However, this information must of course be available if required.

At the end of the course each candidate will be awarded a grade for Speaking and Listening which will then be fine-tuned (to reflect their position within a grade band) by the award of a mark on the following scale:

Grade	Marks
U	0 - 7
G	8 - 11
F	12 - 15
E	16 - 19
D	20 - 23
C	24 - 27
B	28 - 31
A	32 - 35
A*	36 - 40

The evidence on which assessment is based must include **three** assignments specifically designed to elicit oral skills: one involving group discussion and interaction, one individual extended contribution, and one drama focused activity. The assessment will be an overall reflection of achievement in Speaking and Listening, rather than an aggregation of marks for different activities. Please see the grade criteria on pages 32-33.

An outline of activities used in each teaching group (Form E3, p.25) must be submitted to the consultative moderator by the beginning of December each year.

TRAINING

N.B. The following outline of training and moderation arrangements reflects procedures agreed between the examining groups for this "common element". 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 tapes (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.

MODERATION

As with coursework in Reading and Writing, moderation will occur at two levels:

- (i) Centres are required to ensure that internal moderation has taken place before marks are finalised, so that standards applied are in line with those established on 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 re-assessed by another teacher.**
- (ii) Common training tapes will be produced on a regular basis. These tapes will be produced jointly by the examining groups, with standards agreed by Principal Moderators. **All staff teaching GCSE *English* must meet to discuss the training tapes**, as an aid to task setting, assessment, and standardisation of marking.
- (iii) Statistical analysis of results in each component will be carried out each year. If an "atypical profile" for the Speaking and Listening component is discovered, a letter will be sent explaining the concerns to the centre. In more serious cases, an advisory visit will follow in the next academic year; in the most serious cases there will also be a moderation visit.

- (iv) If the Consultative Moderator has serious concerns after an advisory visit, the centre will receive a moderation visit in the same year.

Moderation Visits

Where a moderation visit is required, centres will be asked to select between 6 and 12 candidates (reflecting the range of marks awarded by the centre) to take part in the exercise. The sample must be chosen so that groups of candidates who are reasonably at ease with each other may be formed. The method of selecting the sample will depend on the organisation of classes at the centre. There is no need for all teaching groups to be represented or for there to be a range of ability in sub-groups within the sample.

A Moderation Sample Form indicating the proposed format for the moderation exercise (E4, p.27) will be submitted to the moderator in advance. The activities used for the exercise must bring into play all of the three main criteria for assessment and allow all candidates to show their abilities in Speaking and Listening.

At the visit itself a Summative Assessment Form (E5, p.28) must be provided for each candidate in the sample. A teacher from the centre will be expected to be present throughout, and to assess candidates' achievement in the moderation exercise.

WELSH JOINT EDUCATION COMMITTEE

CYD-BWYLLGOR ADDYSG CYMRU

GCSE ENGLISH

E3

SPEAKING AND LISTENING: OUTLINE OF ACTIVITIES

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 group discussion and interaction, one must generate individual extended contributions, and one must be a drama focused activity.

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. *Although this is a sample of work from the course, it should nevertheless reflect coverage of the three main criteria (explain, describe, narrate; explore, analyse, imagine; discuss, argue, persuade).*
3. *Where appropriate, the activity should be briefly contextualised.*
4. *Where a teacher is responsible for more than one teaching group, there is no need to submit a separate form for each group. A single form may be returned on behalf of the centre as a whole, providing it reflects the approach across teaching groups.*

Content	Activity number*	Purpose	Activity number*
Group discussion and interaction		Explain, describe, narrate	
Individual extended contribution		Explore, analyse, imagine	
Drama focused activity		Discuss, argue, persuade	

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

SPEAKING and LISTENING
Example of Recording Method

Student Name: _____ Teaching Group: _____

Context	Purpose				
1	1 – Explain, describe, narrate				
2	2 – Explore, analyse, imagine				
3	3 – Discuss, argue, persuade				
Context	Date	Description of activity	Teacher comment	Grade/mark	Purpose
1					
2					
3					

Overall comment and final grade/mark:



GCSE English and English Literature

Coursework mark grid

	Writing			Reading	Folder	Oral
	AO i+ii /14	AO iii /6	Total /20	/20	/80	/40
U	0 > 2	0	0 > 3	0 > 3	0 > 15	0 > 7
G	3	1	4 > 5	4 > 5	16 > 23	8 > 11
F	4	2	6 > 7	6 > 7	24 > 31	12 > 15
E	5 > 6	3	8 > 9	8 > 9	32 > 39	16 > 19
D	7	3	10 > 11	10 > 11	40 > 47	20 > 23
C	8 > 9	4	12 > 13	12 > 13	48 > 55	24 > 27
B	10	4	14 > 15	14 > 15	56 > 63	28 > 31
A	11 > 12	5	16 > 17	16 > 17	64 > 71	32 > 35
A*	12 > 14	6	18 > 20	18 > 20	72 > 80	36 > 40

GRADE CRITERIA

Speaking & Listening (EN1).....	32-33
Reading (EN2).....	34-35
Writing (EN3)	36-43

- N.B.
1. Teachers should use their professional judgement to select and apply the criteria appropriately and fairly to the work of candidates. Each successive grade description assumes the continued demonstration of the qualities described in the lower grades.
 2. Candidates should be awarded the appropriate mark within any range on a 'best fit' basis, making allowance for balancing strengths and weaknesses within each response.

SPEAKING AND LISTENING (EN1)		SPECIFIC CRITERIA		
GENERAL CRITERIA		Explain Describe Narrate	Explore Analyse Imagine	Discuss Argue Persuade
U	Candidates demonstrate limited achievement in speaking and listening			
G		<ul style="list-style-type: none"> use straightforward vocabulary and chronology give a simple account or narrative with some detail give brief responses to general points 	<ul style="list-style-type: none"> make general contributions begin to follow and respond to main points or issues 	<ul style="list-style-type: none"> listen and respond to some points made by others occasionally make contributions express a point of view
F		<ul style="list-style-type: none"> use an increasing vocabulary to define ideas and order events provide straightforward factual accounts and narratives respond simply to requests for clarification 	<ul style="list-style-type: none"> raise questions compare key features of subject matter follow central ideas and possibilities 	<ul style="list-style-type: none"> respond appropriately to others' contributions express a point of view and occasionally use emphatic language
E	<ul style="list-style-type: none"> use straightforward and appropriate language give structured and occasionally developed accounts answer questions clearly using some detail 	<ul style="list-style-type: none"> respond to familiar and less familiar subject matter show some ability to develop a line of enquiry or approach 	<ul style="list-style-type: none"> make useful contributions and respond with some order express opinions and occasionally make decisive points to good effect 	
D	<ul style="list-style-type: none"> use a suitable range of appropriate vocabulary give ordered and, at times, focused accounts of events and processes give detailed clarification in response to requests 	<ul style="list-style-type: none"> present an interpretation of central ideas and issues show some understanding of unfamiliar ideas show evidence of inference, deduction or empathy 	<ul style="list-style-type: none"> take an active part and sustain involvement recognise others' opinions and respond appropriately use language effectively to convey opinion or line of argument 	

C	<p>Candidates speak with fluency and make significant contributions to talk in a variety of different contexts. They listen closely and sympathetically, responding as appropriate. They show a competent use of standard English vocabulary and grammar in situations that demand it.</p> <ul style="list-style-type: none"> - In individual extended contributions, they adapt to different audiences, sustaining the interest of the listeners through judgement in choice of style and delivery. - In group interaction, they participate fully, sustaining their listening and making significant contributions. - In drama-focused activities, they develop and sustain a role effectively, holding the interest of the audience. 	<ul style="list-style-type: none"> • use varied and appropriate vocabulary and expression • maintain clarity in overall organisation • answer questions using relevant and effective detail 	<ul style="list-style-type: none"> • show order and precise expression in communicating and interpreting ideas and issues • respond with understanding to ideas of varying complexity 	<ul style="list-style-type: none"> • make a significant contribution to discussion • engage with others' ideas, recognising obvious assumptions and biases • promote a point of view
B	<p>Candidates speak purposefully in a range of contexts of increasing complexity, managing the contributions of others. They listen with some sensitivity and respond accordingly. They show effective use of standard English vocabulary and grammar in a range of situations.</p> <ul style="list-style-type: none"> - In individual extended contributions, they exhibit confidence and fluency in talk and a sensitive awareness of listeners, adapting style of delivery to their needs. - In group interaction, they make an impact on discussion through sensitive listening and by challenging and constructive contributions. - In drama-focused activities, they create a challenging role, shaping the audience's reactions through the use of different techniques. 	<ul style="list-style-type: none"> • use a flexible range of vocabulary and grammatical structures to convey meaning, including inferential aspects • manage challenging subject matter effectively • respond to questions or comments in an apt and well-considered way 	<ul style="list-style-type: none"> • analyse and reflect effectively on real or imagined experience • formulate and interpret information, developing significant points and responding appropriately 	<ul style="list-style-type: none"> • manage collaborative tasks • challenge and build on points made by others • make probing contributions, structuring and organising points to achieve impact on audience
A	<p>Candidates initiate speech and take a leading part in discussion, responding in detail to others' ideas. They listen and respond to a range of complex speech. They show an assured use of standard English vocabulary and grammar in a range of situations and for a variety of purposes.</p> <ul style="list-style-type: none"> - In individual extended contributions, they involve listeners skilfully through their command in communicating aspects of challenging content. - In group interaction, they use different ways to initiate, develop and shape discussion, encouraging others' participation. - In drama-focused activities, they create a complex role that they convey to an audience through the skilful use of a variety of techniques. 	<ul style="list-style-type: none"> • show cogency and explicit depth of detail when required • use a range of highly developed vocabulary to suit a variety of purposes and processes • respond to questions in a way which is precisely matched to context 	<ul style="list-style-type: none"> • articulate and analyse complex ideas and information • identify priorities • synthesise essential points, resolving outcomes through a considered response 	<ul style="list-style-type: none"> • initiate and sustain discussion through a variety of sensitive contributions • respond persuasively and engagingly
A*	<p>Candidates show an exceptionally high ability in handling a wide range of roles. They listen perceptively to a range of complex speech. They are sensitive in their choice of speech style and their use of standard English vocabulary and grammar is mature and assured.</p> <ul style="list-style-type: none"> - In individual extended contributions, they adapt readily to task and audience, communicating complex content and managing listeners' attention through sophisticated styles of delivery. - In group interaction, they listen perceptively, making influential and authoritative contributions. - In drama-focused activities, they independently create a complex role, making inventive use of a range of appropriate techniques to direct the response of the audience. 	<ul style="list-style-type: none"> • show originality and flair in the use of vocabulary, intonation, expression and gesture • express ideas with subtlety, e.g. using irony or detachment • show inventive organisation of material • respond to points with authority 	<ul style="list-style-type: none"> • show sophistication and originality in applying and cross-referencing ideas • respond inventively through imaginative explorations 	<ul style="list-style-type: none"> • use language in a dynamic and influential way • make thought-provoking contributions through powerful expression and command of the situation

