

# Guide to GCSEs in English Language and English Literature



It's all you need to know!

Name	Candidate Number
English Teacher and Group	Mentor Group

If lost a replacement will cost £1.

## **GCSE English Language & English Literature**

At the end of Year 11 you will be awarded with two separate GCSEs – one for English Language and one for English Literature. The work that you complete through Years 10 and 11 will build up and contribute to these results. You are assessed on your written work through varied assessments and examinations as well as your contributions to speaking and listening activities.

### **English Faculty Expectations.**

We expect that you will:

- Complete all work set during lessons.
- Bring the correct equipment to lessons.
- Complete all pieces of homework to the best of your ability.
- Meet deadlines.
- Contribute to and be involved in lessons.
- Treat your teacher and other members of your group with respect.
- Complete and undertake adequate and appropriate preparation for all assignments, which may involve research outside of class.
- Approach all tasks with willingness and motivation to learn.
- Catch up any work missed through absence. It is your responsibility to ensure that you are up to date. This includes both lesson and homework.
- Look after any texts that you are given and return them in good condition when requested. You will be sent a bill to buy a replacement for any lost texts.

Signed \_\_\_\_\_

<b>AQA - English Language GCSE</b>	<b>AQA - English Literature GCSE</b>
<p><b><u>External Exam – 1 hr 45 mins</u></b></p> <p><b>Explorations in Creative Reading and Writing - 50% of GCSE</b></p> <p><b>Section A – Reading</b></p> <ul style="list-style-type: none"> <li>• One literature fiction text</li> <li>• Four questions</li> <li>• 40 marks</li> </ul> <p><b>Section B – Writing</b></p> <ul style="list-style-type: none"> <li>• One extended writing question</li> <li>• 40 marks</li> </ul> <p style="text-align: right;"><b>80 marks</b></p>	<p><b><u>External Exam – 1hr 30 mins</u></b></p> <p><b>Shakespeare and the 19<sup>th</sup>-century novel - 40% of GCSE</b></p> <p><b>Section A – Shakespeare</b></p> <ul style="list-style-type: none"> <li>• Write about an extract</li> <li>• Write about the whole play</li> </ul> <p><b>Section B – 19<sup>th</sup>-century novel</b></p> <ul style="list-style-type: none"> <li>• Write about an extract</li> <li>• Write about the whole novel</li> </ul> <p style="text-align: right;"><b>64 marks</b></p>
<p><b><u>External Exam – 1 hr 45 mins</u></b></p> <p><b>Writers’ Viewpoints and Perspectives - 50% of GCSE</b></p> <p><b>Section A – Reading</b></p> <ul style="list-style-type: none"> <li>• One non-fiction text and one literary non-fiction text</li> <li>• Four questions</li> <li>• 40 marks</li> </ul> <p><b>Section B – Writing</b></p> <ul style="list-style-type: none"> <li>• One extended writing question to express a viewpoint</li> <li>• 40 marks</li> </ul> <p style="text-align: right;"><b>80 marks</b></p>	<p><b><u>External Exam – 2hrs 15 mins</u></b></p> <p><b>Modern texts and poetry - 60% of GCSE</b></p> <p><b>Section A – Modern texts</b></p> <ul style="list-style-type: none"> <li>• Write one essay from a choice of two questions</li> </ul> <p><b>Section B – Poetry</b></p> <ul style="list-style-type: none"> <li>• Write a comparative essay on one named poem and one other from the anthology</li> </ul> <p><b>Section C – Unseen poetry</b></p> <ul style="list-style-type: none"> <li>• Answer one question on an unseen poem</li> <li>• Answer one question comparing this poem with a second unseen poem</li> </ul> <p style="text-align: right;"><b>64 marks</b></p>

**Non-examination assessment**

**Spoken language**

**Assessment:**

- Presenting
- Responding to questions and feedback
- Use of Standard English

**Teacher Assessment**

**My GCSE**

<b>GCSE Target</b>	
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**Folder Check**

Folders must be organised, neat and clearly organised into these different sections. Your teacher(s) may check this at any time during each term. Organise your folder in the following sections;

1. English Language – Paper 1 Section A Creative Reading
2. English Language – Paper 1 Section B Creative Writing
3. English Language - Paper 2 Writers’ Perspectives
4. English Language - Paper 2 Viewpoints
5. English Literature – 19<sup>th</sup>-century novel
6. English Literature – Shakespeare
7. English Literature – Poetry Anthology
8. English Literature – Unseen Poetry

## Year 10

<b>Y10 Autumn</b>	<b>Y10 Spring</b>	<b>Y10 Summer</b>
Comments on general file:	Comments on general file:	Comments on general file:
Targets for improvement:	Targets for improvement:	Targets for improvement:
Student comment:	Student comment:	Student comment:

