

Autumn 2016

# GCSE English Language



Eduqas is the brand that provides schools with WJEC's reformed Ofqual regulated GCSEs, AS and A levels

[www.eduqas.co.uk](http://www.eduqas.co.uk) is the main place to go for:

- Specifications
- Sample assessment materials
- Teaching and learning support
- i.e. online magazine
- Examiner reports and past papers (from summer 2017 for GCSE English Language)
- Applying to become an examiner
- Subscribing to news bulletins

# Eduqas Support

A full range of information and resources is available to help support you in the teaching of the WJEC Eduqas GCSE English Language specification.

These include:

- [Specification](#) and [Sample Assessment Materials](#)
- Additional GCSE assessment materials
- [Teachers' Handbook](#)
- Endorsed text books and interactive resources
- Marked specimen assessment exemplars on the [secure website](#)
- [KS3 units of work](#) (more coming soon)
- KS3 assessments (coming soon)
- [GCSE units of work on 19<sup>th</sup> and 21<sup>st</sup> century non-fiction](#)
- [Resources on 20<sup>th</sup> Century Prose Reading](#)
- Spoken Language exemplar material and commentaries
- Spoken Language task setting advice and guidance

# FURTHER SUPPORT

- E-bulletins
- Teaching resources <http://resources.wjec.co.uk/>
- [i.e. – online magazine for English teachers](#)
- Online Exam Review: <http://oer.wjec.co.uk/>
- CPD Training
- Secure website [www.wjecservices.co.uk](http://www.wjecservices.co.uk) - for past papers, mark schemes, CPD materials
- [Ofqual Grade Descriptors](#)
- [Ofqual information on grading the new GCSEs](#)
- WJEC Eduqas regional representatives

SEARCH



Find a Qualification

Select Qualification...



Examiner Vacancies  
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## Introducing Eduqas

Eduqas, part of WJEC, offers Ofqual reformed GCSEs, AS and A levels to secondary schools and colleges. Our qualifications are available in England, Channel Islands, Isle of Man, Northern Ireland and to the independent sector in Wales (restrictions may apply).



Digital Resources



Exam Administration



Teacher Training



Question Bank



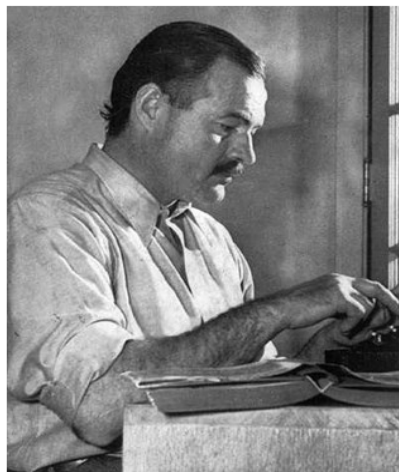
Examiner Vacancies



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Our online resources  
are FREE.

## Resource



### Information

**Published:** 07 May 2015

**Authors:** - Yvonne Prescott

### Related Resources



**Language Variation**  
English



**Dulce et decorum est**  
Drama



**True Crime**

## 20th Century Literature Reading Resources










**English**

KS4 >










These engaging and interactive resources have been designed to support the development of skills assessed in Component 1 Section A of the new GCSE English Language qualification.

These new Eduqas resources on 20th century literature may be used as a supplementary aid in the classroom, as a revision tool, as KS3 transition materials or by students working independently.

Through the study of a range of extracts, students are given opportunities to develop key reading skills such as identifying and interpreting explicit and implicit information and ideas, commenting on and analysing language, and critical evaluation of texts.

 English  Reading  Explicit and implicit information  Evaluating text  Explain  Comment  
 Analyse  Analysis  20th century

### Files

-  1. Explicit and implicit information
-  2. Explain, comment, analyse
-  3. Responses activity - Printable resource
-  4. Student grid - Printable resource
-  5. Evaluating text
-  6. Feelings chart - Printable resource
-  7. Student assessment grid
-  8. Blind Bill extract
-  9. Fun with a stranger extract

# Spoken Language Exemplars

Walled Garden

Print Results

F A Q

Resources  
PDF Download

Question Paper  
Download

Past Papers  
Marking Schemes

Circulars

Item Level Data

Online Entries /  
Amendments

Late Cash-ins

Entry Upload

Preliminary Entries

Results File Download

Post-Results Services

Access Arrangements  
Online/Modified Papers

GCE English  
Nominated Texts

Internal Assessment  
Mark Input

Special Consideration

ePortfolio Groups

Search - Click this bar for search facility

## GCSE English - Available sections

[Eduqas GCSE English Language \(9-1\) Spoken Language Exemplars \(7\)](#)

[Eduqas GCSE English Language \(one-year courses\) CPD - Spring 2016 \(1\)](#)

[Eduqas GCSE English Language and English Literature – for teaching from 2015 \(1\)](#)

[Eduqas GCSE English Language and English Literature CPD – Autumn 2015 \(1\)](#)

[GCSE English-English Language Controlled Assessment Exemplars 2015 \(4\)](#)

[Eduqas GCSE English Literature marked exemplar \(1\)](#)

[GCSE English CPD Materials \(Autumn 2012\) \(1\)](#)

[GCSE English CPD Materials \(Autumn 2013\) \(1\)](#)

[GCSE English/English Language Exemplars - November 2013 \(8\)](#)

Home

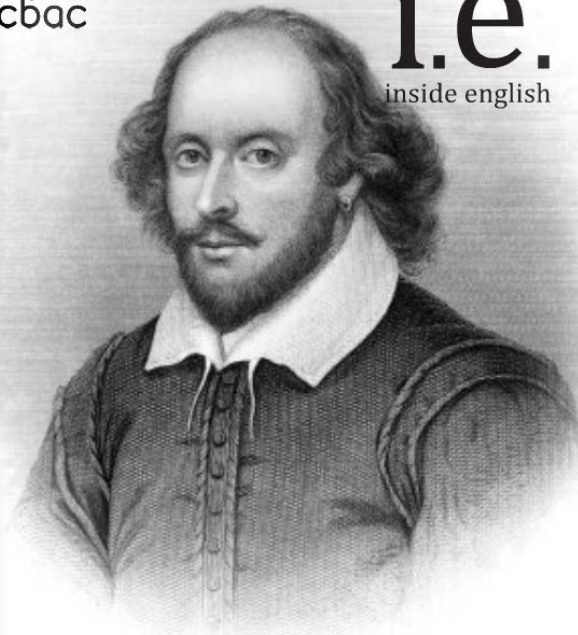
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wjec  
cbac

i.e.  
inside english



Issue 13

William Shakespeare

*Texts and Territory: Introducing the Digital Literary atlas of Wales*

Atlas of Wales as the basis for learning outside the classroom. For each novel a walking tour will be generated on the Atlas to encourage readers to witness in person the locations which inspired the narratives. As a consequence, it is hoped that the Atlas will form the basis for day or half-day excursions for a range of users, including pupils, which will further inspire their interest in novels, and their local community.

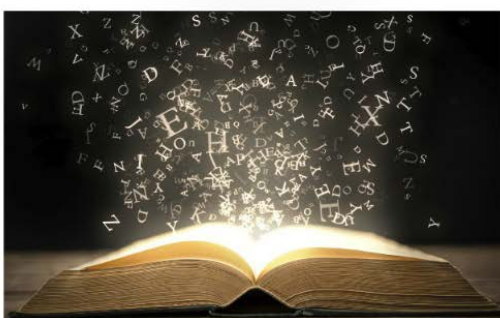
Finally, the Digital Literary Atlas of Wales will encourage language and literacy. Users will be able post their own short stories (or micro-fiction) to the site. It is hoped these stories will themselves be tied into specific locations on the map, so users can contribute their own ideas and identities to this ongoing archive of literary Wales.

At this stage, the leader of the project, Dr Jon Anderson (based in the School of Geography and Planning,

Cardiff University), would like to invite all teachers in schools across Wales to suggest novels for inclusion on the Digital Literary Atlas of Wales. These could be novels that are currently adopted as set or free texts on their curriculum, or other novels that they may like to use in future. The only criteria are that they are written in English, and set in Wales.

*If any school has any suggestions for novels in particular, the project in general, or would simply like to be kept updated about the progress of the Digital Literary Atlas of Wales, please contact Dr Jon Anderson on the following email: [J.Anderson@cf.ac.uk](mailto:J.Anderson@cf.ac.uk)*

Introductory information on the project can also be found here: <http://www.spatialmanifesto.com/research-projects/literary-geographies>



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## The Real Challenge of Teaching and Studying Post - 2000 Literature

Robert Eaglestone - Royal Holloway, University of London

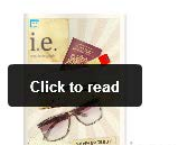
Teaching and studying post-2000 literature can seem daunting, but I think it can be the most exciting part of the curriculum.

Studying fiction written now (more or less!) emphasises how traditions of literature are alive and not simply specimens pickled in formaldehyde. Thinking about 'the significance and influence of the contexts in which literary texts are written and received' in post-2000 texts encourages students to think about themselves and their world, to bring in ideas and experiences from their daily life: engaging with these has always been strength of our discipline, and 'post-2000' further encourages this. More, 'exploring connections' and thinking about how texts are 'informed by different interpretations' can also occur 'right here' in the classroom, 'live'. And while it may be true that there aren't York Notes, BBC bite-size revision aids or loving recreated TV miniseries in period costumes for more recent texts, there are different and new kinds of resources: author interviews on YouTube and TV, newspaper and blog reviews and so on. There are even some excellent open-access (that is: free to use) journals about contemporary literature: I especially recommend the great-looking *Alifanion* <https://www.alifanion-journal.org/> and *C21 Literature: Journal of 21st-century Writing* <http://c21lphl.co.uk/journals/>. There's also the rapidly expanding Open Library of the Humanities <https://www.openlibhums.org/>. Some university departments - including mine - are also working on ways to provide hard-pressed teachers with 'digests' of recent academic work on key figures.

But think there's something even more interesting and perhaps challenging about teaching and studying recent literature: which goes to the heart of the discipline of English. Maths teaches students to be mathematicians, history teaches them to be historians: English teaches students not to be 'Englishers' (as some year 12s put it when I asked them) but to be *literary critics*. Anybody encountering any literature (any art, in fact) has a response: literary criticism teaches ways to articulate, explain, analyse and discuss that response. This involves engaging with an often submerged tradition of thought about literature. Of course, no one expects students to know the whole history of criticism - that would be mad! But the traditions of thought about literature surface in the sort of questions that we, as critics, shaped by those traditions, ask about literary texts. And when the 'stabiliser wheels' of established



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Digital Resources



Exam Administration



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Question Bank



Examiner Vacancies



Find More

## What's new?



### WJEC Eduqas to attend ESTA's Annual Conference

23-25 September | University of St Andrews, Scotland

We are pleased to announce that we will be ...



### GCSE (9-1) in Business accredited

We are pleased to announce that our reformed GCSE (9-1) in Business has been accredited by Ofqual, for ...



### Congratulations to AS and A-level students from England, Wales and Northern Ireland ...

Today candidates in England, Wales and Northern Ireland ...

[View all latest news items](#) >

SUBSCRIBE FOR SUBJECT UPDATES

## CPD Training for Teachers

Book online today

We are holding a series of CPD courses this term to support teachers currently delivering our specifications or preparing to teach our specifications for the first time this September. Find the course for your subject.

[VIEW COURSES](#)

## Qualifications from 2017

View the list of qualifications which are being reformed for first teaching from September 2017.

[LEARN MORE](#)

Termly newsletters are sent to all centres who subscribe and relay timely information and updates.

# WJEC Eduqas regional representative team



## Who we are

- Small team of regional representatives for England established in January 2015
- Based in the regions:
  - South East and London – Jonathan Harrington
  - The North – Catherine Oldham
  - North West – Dave Evans
  - South West to East Anglia – Dave Jones
- Line manager - Hugh Lester

## What we do

- Support new and existing centres (contact, visits, curriculum clinics)
- Introduce new specifications
- Facilitate local subject network groups
- Presentations on resources and qualification reform
- Attend LEA, consortia events and conferences
- Attend exams officer meetings

# Contacts

North: Catherine Oldham  
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[@coldhamwjec](#)

SW to East Anglia: Dave Jones  
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[@DavidWJECJones](#)

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[@jharringtonWJEC](#)

North West: Dave Evans  
[david.evans@eduqas.co.uk](mailto:david.evans@eduqas.co.uk)

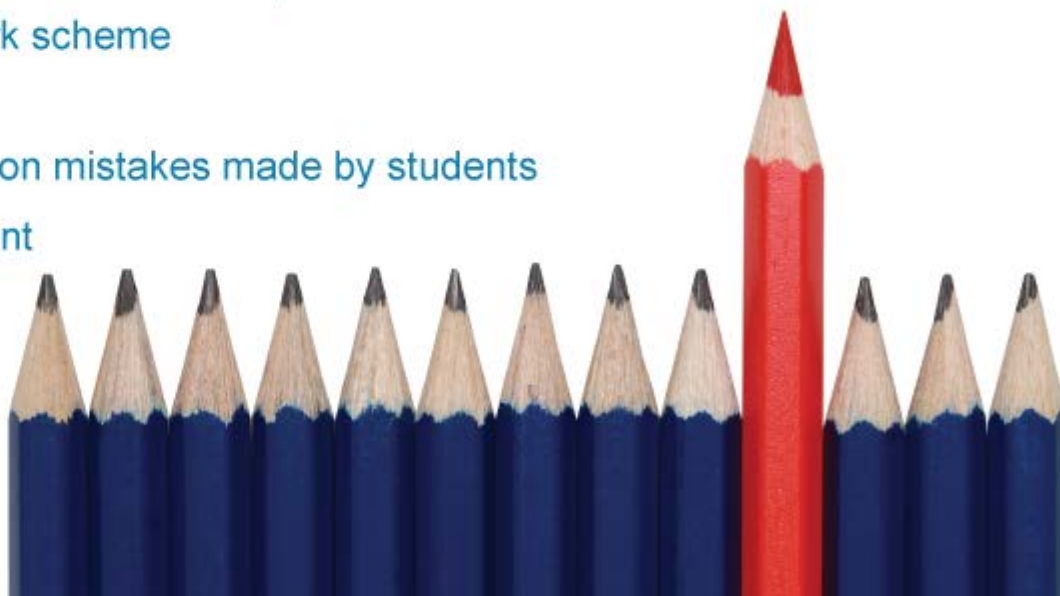
General enquiries: Hugh Lester  
[hugh.lester@eduqas.co.uk](mailto:hugh.lester@eduqas.co.uk)  
[@hugh\\_lester](#)



BUILD YOUR KNOWLEDGE,  
BROADEN YOUR UNDERSTANDING...

BECOME AN EXAMINER  
WITH WJEC.

- ▶ Gain insight into the teaching and assessment of our qualifications
- ▶ Expand your understanding of the mark scheme
- ▶ Inspire new teaching methods
- ▶ Increase your awareness of the common mistakes made by students
- ▶ Enhance your professional development



# APPLICATION PROCESS

- Complete an application using the on-line application system available on the [Appointees](#) page of the WJEC website.
- Once you have completed the initial registration, please make sure that you validate your email account so that you can complete the application process.
- When you have completed your application, remember to click 'submit' on the homepage to complete the process.
- Remember to inform your referee of your application, as sometimes delays occur due to referees not completing the reference section.
- On occasion, applicants may not be accepted due to a lack of relevant teaching experience.
- Applicants may re-apply once they have gained sufficient experience.
- Some applicants will be approved, but may have to wait on the reserve list until a suitable vacancy arises.



# Key Messages

- Two final re-sit opportunities for the current legacy specifications in GCSE English Language and English November 2016 and June 2017
- Candidates can carry forward controlled assessment marks or enter new work
- First qualification award (Eduqas specification) summer 2017
- Key dates: [new specification](#)
- Key dates: [legacy specification](#)

# Key Messages Spoken Language

- Component 3 Spoken Language sample to monitor by 5<sup>th</sup> May 2017
- Guidance on recording and monitoring arrangements on the Eduqas website:  
<http://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=GCSE>
- Guidance on task setting and FAQs on CPD CD Rom

# Key Messages

## Progress 8

- The best of English Language and English Literature will be double-weighted, provided a pupil has taken both qualifications.
- The second best score of English Literature and English Language can be counted in the 'open group' of subjects, if it is one of the pupil's highest scores in this group.

**2017 Performance Measures: only the reformed GCSEs in English language and English literature will count in the 2017 secondary school performance measures**

<https://www.gov.uk/government/news/qualifications-counting-in-future-performance-tables>

<https://www.gov.uk/government/publications/grade-descriptors-for-gcses-graded-9-to-1>

# QUALIFICATION REQUIREMENTS

## GCSE English language will:

- be 100% examination
- require students to answer questions on unseen 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century texts (texts must include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism)
- have a Spoken Language endorsement
- allocate 20% of the marks for the written exams to technical accuracy
- be untiered;
- be graded 9 to 1 (9 being the highest) <http://ofqual.gov.uk/news/setting-standards-new-gcses-2017/>
- be fully linear with assessments available in the summer series
- have a November re-sit series for candidates 16 or over

# ASSESSMENT SUMMARY

## **Component 1: 20th Century Literature Reading and Creative Prose Writing**

**Written examination: 1 hour 45 minutes**

**40% of qualification**

Section A (20%) – Reading

One extract (about 60-100 lines) of literature from the twentieth century

Total marks=40

Section B (20%) – Prose Writing

One creative writing task drawn from a selection of four titles

Total marks=40

# ASSESSMENT SUMMARY

## **Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing**

**Written examination: 2 hours**

**60% of qualification**

Section A (30%) – Reading

Two extracts (about 900-1200 words in total) of high-quality non-fiction writing from the nineteenth and twenty-first centuries

Total marks=40

Section B (30%) – Writing

Two compulsory transactional/persuasive writing tasks

Total marks=40

# ASSESSMENT SUMMARY

## **Component 3: Spoken Language**

**Non-exam assessment**

**Unweighted**

One formal presentation/speech, including responses to questions and feedback.

Spoken language will be reported on as part of the qualification, but it will not form part of the final mark and grade.



# ASSESSMENT OBJECTIVES - READING

## **READING** *(50% of overall qualification)*

Read and understand a range of texts to:

- AO1**
  - Identify and interpret explicit and implicit information and ideas
  - Select and synthesise evidence from different texts
- AO2** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using **relevant** subject terminology to support their views
- AO3** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4** Evaluate texts critically and support this with appropriate textual references

**Each Reading question in our Eduqas specification targets a specific assessment objective**

## ASSESSMENT OBJECTIVES - WRITING

### **WRITING** (*50% of the overall qualification*)

- AO5** Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences;  
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

# ASSESSMENT OBJECTIVES – SPOKEN LANGUAGE

## **SPOKEN LANGUAGE** (*Unweighted*)

- A07** Demonstrate presentation skills in a formal setting
- A08** Listen and respond appropriately to spoken language, including to questions and feedback to presentations
- A09** Use spoken Standard English effectively in speeches and presentations.

# Assessment of Spoken Language

- No marks will be assigned to a learner's performance
- This endorsement will be reported as a separate grade (Pass, Merit, Distinction or Not Classified)
- Grades will be decided using a 'competency' basis on set criteria which are common across all awarding organisations.

# ANY QUESTIONS?

Contact our specialist Subject Officers and administrative support team for any queries.

- Nancy Hutt / Julia Harrison  
Subject Officers, GCSE English Language / English Literature  
029 2026 5023 / 5374
- Matt Oatley/ Lewis Beecham  
Subject Support Officers, GCSE English  
029 2026 5054 / 5051

Email: [gcseenglish@eduqas.co.uk](mailto:gcseenglish@eduqas.co.uk)

[eduqas.co.uk](http://eduqas.co.uk)