READING (EN2)		SPECIFIC CRITERIA		
GENERAL CRITERIA		Response to Drama	Response to Poetry	Response to Prose
U	Candidates make some attempt to respond to texts			
G	Candidates make a response to texts. They identify some aspects of content, characters or situation.	<p>Candidates show response to the play as a whole</p> <ul style="list-style-type: none"> significant characters and relationships the main events 	<p>Candidates show response to the poem as a whole</p> <ul style="list-style-type: none"> specific words and phrases the main ideas 	<p>Candidates show response to the text's explicit meanings and ideas</p> <ul style="list-style-type: none"> particular episodes the main characters
F	Candidates make a personal response which shows understanding of key ideas, themes, events and characters. They use inference and deduction and refer to aspects of texts when explaining their views.	<p>Candidates show awareness when describing</p> <ul style="list-style-type: none"> the play's explicit meanings and ideas significant features of character and plot language 	<p>Candidates show awareness when describing</p> <ul style="list-style-type: none"> the poem's explicit meanings and ideas significant features of the subject matter the poet's language 	<p>Candidates show awareness when describing</p> <ul style="list-style-type: none"> the text's explicit meanings and ideas main features of character and plot how the story is told
E	Candidates make a personal response to texts, commenting on key ideas, themes, events and characters. They make inferences and deductions and identify some features of language and structure. They refer to aspects of the text when explaining their views.	<p>Candidates show familiarity when describing</p> <ul style="list-style-type: none"> the nature of the play, its meaning and ideas the sequence of events and variety of characters the impact on an audience 	<p>Candidates show familiarity when describing</p> <ul style="list-style-type: none"> the nature of the poem's meaning and ideas the range and variety of language the impact on the reader 	<p>Candidates show familiarity when describing</p> <ul style="list-style-type: none"> the nature of the text's subject matter the variety of character, situation, narration the impact on the reader
D	Candidates give a personal response to literary texts. They show understanding of meaning and some of the ways in which it is conveyed. They comment on aspects of structure, language and theme as well as expressing their views.	<p>Candidates show understanding when discussing</p> <ul style="list-style-type: none"> the nature and implications of the play and its structure the appeal of the play to an audience language 	<p>Candidates show understanding when discussing</p> <ul style="list-style-type: none"> the nature and implications of the poem structure and verse form the poet's language 	<p>Candidates show understanding when discussing</p> <ul style="list-style-type: none"> the nature and implications of the texts the narrative sequence and structure the writer's language

C	Candidates give personal and critical responses to literary texts which show understanding of the ways in which meaning is conveyed. They refer to aspects of language, structure and themes to support their views.	Candidates show insight when discussing <ul style="list-style-type: none"> the nature of the play, its implications and relevance characters, structure and stagecraft use of language 	Candidates show insight when discussing <ul style="list-style-type: none"> the nature of poetry, its implications and relevance verse style and structure and tone the poet's characteristic use of language 	Candidates show insight when discussing <ul style="list-style-type: none"> the nature of the text, its implications and relevance style, structure and characters the writer's characteristic use of language
B	Candidates develop a perceptive personal response. There is understanding of the techniques by which meaning is conveyed and of ways in which readers may respond. They support their responses with detailed references to language, theme, structure and context.	Candidates show analytical skill when exploring <ul style="list-style-type: none"> the play's implications, contemporary relevance and historical context characterisation, structure and theatricality use of linguistic devices 	Candidates show analytical skill when exploring <ul style="list-style-type: none"> the poem's implications, contemporary relevance and historical context verse style, structure and tone the poet's use of linguistic devices 	Candidates show analytical skill when exploring <ul style="list-style-type: none"> the text's implications, contemporary relevance and historical context style, structure and characterisation the writer's use of language
A	Candidates appreciate and analyse alternative interpretations, making cross-references where appropriate. They develop their ideas and refer in detail to aspects of language, structure and presentation, making apt and careful comparison within and between texts.	Candidates show analytical and interpretative skill when evaluating <ul style="list-style-type: none"> the play's moral and philosophical context significant achievements within the dramatic genre exploitation of language for dramatic, poetic and figurative effect 	Candidates show analytical and interpretative skill when evaluating <ul style="list-style-type: none"> the moral and philosophical context of poems significant achievements within the poetic genre the poet's exploitation of language for emotive, aural and figurative effect 	Candidates show analytical and interpretative skill when evaluating <ul style="list-style-type: none"> the moral and philosophical context of the text significant achievements within the prose genre the writer's exploitation of language for emotive and figurative effect
A*	Candidates make cogent and critical responses to texts in which they explore and evaluate alternative and original interpretations. They show flair and precision in developing ideas with reference to structure and presentation. Candidates make subtle and discriminating comparisons within and between texts.	Candidates show originality of analysis and interpretation when evaluating <ul style="list-style-type: none"> the play's moral, philosophical or social significance stagecraft and appeal to an audience the patterns and details of words and images 	Candidates show originality of analysis and interpretation when evaluating <ul style="list-style-type: none"> the moral, philosophical or social significance of poems the poet's verse, craft and appeal to a reader the patterns and details of words and images 	Candidates show originality of analysis and interpretation when evaluating <ul style="list-style-type: none"> the moral, philosophical or social significance of the text the writer's narrative craft and appeal to the reader the patterns and details of words and images

WRITING (EN3)**Writing assignment 1****Writing to explore, imagine, entertain**

0 marks: nothing written

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

Sentence structure, punctuation and spelling

(6 marks)

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

Marks awarded

Content and Organisation	/14
Sentence structure, punctuation and spelling	/6
TOTAL	/20

It is presumed that candidates attaining Band 2 and above will 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.

Writing assignment 1**Writing to inform, explain, describe**

0 marks: nothing written

Content and organisation

(14 marks)

Band 1 1-4 marks

- there is some relevant content despite uneven coverage, e.g in descriptive writing there is a basic sense of place or atmosphere
- some features of organisation or form are appropriate
- paragraphs may be used to show obvious divisions and to group ideas into some order and sequence
- there is some appropriate selection of detail but often at a general level
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 5-7 marks

- content is relevant and attempts to interest the reader
- the writing is mostly organised in an appropriate form
- paragraphs are logically ordered and sequenced
- there is some attempt to focus on detail – moving from the general to the particular
- there is some range of vocabulary, occasionally selected to create effect or to convey precise meaning

Band 3 8-10 marks

- the content is relevant and coherent and engages and sustains the reader's interest
- the writing is organised in an appropriate form
- paragraphs are used consciously to structure the writing
- detailed content is well-organised within and between paragraphs
- there is a range of vocabulary selected to create effect or convey precise meaning

Band 4 11-14 marks

- content is well-judged, sustained and pertinent, firmly engaging the reader's interest
- the writing is well-crafted in an appropriate form with distinctive structural or stylistic features
- paragraphs are effectively varied in length and structure to control detail and progression
- there is a sophisticated organisation of detailed content within and between paragraphs
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling

(6 marks)

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

Marks awarded

Content and Organisation	/14
Sentence structure, punctuation and spelling	/6
TOTAL	/20

It is presumed that candidates attaining Band 2 and above will 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.

Writing assignment 2**Writing to argue, persuade, advise**

An understanding of purpose, audience and format is particularly important in this type of writing.

0 marks: nothing written

Content and organisation

(14 marks)

Band 1 1-4 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant content despite uneven coverage of the topic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- some attempt to adapt style to purpose / audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 5-7 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in content coverage and some reasons are given in support of opinions and ideas
- sequencing of ideas provides coherence
- paragraphs are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail)
- a clear attempt to adapt style to purpose / audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 8-10 marks

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in content coverage; appropriate reasons given in support of opinions/ ideas
- ideas are shaped into coherent arguments
- paragraphs are used consciously to structure the writing
- style is adapted to purpose / audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Band 4 11-14 marks

- shows sophisticated understanding of the purpose and format of the task
- shows sustained awareness of the reader / intended audience
- content coverage is well-judged, detailed, and pertinent
- arguments are convincingly developed and supported by relevant detail
- ideas are selected and prioritised to construct sophisticated argument
- paragraphs are effectively varied in length and structure to control progression
- confident and sophisticated use of a range of stylistic devices adapted to purpose / audience
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling

(6 marks)

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

Marks awarded

Content and Organisation	/14
Sentence structure, punctuation and spelling	/6
TOTAL	/20

It is presumed that candidates attaining Band 2 and above will 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.

Writing assignment 2**Writing to analyse, review, comment**

An understanding of purpose, audience and format is particularly important in this type of writing.

0 marks: nothing written

Content and organisation

(14 marks)

Band 1 1-4 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant comment but analysis is basic (e.g. comment / analysis not effectively linked to stimulus material)
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- limited attempt to adapt style to purpose / audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 5-7 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in analysis / comment and some reasons are given in support of opinions and recommendations
- sequencing of details and comments provides coherence
- paragraphs are logically ordered and sequenced (e.g. use of sub-headings)
- a clear attempt to adapt style to purpose / audience (e.g. use of features of newspapers / magazines)
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 8-10 marks

- shows clear understanding of the purpose and format of the task (e.g. newspaper / magazine format)
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in analysis / comment; appropriate reasons given in support of opinions/ recommendations
- Analysis / comment is shaped to support a clearly expressed view point or recommendation (e.g. in a review recommendations are specifically targeted with explicit reasons)
- ideas are shaped into coherent arguments
- paragraphs or sections are used consciously to structure the writing
- style is adapted to purpose / audience (e.g. use of journalistic devices)
- there is a range of vocabulary selected to convey precise meaning or to create effect

Band 4 11-14 marks

- shows sophisticated understanding of the purpose and format of the task
- shows sustained awareness of the reader / intended audience
- analysis / comment is well-judged, detailed, and pertinent (e.g. comments lead to a well-balanced judgement and recommendations)
- analysis / comment is convincingly developed and supported by relevant detail
- analysis / comment is selected and prioritised to structure the whole text effectively
- paragraphs are effectively varied in length and structure to control different aspects of comment
- confident and sophisticated use of a range of stylistic devices adapted to purpose / audience
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling

(6 marks)

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

Marks awarded

Content and Organisation	/14
Sentence structure, punctuation and spelling	/6
TOTAL	/20

It is presumed that candidates attaining Band 2 and above will 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.

APPENDIX 2: EXEMPLIFICATION OF KEY SKILLS

- If producing certain types of evidence creates difficulties, due to disability or other factors, the student may be able to use other ways to show achievement. The student should ask the tutor or supervisor for further information.
- The suggested contexts for the production of evidence are linked, so that one aspect of work naturally undertaken for GCSE English can fulfil a range of Key Skill requirements.
- The suggested contexts are not, of course, exhaustive. Students might well find other opportunities to produce the required evidence.

COMMUNICATION

COMMUNICATION: LEVEL 1			
C1.1 TAKE PART IN A DISCUSSION			
C1.1 Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.	<ul style="list-style-type: none"> • Provide information that is relevant to the subject and purpose of the discussion; • Speak clearly in a way that suits the situation; and • Listen and respond appropriately to what others say. 	Discussion Records from an assessor who observed each discussion and noted how the student met the requirements of the Unit, or an audio/video tape of the discussions.	Small group / paired discussion of issues raised by Paper 2 resource material on whaling.
C1.2 READ AND OBTAIN INFORMATION			
C1.2 Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
Read and obtain information from two different types of documents about straightforward subjects, including at least one image.	<ul style="list-style-type: none"> • Read relevant material; • Identify accurately the main points and ideas in material; and • Use the information to suit the purpose. 	Reading A record of what the student reads and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Records of how the student used the information. E.g. in discussions for C1.1 or writing for C1.3 .	Reading of leaflet and article used as source material for discussion in C1.1 to obtain information on the topic of whaling.
C1.3 WRITE TWO DIFFERENT TYPES OF DOCUMENT			
C1.3 Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.	<ul style="list-style-type: none"> • Present relevant information in a form that suits the purpose; • Ensure text is legible; and make sure that spelling, punctuation and grammar are accurate so the meaning is clear. 	Writing Two different documents might include a letter, a short report or essay, with an image such as a chart or sketch.	Write a letter to a newspaper on the subject of whaling and design a leaflet on another environmental issue.

COMMUNICATION: LEVEL 2

C2.1a CONTRIBUTE TO A DISCUSSION			
C2.1a Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
Contribute to a discussion about a straightforward subject.	<ul style="list-style-type: none"> • Make clear and relevant contributions in a way that suits the purpose and situation; • Listen and respond appropriately to what others say; and • Help to move the discussion forward. 	Discussion A record from an assessor who observed the discussion and noted how the student met the requirements of the Unit, or an audio/video tape of the discussion.	Small group / paired discussion of issues raised by Paper 2 source material on the impact of cars on the environment.
C2.1b GIVE A SHORT TALK			
C2.1b Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
Give a short talk about a straightforward subject, using an image.	<ul style="list-style-type: none"> • Speak clearly in a way that suits the subject, purpose and situation; • Keep to the subject and structure the talk to help listeners follow what the student says; and • Use an image to illustrate clearly the main points. 	Short talk A record from an assessor who observed the talk, or an audio/video tape of the talk. Notes from preparing and giving the talk. A copy of the image used.	Student prepares and delivers a presentation outlining his/her point of view on an environmental topic.
C2.2 READ AND SUMMARISE INFORMATION			
C2.2 Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.	<ul style="list-style-type: none"> • Select and read relevant material; • Identify accurately the lines of reasoning and main points from text and images; and • Summarise the information to suit the purpose. 	Reading A record of what is read and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Evidence of summarising information could include the student's notes for the talk, or one of the documents written.	Structured reading of leaflet and article used as source material for discussion in C2.1 to obtain and summarise information on topic.
C2.3 WRITE DIFFERENT TYPES OF DOCUMENT			
C2.3 Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.	<ul style="list-style-type: none"> • Present relevant information in an appropriate form; • Use a structure and style of writing to suit the purpose; and • Ensure the text is legible and that spelling, punctuation and grammar are accurate, so the meaning is clear. 	Writing Two different documents might include a report or an essay, with an image such as a chart, graph or diagram, a business letter or notes.	Write a letter to an MP on the subject of car pollution and design a leaflet on another environmental issue.

INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY: LEVEL 1

IT1.1 FINDING, EXPLORING AND DEVELOPING INFORMATION

IT1.1 Students must: Find, explore and develop information for two different purposes.	Evidence must show students can: <ul style="list-style-type: none"> • Find and select relevant information; • Enter and bring in information, using formats that help development; and • Explore and develop information to meet the student's purpose. 	Examples of evidence Find and develop information Print-outs and copies of the information the student selects to use. A record from an assessor who observed the student using IT when exploring and developing information or working drafts with notes of how the student met the requirements of the Unit.	Suggested context: Student uses ICT (e.g. Internet, CD-ROM) to research writing tasks completed for CI.3 .
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IT1.2 PRESENTING INFORMATION

IT1.2 Students must: Present information for two different purposes. The student's work must include at least one example of text, one example of images, and one example of numbers.	Evidence must show students can: <ul style="list-style-type: none"> • Use appropriate layouts for presenting information in a consistent way; • Develop the presentation so it is accurate, clear and meets the purpose; and • Save information so it can be found easily. 	Examples of evidence Present information Working drafts showing how the student developed the presentation or records from an assessor who saw the presentation or records from an assessor who saw the student's screen displays. Print-outs or prints of a static or dynamic screen display of the student's final work, including examples of text, images and numbers. Records of how the student saved information.	Suggested context: Student prepares a presentation on whaling : 1. to inform primary school children; 2. to persuade a government official, using text, images, and statistics.
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INFORMATION TECHNOLOGY: LEVEL 2			
IT2.1 SEARCHING FOR AND SELECTING INFORMATION			
IT2.1 Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
Search for and select information for two different purposes.	<ul style="list-style-type: none"> Identify the information needed and suitable sources; Carry out effective searches; and Select information that is relevant to the student's purpose. 	<p>Search for and select information Print-outs of the relevant information with notes of sources and how the student made searches, or a record from an assessor who observed the student using IT when searching for information.</p>	Student uses ICT (e.g. Internet, CD-ROM) to research writing tasks completed for C2.3 .
IT2.2 EXPLORING AND DEVELOPING INFORMATION			
IT2.2 Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
Explore and develop information, and derive new information, for two different purposes.	<ul style="list-style-type: none"> Enter and bring together information using formats that help developments; Explore information as needed for the purpose; and Develop information and derive new information as appropriate. 	<p>Develop information Print-outs, or a record from an assessor who observed the student using IT, with notes to show how the student explored and developed information and derived new information.</p>	Student uses ICT (e.g. Internet, CD-ROM) to gather material to be used in IT2.3 .
IT2.3 PRESENT COMBINED INFORMATION			
IT2.3 Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
Present combined information for two different purposes. The student's work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> Select and use appropriate layouts for presenting combined information in a consistent way; Develop the presentation to suit the purpose and the types of information; and Ensure the work is accurate, clear and saved appropriately. 	<p>Present information Working drafts, or a record from an assessor who observed the screen displays, with notes to show how the student developed content and presentation. Print-outs, or prints of static or dynamic screen displays, of the final work, including examples of text, images and numbers. Records of how the information was saved.</p>	Student prepares a presentation on the impact of cars on the environment: 1. for a public meeting; 2. for representatives of the motor industry; using text, images, and statistics.

WORKING WITH OTHERS

WORKING WITH OTHERS LEVEL 1

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
 - **one** straightforward activity in a group situation.
- Each activity must include tasks for WO1.1, WO1.2 and WO1.3.

Students must:	Evidence must show students can:	Examples of evidence	Suggested context :
<p>WO1.1 Plan with others what needs to be done to achieve given objectives, and confirm understanding of responsibilities and working arrangements.</p>	<ul style="list-style-type: none"> ● Check understanding of the objectives the student has been given for the activity; ● Identify what needs to be done to achieve them and suggest ways the student could help; ● Make sure that the student is clear about her/his responsibilities and working arrangements. 	<p>Planning activities Records from an assessor who observed the student's discussions with others or audio/video tapes. Notes of the objectives, responsibilities and working arrangements for each activity.</p>	<p>Students plan a fundraising event for charity, selecting a charity to benefit, the most appropriate ways of achieving objectives, and assigning appropriate roles. Students then work in pairs according to role assigned. (Link to Paper 2 Section B and oral coursework).</p>
<p>WO1.2 Work with others towards achieving the given objectives, carrying out tasks to meet responsibilities.</p>	<ul style="list-style-type: none"> ● Carry out tasks to meet responsibilities; ● Work safely, and accurately follow the working methods the student has been given; and ● Ask for help and offer support to others, when appropriate. 	<p>Working towards objectives Records of how the student carried out tasks to meet responsibilities. Notes of the help given and the support the student offered others. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.</p>	<p>Students implement plan formulated for WO1.1, as a group and in pairs.</p>
<p>WO1.3 Identify progress and ways of improving work with others to help achieve given objectives.</p>	<ul style="list-style-type: none"> ● Identify own and other's opinions on what has gone well and less well in carrying out the activity; ● Report any difficulties in meeting own responsibilities and what was done about them; and ● Identify ways of improving work with others to help achieve objectives. 	<p>Identifying progress Statements from both the student and others on progress (written or recorded). Records of answers to questions from an assessor about any difficulties and what the student did about them. Notes of ways to improve work with others.</p>	<p>Students review the progress of their fundraising campaign in pairs and as a group.</p>

WORKING WITH OTHERS LEVEL 2

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
- **one** straightforward activity in a group situation.

Each activity must include tasks for WO2.1, WO2.2 and WO2.3.

Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
<p>WO2.1 Plan the activity with others, identifying objectives and helping to allocate responsibilities and confirm working arrangements.</p>	<ul style="list-style-type: none"> • Identify the objectives of the activity and what needs to be done to achieve them; • Provide relevant information to help allocate responsibilities; and • Confirm working arrangements with those involved. 	<p>Planning activities Records from an assessor who observed the student's discussions with others or audio/video tapes. Note of the information provided, with details of the identified objectives, responsibilities and working arrangements for each activity.</p>	<p>Students plan an advertising campaign, selecting a product/cause to promote, the most appropriate ways of achieving objectives, and assigning appropriate roles. Students then work in pairs according to role assigned. (Link to Paper 2 Section B and oral coursework).</p>
<p>WO2.2 Work with others towards achieving the identified objectives, organising tasks to meet responsibilities, and support co-operative working.</p>	<ul style="list-style-type: none"> • Organise own tasks so the student can be effective in meeting responsibilities; • Carry out tasks accurately and safely, using appropriate working methods; and • Support co-operative ways of working, seeking advice from an appropriate person when needed. 	<p>Working towards objectives Records of how the student organised and carried out tasks, supported co-operative work and sought advice. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.</p>	<p>Students implement plan formulated for WO2.1, as a group and in pairs.</p>
<p>WO2.3 Exchange information on progress and agree ways of improving work with other to help achieve objectives.</p>	<ul style="list-style-type: none"> • Provide information on what has gone well and less well in carrying out the activity, including the quality of work; • Listen and respond appropriately to progress reports from others; and • Agree ways of improving work with others to help achieve objectives. 	<p>Exchanging information on progress Statements on progress (written or recorded) including details about the quality of work and how the student responded to other reports on progress. Notes of what the student agreed to do to improve work with others and help achieve objectives.</p>	<p>Students review the progress of their advertising campaign in pairs and as a group.</p>

IMPROVING OWN LEARNING AND PERFORMANCE

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 1

Students must carry through at least:

- **one** example of study-based learning;
 - **one** example of activity-based learning.
- The whole process must be completed twice.

Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
<p>LP1.1 Confirm understanding of targets and how these will be met, with the person setting them.</p>	<ul style="list-style-type: none"> • Make sure targets clearly show what is wanted to be achieved; • Identify action points and deadlines for each target; and • Make sure the dates for reviewing progress and how to get support needed are known. 	<p>Understanding targets Records of discussions which show the student checked her/his understanding of targets and knew how to get the support needed.</p>	<p>Students discuss individually an action plan for completion of a piece of coursework with teacher. Students plan a drama activity based around a set text and discuss with teacher.</p>
<p>LP1.2 Follow plans, using support given by others to help meet targets.</p>	<ul style="list-style-type: none"> • Work through the action points to complete tasks on time; • Use support and ways of learning given by others to help in the meeting of targets; and • Make changes suggested by the person supervising the student, when needed. 	<p>Following plans A log of study-based and activity-based learning, with notes of the support given. Records from those who have seen the work and which shows the tasks were completed on time and how any suggested changes were made.</p>	<p>Students follow the action plan and keep a record of the drafting process. Students follow the steps agreed upon in the initial discussion and keep a progress log.</p>
<p>LP1.3 Review achievements and progress in meeting targets, with help from an appropriate person.</p>	<ul style="list-style-type: none"> • Say what it is thought has gone well and less well, what was learned and ways learning took place; • Identify targets met and evidence of achievements; and • Check that the student understood how to improve her/his performance. 	<p>Reviewing progress Records of discussions which show what the student said about her/his progress and had checked s/he knew how to improve performance. Examples of work which show the student learned from two study-based and two activity-based activities. Notes on action plans to show targets met.</p>	<p>Students redraft coursework and, once work is completed, review the process with the teacher. Students complete drama activity and then review their own role in the activity.</p>

IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2

Students must carry through tasks for LP2.1, LP2.2 and LP2.3 that include at least:

- **one** example of study-based learning;
- **one** example of activity-based learning.

The student must complete this whole process twice and include at least **one** example of working without close supervision and **one** example of using learning from one task to meet the demands of a new situation.

Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
<p>LP2.1 Help set targets with an appropriate person and plan how these will be met.</p>	<ul style="list-style-type: none"> • Provide accurate information to help set realistic targets for achieving what is to be done; • Identify appropriate action points for each target; and • Plan how time will be used effectively to meet targets, including use of support and a date for reviewing progress. 	<p>Setting targets Records of discussions which show the information provided to help set targets. Two action plans with action points, timetable and notes of support needed.</p>	<p>Students discuss a timetable for the completion of a piece of coursework with teacher, and draw up an action plan. Students plan a debate of a topic taken from Paper 2 resource material.</p>
<p>LP2.2 Use plans, identifying support from others to help meet targets, and take responsibility for some decisions about own learning.</p>	<ul style="list-style-type: none"> • Use personal timetable and action points to help manage time well and complete tasks; • Identify when support is needed and use this effectively to help the meeting of targets; and • Take responsibility for some decisions about own learning, using suitable approaches and methods and make any changes to plans when needed. 	<p>Using plans A log of the study-based and activity-based learning, with notes of:</p> <ul style="list-style-type: none"> • When the student asked for support and it was used; • When and how the student took responsibility for own learning; • How own learning from one task was used to meet the demands of a new situation; • Any changes made to the plan; • Records from those who saw the work which show the student managed her/his time well and completed tasks. 	<p>Students follow the action plan and keep a record of the drafting process. Students follow the steps agreed upon in the initial discussion and keep a progress log.</p>
<p>LP2.3 Review progress with an appropriate person and provide examples of evidence of achievements.</p>	<ul style="list-style-type: none"> • Provide information on what has gone well, problems met, what was learned and ways learned; • Identify targets met, and examples of evidence of achievements; and • Identify ways of improving own performance. 	<p>Reviewing progress Records of information provided on progress and ways of improving performance. Examples of work which show what was learned from two study-based and two activity-based learning activities. Notes on personal action plans to show targets met.</p>	<p>Students redraft coursework and, once work is completed, review the process with the teacher. Students complete debate and then review their own role in the activity and what they have learnt.</p>

PROBLEM SOLVING

PROBLEM SOLVING LEVEL 1

The student must: carry through a straightforward activity, which includes tasks for PS1.1, PS1.2 and PS1.3, for each of **two** given problems.

Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
<p>PS1.1 Confirm understanding of the given problem and identify at least two options for solving it, with help from an appropriate person.</p>	<ul style="list-style-type: none"> • Check with an appropriate person that the problem is understood, and how to succeed in solving it; • Identify different ways of tackling the problem; • Decide, with help, which options have a realistic chance of success. 	<p>Confirm problems and identify options Descriptions of the two problems and how success in solving the problem would be shown. Descriptions of ways for solving the two problems and the most realistic options to try. Records of help given.</p>	<p>Students are presented with a scenario where a consumer has cause to make a complaint to a shop or business. They identify solutions to the problem, two in a face-to-face role play situation, and two in written form. (Link to Paper 2 Section B and oral coursework).</p>
<p>PS1.2 Plan and try out at least one option for solving the problem, using given evidence and support.</p>	<ul style="list-style-type: none"> • Confirm with an appropriate person the option to be tried for solving the problem; • Plan how to carry out this option; and • Follow through the plan, making use of advice and support given by others to help in the tackling of the problem. 	<p>Plan and try out options Statements on how the student confirmed the options to be tried out. A plan for trying out each option. Records of what was done in following the plan, with notes on the advice and support given.</p>	<p>Students carry out two solutions to the problem, one in the face-to-face situation and one in written form.</p>
<p>PS1.3 Follow given methods to check whether the problem has been solved and describe the results, including ways to improve the approach.</p>	<ul style="list-style-type: none"> • Follow accurately the methods given to check whether the problem has been solved successfully; • Describe clearly the results of the problem solving activity; and • Identify ways of improving the approach to problem solving. 	<p>Check and describe results Records of the methods given and they were used. Descriptions of the results of the problem solving activities and ways to improve the approach to problem solving.</p>	<p>Students review their actions and their success or otherwise. From this they suggest methods of improving the approach.</p>

PROBLEM SOLVING LEVEL 2

The student must carry through a straightforward activity, which includes tasks for PS2.1, PS2.2 and PS2.3, for each of **two** given problems.:

Students must:	Evidence must show students can:	Examples of evidence	Suggested context:
<p>PS2.1 Identify the problem and come up with at least two options for solving it.</p>	<ul style="list-style-type: none"> Identify with accuracy the main features of the problem and how the student will personally show success in solving it; Come up with different ways of tackling the problem; and Decide which options have a realistic chance of success, using help from others when appropriate. 	<p>Identify problems and options Descriptions of the two given problems and how the student is going to show they have been solved successfully. Descriptions of ways for solving the two given problems and how these were arrived at. Records of how the student decided which options were most realistic, including the help obtained.</p>	<p>Students are presented with two scenarios:</p> <ul style="list-style-type: none"> the planning of a holiday; the building of a new road; <p>and identify their inherent problems and methods of solving them.</p>
<p>PS2.2 Plan and try out at least one option for solving the problem, obtaining support and making changes to the plan when necessary.</p>	<ul style="list-style-type: none"> Confirm with an appropriate person the option to be tried for solving the problem, and plan how to carry it out; Follow the plan, organising the relevant tasks and making changes to the plan when necessary; and Obtain and effectively use support to help in tackling the problem. 	<p>Plan and try out options Statements on how the options were confirmed and tried out. A plan for trying out each option. Records of what was done, including any changes made to the plan. Notes of the support obtained and how this was used effectively.</p>	<p>Students try out one solution to each problem in a role play situation. (Link to oral coursework).</p>
<p>PS2.3 Apply given methods to check whether the problem has been solved and describe the results and explain the approach, including that to problem solving.</p>	<ul style="list-style-type: none"> Apply accurately the methods given to check whether the problem has been solved successfully; Describe clearly the results, and explain the decisions taken at each stage of tackling the problem; and Identify the strengths and weaknesses of the approach to problem solving and describe what would be done differently if a similar problem were met. 	<p>Check and describe results Records of the methods used, the results of the checks carried out and explanations of the decisions taken. Descriptions of the strengths and weaknesses of the approach to the problem solving activities, and what would be done differently.</p>	<p>Students review their actions and their success or otherwise. From this they suggest methods of improving the approach. They then record what they have learnt about successful problem solving.</p>

APPENDIX 3: ASSESSMENT GRID**WALES**

Assessment Objectives	Paper 1		Paper 2		En1 CW	En2/3 CW			
	Sec. A	Sec. B	Sec. A	Sec. B		WR	DC	Wr 1	Wr 2
SPEAKING AND LISTENING (En1)									
- communicate clearly & imaginatively					✓				
- structuring and sustaining talk					✓				
- adapting talk to different situations					✓				
- use standard English appropriately					✓				
- listen to and understand varied speech					✓				
- participate in discussion					✓				
- judging the nature and purposes of contributions					✓				
- judging the roles of participants					✓				
- adopt roles					✓				
- communicate using range of techniques					✓				
READING (En2)									
- read with insight and engagement	✓		✓			✓	✓		
- make appropriate reference to texts	✓		✓			✓	✓		
- develop and sustain interpretations of texts	✓					✓	✓		
- distinguish between fact and opinion			✓						
- evaluate how information is presented			✓						
- follow an argument			✓						
- identify implications and recognise inconsistencies			✓						
- select material appropriate to purpose	✓		✓			✓	✓		
- collate material from different sources			✓			(✓)	(✓)		
- make cross-references			✓			(✓)	(✓)		
- understand and evaluate linguistic devices	✓		✓			✓	✓		
- understand and evaluate structural devices	✓		✓			✓	✓		
- understand and evaluate presentational devices			✓						
- comment on ways language varies/changes						✓	✓		

Assessment Objectives	Paper 1		Paper 2		CW	
	Sec. A	Sec. B	Sec. A	Sec. B	Wr1	Wr2
WRITING (En3)						
- communicate clearly		✓		✓	✓	✓
- communicate imaginatively		✓		(✓)	✓	(✓)
- adapt forms for purpose and audience				✓		✓
- use and adapt forms/genres for different readers & purposes		✓		✓	✓	✓
- organise ideas into sentences		✓		✓	✓	✓
- paragraphs		✓		✓	✓	✓
- whole texts		✓		✓	✓	✓
- use accurate spelling		✓		✓	✓	✓
- punctuation		✓		✓	✓	✓
- present work neatly and clearly		✓		✓	✓	✓
- use range of sentence structures effectively		✓		✓	✓	✓
- using a variety of linguistic & structural features		✓		✓	✓	✓

✓ = Required in this component

(✓) = May be met in this component.

ENGLAND

Assessment Objectives	Paper 1		Paper 2		En1 CW	En2/3 CW			
	Sec. A	Sec. B	Sec. A	Sec. B		Shake	DC	Wr 1	Wr 2
SPEAKING AND LISTENING (En1)									
- communicate clearly & imaginatively					✓				
- structuring and sustaining talk					✓				
- adapting talk to different situations					✓				
- use standard English appropriately					✓				
- listen to and understand varied speech					✓				
- participate in discussion					✓				
- judging the nature and purposes of contributions					✓				
- judging the roles of participants					✓				
- adopt roles					✓				
- communicate using range of techniques					✓				
READING (En2)									
- read with insight and engagement	✓		✓			✓	✓		
- make appropriate reference to texts	✓		✓			✓	✓		
- develop and sustain interpretations of texts	✓					✓	✓		
- distinguish between fact and opinion			✓						
- evaluate how information is presented			✓						
- follow an argument			✓						
- identify implications and recognise inconsistencies			✓						
- select material appropriate to purpose	✓		✓			✓	✓		
- collate material from different sources			✓				(✓)		
- make cross-references			✓				(✓)		
- understand and evaluate linguistic devices	✓		✓			✓	✓		
- understand and evaluate structural devices	✓		✓			✓	✓		
- understand and evaluate presentational devices			✓						
- comment on ways language varies/changes						✓	✓		

Assessment Objectives	Paper 1		Paper 2		CW	
	Sec. A	Sec. B	Sec. A	Sec. B	Wr1	Wr2
WRITING (En3)						
- communicate clearly		✓		✓	✓	✓
- communicate imaginatively		✓		(✓)	✓	(✓)
- adapt forms for purpose and audience				✓		✓
- use and adapt forms/genres for different readers & purposes		✓		✓	✓	✓
- organise ideas into sentences		✓		✓	✓	✓
- paragraphs		✓		✓	✓	✓
- whole texts		✓		✓	✓	✓
- use accurate spelling		✓		✓	✓	✓
- punctuation		✓		✓	✓	✓
- present work neatly and clearly		✓		✓	✓	✓
- use range of sentence structures effectively		✓		✓	✓	✓
- using a variety of linguistic & structural features		✓		✓	✓	✓

✓ = Required in this component

(✓) = May be met in this component.

APPENDIX 4: CONTENT GRID - READING**WALES**

	Paper 1	Paper 2	Coursework	
	Sec. A	Sec. A	Welsh Relevance	Different Cultures
Prose	✓			
Poetry			(✓)	(✓)
Drama			(✓)	(✓)
Different cultures				✓
Welsh relevance			✓	
Non-fiction		✓		
Media		✓		
Work from English literary heritage	✓			

One of "Welsh Relevance" and "Different Cultures" must be based on poetry and one on drama.

ENGLAND

	Paper 1	Paper 2	Coursework	
	Sec. A	Sec. A	Shake	D.C
Prose	✓			
Poetry				✓
Drama			✓	
Shakespeare			✓	
Different cultures				✓
Non-fiction		✓		
Media		✓		
Work from English literary heritage	✓			