## Year 11

<b>Y11 Autumn</b>	<b>Y11 Spring</b>	<b>Y11 Summer</b>
Comments on general file:	Comments on general file:	Comments on general file:
Targets for improvement:	Targets for improvement:	Targets for improvement:
Student comment:	Student comment:	Student comment:

## **Texts – English Literature**

<b>Text</b>	<b>Title</b>
<b>19<sup>th</sup>-century novel</b>	
<b>Shakespeare</b>	
<b>Poetry Cluster</b>	

## **Speaking and Listening**

You will be assessed on a videoed Speaking and Listening task during the GCSE course. In Speaking and Listening activities, you will:

- present and listen to information and ideas
- respond to the questions and views of others
- adapt talk appropriately to context and audience
- make a range of effective contributions, using creative approaches to exploring questions
- solve problems and develop ideas

Your Speaking and Listening mark will form a separate mark on your results sheet at the end of your GCSE course.

## Mark Schemes - English language

Level	Reading
<b>4</b> <b>Perceptive and detailed</b>	Analyse choice of language, structure, writer's style. Judicious use of quotations. Accurate and sophisticated subject terminology.
<b>3</b> <b>Clear and relevant</b>	Clear comments on language, structure, writer's style. A range of quotations. Uses subject terminology.
<b>2</b> <b>Some attempts</b>	Attempts to comment on language, structure, writer's style. Some relevant quotations. Some subject terminology.
<b>1</b> <b>Simple and limited</b>	Simple awareness of language, structure, writer's style. Brief use of quotations. Simple mentions of subject terminology.

### Writing

Level	Content and Organisation	SPaG
<b>4</b> <b>Convincing and complex</b>	Convincing and compelling. Appropriate tone. Ambitious vocabulary. Fluent structure.	Wide and varied use of punctuation. Varied sentences. Ambitious vocabulary. Highly accurate.
<b>3</b> <b>Clear and connected</b>	Clear and effective. Matches GAP. Effective vocabulary. Coherent paragraphs.	Varied and accurate punctuation. Varied sentences. Sophisticated vocabulary. Generally accurate.
<b>2</b> <b>Successful and relevant</b>	Mostly successful. Generally matches GAP. Some varied vocabulary. Some use of paragraphs.	Some punctuation control. Attempts varied sentences. Varied vocabulary. Some accuracy.
<b>1</b> <b>Simple and limited</b>	Some success in communicating ideas. Some awareness of GAP. Simple vocabulary. Attempts to organise.	Occasional use of punctuation. Accurate basic spelling. Simple vocabulary.

## **Assessment Objectives - English language**

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

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.

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations

AO9: Use spoken Standard English effectively in speeches and presentations.



## Mark Scheme - English literature

Level	Features
<b>6</b> <b>Convincing, critical analysis and exploration</b>	<p>Critical, exploratory, conceptualised response to task and whole text.</p> <p>Judicious use of precise references to support interpretation(s)</p> <p>Analysis of writer's methods with subject terminology used.</p> <p>Exploration of effects of writer's methods.</p> <p>Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task.</p>
<b>5</b> <b>Thoughtful, developed consideration</b>	<p>Thoughtful, developed response to task and whole text.</p> <p>Apt references integrated into interpretation(s).</p> <p>Examination of writer's methods with subject terminology used effectively to support consideration of methods</p> <p>Examination of effects of writer's methods on reader.</p> <p>Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task</p>
<b>4</b> <b>Clear understanding</b>	<p>Clear and explained response to task and whole text.</p> <p>Effective use of references to support explanation.</p> <p>Clear explanation of writer's methods with appropriate use of relevant subject terminology.</p> <p>Understanding of effects of writer's methods on reader.</p> <p>Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task.</p>
<b>3</b> <b>Explained, structured comments</b>	<p>Some explained response to task and whole text.</p> <p>References used to support a range of relevant comments.</p> <p>Explained/relevant comments on writer's methods with some relevant use of subject terminology.</p> <p>Identification of effects of writer's methods on reader.</p> <p>Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task.</p>
<b>2</b> <b>Supported, relevant comments</b>	<p>Supported response to task and text.</p> <p>Comments on references.</p> <p>Identification of writers' methods.</p> <p>Some reference to subject terminology.</p> <p>Some awareness of implicit ideas/contextual factors.</p>
<b>1</b> <b>Simple, explicit comments</b>	<p>Simple comments relevant to task and text.</p> <p>Reference to relevant details.</p> <p>Awareness of writer making deliberate choices.</p> <p>Possible reference to subject terminology.</p> <p>Simple comment on explicit ideas/contextual factors.</p>

## Assessment Objectives - English literature

AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### Grading the New GCSEs in 2017

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NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div style="text-align: left;"> <ul style="list-style-type: none"> <li>■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.</li> <li>■ Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above.</li> <li>■ The bottom of grade 1 will be aligned with the bottom of grade G.</li> </ul> </div> </div>									
A*		A	B	C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE									