GCSE

WJEC GCSE in ENGLISH LANGUAGE

ACCREDITED BY WELSH GOVERNMENT

SPECIFICATION

Teaching from 2015
For award from 2017

Version 3 January 2019

This Welsh Government regulated qualification is not available to centres in England.

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Changes remove previous references to the November examination series being for re-sit candidates only (this series becomes open entry from November 2018).	3, 5, 13 and 21
3	'Making entries' section has been amended to clarify resit rules and carry forward of NEA marks.	21

WJEC GCSE IN ENGLISH LANGUAGE

FOR TEACHING FROM 2015
FOR AWARD FROM 2017

This specification meets the GCSE Qualification Principles which set out the requirements for all new or revised GCSE specifications developed to be taught in Wales from September 2015.

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GCSE ENGLISH LANGUAGE

SUMMARY OF ASSESSMENT

Unit 1: Non-examination assessment
Oracy
20%

Task 1 (10%) – Individual Researched Presentation (40 marks)

One individual, researched presentation, which may include responses to questions and feedback, based on WJEC set themes.

Task 2 (10%) – Responding and Interacting (40 marks)

One group discussion to written and/or visual stimuli provided by WJEC to initiate the discussion.

For both tasks, half of the available credit for AO1 will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation.

Unit 2: External assessment
Reading and Writing: Description, Narration and Exposition
40% (2 hours)

Section A (20%) – Reading (40 marks)

Understanding of at least one description, one narration and one exposition text, including continuous and non-continuous texts, assessed through a range of structured questions.

This section will also include an editing task focusing on understanding short texts at word, sentence and text level (2.5% of qualification total).

Section B (20%) – Writing (40 marks)

One writing task to be selected from a choice of two that could be either description, narration or exposition.

This section will also include one proofreading task focusing on writing accurately (2.5% of qualification total).

Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other for writing accurately (language, grammar, punctuation and spelling).

Unit 3: External assessment
Reading and Writing: Argumentation, Persuasion and Instructional*
40% (2 hours)

Section A (20%) – Reading (40 marks)

Understanding of at least one argumentation, one persuasion and one instructional text, including continuous and non-continuous texts, assessed through a range of structured questions.

Section B (20%) – Writing (40 marks)

One compulsory argumentation writing task and one compulsory persuasion writing task.
Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other half for writing accurately (language, grammar, punctuation and spelling).

**Instructional will be a required text type in Reading but will not be required as a Writing task as it does not appear in the Subject Principles for GCSE English Language*.

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ASSESSMENT OPPORTUNITIES

	June 2017 and each year thereafter	November 2017 and each year thereafter
Unit 1	✓	✓
Unit 2	✓	✓
Unit 3	✓	✓
Subject Award	✓	✓

Qualification Number listed on The Register: 601/4943/7

Qualifications Wales Approval Number listed on QiW: C00/0720/6

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

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ENGLISH LANGUAGE

1 INTRODUCTION

This GCSE specification in English language for use in Wales is in response to recommendation 18 of the final report of the Review of Qualifications for 14 to 19-year-olds in Wales (Welsh Government, 2012). This specification meets the subject principles for GCSE English language.

In this report, recommendation 18 stated that:

'The new qualifications should provide greater assurance of literacy:

- by building explicitly on the levels of literacy that are expected to be developed by the end of Key Stage 3 in response to the new Literacy and Numeracy Framework;
- in English language, by placing significantly more emphasis on the quality and accuracy of writing and on core writing skills such as spelling, punctuation and grammar than the specifications that were taught from September 2010;
- by being assessed predominantly through externally marked assessments that are consistent across Wales and between the two [Welsh and English] languages.'

In developing this specification, WJEC has been mindful to retain the follow features:

- opportunities for flexible teaching approaches
- questions and tasks designed to enable candidates to demonstrate what they know, understand and can do
- straightforward wording of questions
- accessibility of materials
- opportunities for breadth of study and subject specific learning and knowledge
- use of 'unseen' material for analysis in external assessment
- focused assessment of specific language skills
- opportunities for producing extended writing
- high-quality of examination and resource materials

The qualification is made up of two equally weighted externally assessed units, and one internally assessed unit. The two externally assessed units test Reading and Writing skills, whilst the internally assessed unit tests Oracy skills.

In designing this specification, careful consideration of length of examination time and the number of question papers has ensured a balance between robust assessment and manageability. Varied question types and clear rubric will aim to make this untiered assessment accessible to learners of different abilities.

A key aim of this specification is to encourage candidates to produce high-quality texts in their Writing responses. To help learners achieve this, WJEC's assessment materials will ensure that high-quality writing will be studied as part of the Reading assessment which may be beneficial to learners as a model for their own Writing.

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Regulatory requirements set out by the Welsh Government state all GCSE English language specifications will:

- be untiered
- be linear with assessments available in the summer series with an additional opportunity in November each year.

These requirements are met by this specification.

This specification should be read in conjunction with the following JCQ documents on access arrangements and special consideration and on conducting examinations. In addition, Section 4 of the JCQ document entitled *Instructions for Conducting Controlled Assessment* (GCSE qualifications) provides advice and guidance on task taking (www.jcq.org.uk).

1.1 Aims and objectives

This GCSE specification in English language will enable learners to:

- demonstrate oracy (speaking and listening), reading and writing skills that are instrumental in communicating with others confidently, effectively, precisely and appropriately
- demonstrate their proficiency in accessing and retrieving information from a wide range of written and dynamic/digital texts, forming a broad general understanding of the text, summarising and synthesising content, inferring intended meaning and evaluating its purpose
- understand the patterns, structures and conventions of oral and written language
- understand the impact of variations in language, selecting and adapting speech and writing to different situations, purposes and audiences
- develop their skills in order to meet their own personal needs as well as the needs of employers and further education so that they can fully participate in society and the world of work
- develop their verbal reasoning and their ability to think constructively and critically in response to written and digital/dynamic texts
- develop their proofreading and editing skills
- acquire the necessary skills needed for further study, including the study of English at Level 3 of the National Qualifications Framework.

Oracy, reading and writing skills will be recognised in GCSE English language. Candidates should be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. They will develop their ability to use English as active and informed citizens and be able to speak, listen, read and write fluently, appropriately, effectively and critically – for a wide range of personal, functional and social purposes. Candidates will be expected to respond to a wide range of written texts, including challenging and dynamic texts. They will develop the knowledge and skills required to make informed decisions about further learning opportunities and career choices.

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Subject content
This specification sets out the full range of content for GCSE English language. Centres may, however, use any flexibility to increase depth, breadth or context within the specified topics or to consolidate teaching of the subject content.

This GCSE in English language promotes an integrated approach to oracy, reading and writing so that writing and oracy work are stimulated by reading experiences.

All texts in the examination will be 'unseen', that is, learners will not have studied the examination texts during the course.

GCSE English language will focus primarily on the functional aspects of language. The term 'functional' here should be considered in the broad sense of providing learners with the skills and abilities they need to take active and responsible roles in their communities, everyday life, the workplace and in educational settings.

Oracy skills

- Present information and select/organise information and ideas effectively and persuasively, *e.g. for a prepared spoken presentation or group discussion.*
- Demonstrate an understanding of the conventions of spoken language in both formal and informal situations.
- Speak accurately and fluently, adapting style and language to a wide range of forms, contexts, audiences and purposes.
- Experiment with language and techniques to express opinions, create effects and engage audiences.
- Pay appropriate attention to accuracy of syntax and expression; convey experiences, ideas and information clearly, precisely and appropriately.
- Use verbal reasoning skills, form independent views and demonstrate effective listening skills by summarising key points, challenging what is heard on the grounds of reason, evidence or argument.
- Respond constructively and critically to a wide range of written and digital/dynamic texts, making effective contributions, using creative approaches to exploring issues, solving problems and developing ideas.
- Reflect and comment critically on their own and others' use of language, participate in a range of real-life contexts and adapt talk appropriately to the situation and audience.

Reading skills

- Respond, reflect and analyse a wide range of written texts (continuous and non-continuous).
- Analyse and respond to texts and their subtexts, using inference and deduction and linking ideas within or across texts.
- Demonstrate independence in synthesising and summarising information effectively from a range of texts.
- Interpret themes, meaning, ideas and information in a range of texts and challenging writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content.
- Support a point of view by referring to evidence within texts; identifying bias and distinguishing between statements that are supported by evidence and those that are not.

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- Evaluate and reflect on the ways in which texts may be interpreted differently according to the perspective of the reader and distinguishing between facts or evidence and opinions, bias and argument.
- Understand and recognise the purpose and reliability of texts, *e.g. texts for personal, public, occupational and educational use.*
- Demonstrate verbal reasoning skills in synthesising and summarising information from a range of texts.

Writing skills

- Produce clear and coherent written texts.
- Write effectively for different purposes and audiences and in different forms, *e.g. explain, instruct, recount, inform, discuss, persuade, argue.*
- Select vocabulary, grammar, form, and structural and organisational features thoughtfully to reflect the audience, purpose and context.
- Vary sentence structures to engage and sustain the reader's interest and write with grammatical accuracy.
- Use a full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects.
- Organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections, developing and sustaining ideas coherently.
- Use language creatively and with precision.
- Use information gleaned from a range of sources to write coherently in different forms.
- Write for effect by selecting, organising and emphasising facts, ideas and key points and citing compelling evidence to support views.

1.2 Prior learning and progression

Although there is no specific requirement for prior learning, this specification builds on and progress from the levels of literacy expected at the end of Key Stage 3 through the LNF.

In subjects such as English language, where topics are taught in progressively greater depth over the course of Key Stage 3 and Key Stage 4, GCSE outcomes may reflect or build upon subject content which is typically taught at Key Stage 3. There is no expectation that teaching of such content should be repeated during the GCSE course where it has already been covered at an earlier stage.

The study of GCSE English language is intended to encourage progression to further, higher education, or to employment, as it covers the key skills of reading, writing and communicating.

1.3 Equality and fair assessment

This specification may be followed by any learner, irrespective of 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. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

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The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. application for extra time in a GCSE subject where extended writing is required). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications.* This document is available on the JCQ website (www.jcq.org.uk).

We will be following the principles set out in this document and, as a consequence of provision for reasonable adjustments, very few learners will encounter a complete barrier to any part of the assessment.

1.4 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Core of the Welsh Baccalaureate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

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2 SUBJECT CONTENT

2.1 Unit 1

Unit 1: Non-examination assessment **Oracy** **20%**
Task 1 (10%) – Individual Researched Presentation (40 marks) One individual, researched presentation, which may include responses to questions and feedback, based on WJEC set themes. Candidates are expected to participate in an individual oral activity by presenting information on any aspect or aspects relating to one of the following themes: 1. Wales 2. Leisure 3. The World of Work 4. The World of Science/Technology 5. Citizenship This activity gives candidates an opportunity to convey information and demonstrate verbal reasoning.
Task 2 (10%) – Responding and Interacting (40 marks) One group discussion to written and/or visual stimuli provided by WJEC to initiate the discussion. Candidates are expected to show that they can participate in oral activities with others in order to express and corroborate an opinion. This activity gives candidates an opportunity to convey personal experiences and/or persuade others.
For both tasks, half of the available credit for AO1 will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation. ***An electronic recording of all candidates' responses must be made.*** *An audio or audio-visual recording can be made. See section 3.2 'Arrangement for non-examination assessment' for further guidance.*

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2.2 Unit 2

Unit 2: External assessment
Reading and Writing: Description, Narration and Exposition
40% (2 hours)

Section A (20%) – Reading (40 marks)

In this section, candidates will be tested on their understanding of at least one description, one narration and one exposition text with a thematic link, assessed through a range of structured questions.

There will be a variety of continuous and non-continuous texts, requiring different reading approaches and responses. Continuous texts used for assessment in this section could include, but not be limited to, *autobiography, biography, diaries, speeches, reportage, travel writing, literary journalism, high-quality reviews, and extracts from novels and short stories*, along with thematically linked non-continuous texts such as *advertisements, diagrams, lists, graphs, schedules and tables, which include written language*. Some texts will require very little reading but others will require more in-depth reading and will be more challenging.

There will be a variety of short response and extended response questions. Some questions will be short *(e.g. multiple choice questions, short constructed responses, cloze, sequencing).* Others will require longer answers (*e.g. paraphrasing, context comprehension, analysis/deduction/ inference).*

This section will also include an editing task focusing on understanding short passages at word, sentence and text level. (2.5% of qualification total).

Section B (20%) – Writing (40 marks)

In this section, candidates will complete one writing task from a choice of two that could be either description, narration or exposition. Candidates will be required to write one piece of extended writing, drawing upon reading materials in section A where appropriate. This could include, but not be limited to, *biography, memoir, travel writing, food writing, diary, story and personal essays*.

This section will also include one proofreading task focusing on writing accurately. In this short task, candidates will need to proofread and correct a brief text (2.5% of qualification total).

Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other half for writing accurately (language, grammar, punctuation and spelling).

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2.3 Unit 3

Unit 3: External assessment
Reading and Writing: Argumentation, Persuasion and Instructional
40% (2 hours)

Section A (20%) – Reading (40 marks)

In this section, candidates will be tested on their understanding of at least one argumentation, one persuasion and one instructional text with a thematic link, including continuous and non-continuous texts, assessed through a range of structured questions.

There will be a variety of continuous and non-continuous texts, requiring different reading approaches and responses. Texts used for assessment in this section could include, but not be limited to*, letters, emails, factsheets, leaflets, articles, reports, blogs, notices, guides, manuals, and digital and multi-modal texts,* along with thematically linked non-continuous texts such as *advertisements, diagrams, lists, graphs, schedules and tables, which include written language.* Some texts will require very little reading but others will require more in-depth reading and will be more challenging.

There will be a variety of short response and extended response questions. Some questions will be short *(e.g. multiple choice questions, short constructed responses, cloze, sequencing).* Others will require longer answers (*e.g. paraphrasing, context comprehension, analysis/deduction/inference).*

Section B (20%) – Writing (40 marks)

This section will test candidates' writing through one compulsory argumentation writing task and one compulsory persuasion writing task. Candidates will need to write demonstrating an awareness of audience and purpose, drawing upon reading materials in section A where appropriate and adapting style to form and to real-life contexts in, for example, *letters, articles, reviews, speeches*, and so on.

Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other half for writing accurately (language, grammar, punctuation and spelling).

Assessment for GCSE English language is untiered, i.e. both externally assessed units allow candidates to access the full grade range of A*-G. Questions and tasks will be designed to enable candidates to demonstrate what they know, understand and can do.

Dictionaries will not be permitted during any of the assessments.

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3 ASSESSMENT

3.1 Assessment objectives and weightings

AO1	Oracy	20%
AO2	Reading	40%
AO3	Writing	40%

Candidates will be required to demonstrate their ability to:

AO1 Oracy

- Present and organise information clearly and purposefully, sustaining and adapting their talk in formal and informal situations using a variety of techniques and verbal reasoning skills as appropriate.
- Listen and respond appropriately to other speakers' ideas, questions and perspectives, and how they construct and express meanings.
- Interact with others, shaping meaning through suggestions, comments and questions and drawing ideas together.
- Use a range of appropriate sentence structures appropriately for clarity, purpose and effect, with accurate grammar and expression.

Half of the available credit for AO1 will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation.

AO2 Reading

- Use inference and deduction skills to retrieve and analyse information from a wide range of written texts.
- Synthesise and summarise information from a range of texts.
- Interpret themes, meaning, ideas and information in a range of texts and challenging writing.
- Edit texts and compare and evaluate the usefulness, relevance and presentation of content within or across texts.
- Refer to evidence within texts, distinguishing between statements that are supported by evidence and those that are not.
- Evaluate and reflect on the ways in which texts may be interpreted differently according to the perspective of the reader and distinguishing between facts or evidence and opinions, bias and argument.
- Understand and recognise the purpose and reliability of texts, *e.g. texts for personal, public, occupational and educational use.*

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AO3 Writing

- Write to communicate clearly and effectively, using and adapting register and forms and selecting vocabulary and style appropriate to task and purpose in ways that engage the reader.
- Proofread, and use linguistic, grammatical, structural and presentational features in their own writing to achieve particular effects, to engage and influence the reader and to support overall coherence.
- Use a range of sentence structures and paragraphs appropriately for clarity, purpose and effect, with accurate grammar, punctuation and spelling.

Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other for writing accurately (language, grammar, punctuation and spelling).

The weighting of assessment objectives across each examination series is as follows:

UNIT	AO1	AO2	AO3	Total
1	20%	-	-	20%
2	-	20%	20%	40%
3	-	20%	20%	40%
Qualification	20%	40%	40%	100%

3.2 Arrangements for non-examination assessment (Oracy)

Regulations for non-examination assessment are defined for the three stages of the assessment:

- task setting
- task taking
- task marking

For each there are levels of control to ensure authenticity and reliability.

The non-examination assessment is untiered and differentiation is by outcome. Learners may complete Task 1 at any time during the course. However, Task 2 will need to be completed between the release of materials each September, and the submission of marks (for both tasks) at the end of March for the Summer series and/or early November for the Autumn series the following calendar year. **Both assessed tasks must be recorded.** An audio or audio-visual recording can be made.

Release of stimulus materials	Summer series	Autumn series
September 2017	June 2018	November 2018
September 2018	June 2019	November 2019
September 2019	June 2020	November 2020

Candidates should be given plenty of opportunities to practise their oral skills in different situations and for different audiences, both individually and in groups. Making the most of opportunities to present information and express opinions on various subjects as well as presenting experiences will enrich the learners' experiences and develop their oral and verbal reasoning skills.

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The assessments must be based on:

1. Individual Researched Presentation: One individual, researched presentation, including responses to questions and feedback, based on WJEC set themes.

2. Responding and Interacting: One group discussion to written or visual stimuli provided by WJEC to initiate the discussion.

For both tasks, half of the available credit for AO1 will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation. Tasks should be replaced on a regular basis.

The tasks will need to provide opportunities for candidates to demonstrate they can:

- Present and organise information clearly and purposefully, sustaining and adapting their talk in formal and informal situations using a variety of techniques and verbal reasoning skills as appropriate.
- Listen and respond appropriately to other speakers' ideas, questions and perspectives, and how they construct and express meanings.
- Interact with others, shaping meaning through suggestions, comments and questions and drawing ideas together.
- Use a range of appropriate sentence structures appropriately for clarity, purpose and effect, with accurate grammar and expression.

TASK 1 Individual Researched Presentation

Task setting

For this task, candidates should have the opportunity to participate individually, by presenting information on any aspect or aspects relating to **one** of the following themes:

1. Wales
2. Leisure
3. The World of Work
4. The World of Science / Technology
5. Citizenship

It is expected that an individual presentation will last between five to seven minutes, including responding to questions from the audience.

Task taking

Candidates should be given one week to prepare for the task beforehand. During this period, candidates can work under limited supervision and research a subject by using the web, reading newspapers / magazines / reference books / leaflets, listening to television programmes or asking others questions. Teachers can offer guidance and general advice to students about undertaking the task.

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Candidates are required to present information which they have prepared beforehand on any aspect or aspects relating to the themes listed above.

- Candidates may use objects or images only as aids when presenting information on their chosen subject.
- Candidates may use short bullet points which include statistics, facts, examples and relevant quotations.
- Information technology such as PowerPoint may be used, only as a resource to facilitate the presentation. **It must be emphasised that this is not a reading task, but rather an oral presentation prepared by the candidate.**
- Teachers should retain any bullet points or PowerPoint presentations at the end of the presentation.
- Only at the end of the presentation, are other students allowed to ask some questions.
- An individual researched presentation will last between five to seven minutes, including responding to any questions from the audience.

The role of the teacher

During the candidate's **individual researched presentation,** the teacher should:

- give the candidate an opportunity to do the presentation independently
- ensure that the candidate does not read his/her presentation
- interrupt or prompt **only** when necessary
- manage questions put to the candidate.

Task marking

The teacher should mark the oral task out of a total of **40.**

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

The mark awarded out of 40 should represent a learner's presentation and also the responses to questions and feedback.

Candidates' language and self-expression will be assessed in the task. Half of the marks will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation.

TASK 2 Responding and Interacting (Group Discussion)

Task setting

WJEC will provide a choice of three set tasks (examples may be seen in the specimen assessment booklets), which will be refreshed annually. Details of the tasks set must be given on the Oracy Activities form submitted to the external moderator by the date specified on the WJEC website.

Written and/or visual stimuli will be provided, based on current issues such as *Image* or *Human Rights*. These stimuli should be used only to initiate a discussion, and reference could be made to other relevant matters which are not mentioned in the presented material.

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Candidates should be given one week to prepare for the task beforehand. During this period, candidates can work under limited supervision and research a subject by using the web, reading newspapers / magazines or listening to the news. Teachers can offer guidance and general advice to candidates.

The discussion should take around 10 minutes.

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

Task taking

Candidates should complete all work under formal supervision. Preparation work may be completed under limited supervision. Candidates' access to resources such as stimulus material will be determined by the centre in line with WJEC guidelines.

Candidates should discuss their given subject and to express their personal opinion. They should be allowed to do so fairly independently, although some intervention may be necessary to move the discussion forward.

The discussion should take around 10 minutes.

The role of the teacher during the oral discussion

During the **group discussion** the teacher should **give the group an opportunity to discuss fairly independently.**

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

If necessary, the teacher should:

- stimulate discussion
- encourage a change of direction for the discussion
- ask a candidate to provide evidence to corroborate ideas or develop an argument
- ensure that all candidates are given an opportunity to respond.

Task marking

Teachers should mark the task out of a total of **40.**

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

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Candidates' language and expression will be assessed in the task. Half of the marks will be awarded for the content of their input and half for the quality of their language and self-expression.

Standardisation of both tasks

Standardisation should be carried out on two levels:

(i) To ensure that the standard of assessment is consistent across all teaching groups, centres must carry out thorough internal standardisation.

Opportunities must be provided to regularly exchange work and discuss criteria. Centres must standardise assessments across different teachers and teaching groups. One person must be responsible for the centre's internal standardisation procedure. Internal moderation must occur prior to submitting marks to WJEC.

(ii) Centres must send a sample of recorded responses, selected by WJEC, to the external moderator by a date set at the end of March of the year of entry.

Centres should complete the mark sheet recording all candidates selected for external moderation (available from the WJEC website). This should specify:

- the stimulus given to the candidates for the Responding and Interacting task
- any pre-preparation carried out by the candidates and any support/guidance given by the teacher
- any notes/relevant comments for the moderator such as how the tasks were carried out
- whether or not concise notes or a PowerPoint presentation were used by the candidates for the individual task.

Moderation will take place at two levels:

(i) Centres are required to ensure that internal moderation has taken place before final submission of marks, so that standards applied are in line with those established in exemplar material, and so that a reliable overall rank order has been established within the centre. Suitable methods of achieving this will depend on the individual centre's organisation and policy. **However, a sample of each teacher's candidates must be reassessed by another teacher.** This sample should consist of at least three candidates across the ability range from the teaching group in both tasks.

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

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

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The moderation sample

The sample of work to be externally moderated for both the Individual Researched Presentation and the Responding and Interacting task will be selected by WJEC. The sample will reflect the whole range of abilities. The name and number of the centre as well as the names and marks of the candidates should be clearly written on the recordings submitted.

Further guidelines will be provided to teachers or individual centres when a centre fails to meet the requirements of WJEC. If necessary, a further sample of work will be requested by the moderator. Should a serious problem arise, WJEC will recommend monitoring the centre's working and standardisation processes for as long as deemed necessary.

Mark entry

The marks of all candidates will be submitted to WJEC at the end of March.

ADDITIONAL GUIDANCE

There is no prescribed time limit for teaching and learning when preparing for Oracy assessment. In the preparation stage the candidates will be able to consult their notes and the texts and any other relevant research material. After the completion of the assessment session, the work will be marked in the normal way. Candidates may have feedback on their Oracy assessment but it is important that the records are kept securely in the teacher's possession.

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TASK 1: Individual Researched Presentation

	Content and organisation	*Register, grammatical accuracy and range of sentence structures*
Band 5	**17-20 marks** • Information and ideas are presented (including different aspects of the topic) coherently and effectively and show perceptiveness in interpretation • Highlight priorities and essential detail when analysing and evaluating complex and demanding information • Talk is consciously constructed to engage and affect the audience	**17-20 marks** • Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning • Select register wholly suited to the task and audience • Very secure command of grammar • Appropriate and effective variation of sentence structures • Control of tense and agreement is totally secure
Band 4	**13-16 marks** • Confidently convey and interpret information and ideas (including some aspects of the topic) emphasising significant points and issues • Explain ideas in detail and with appropriate analysis and evaluation • Adapt and organise talk skilfully to meet the needs of the audience	**13-16 marks** • Use wide range of vocabulary with precision • Use appropriate register consistently for task and audience • Secure command of grammar • Sentence structure is varied to achieve particular effects • Control of tense and agreement is secure
Band 3	**9-12 marks** • Effectively communicate information and ideas (including more than one aspect of the topic) and refer to significant issues • Explain relevant details with some analysis and evaluation • Some clarity in the organisation of the talk, with an understanding of the needs of the audience	**9-12 marks** • Use a good range of vocabulary with some precision • Show awareness of appropriate use of register for task and audience • Mostly consistent command of grammar • Sentence structures are varied • Control of tense and agreement is mostly secure
Band 2	**5-8 marks** • Convey straightforward information and ideas (primarily one aspect of the topic) • Convey some significant details • Some attempt to structure talk to meet the needs of the audience	**5-8 marks** • Use some range of vocabulary • Show some awareness of appropriate use of register for task and audience • Command of grammar is inconsistent • There is some variety in sentence structure • Control of tense and agreement is generally secure
Band 1	**1-4 marks** • Briefly express some information and/or ideas • Convey simple details with some encouragement • Some awareness of the audience	**1-4 marks** • Limited range of vocabulary • Limited command of grammar • Limited range of sentence structures • Control of tense and agreement is limited
0 marks	Nothing worthy of credit	

In this task it is expected that candidates demonstrate verbal reasoning skills. 'Verbal reasoning' often refers to more complex thinking tasks such as analytical, synthesis, and evaluation solving problems through reasoning with words and language.

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TASK 2: Responding and Interacting (Group Discussion)

	Content and organisation	*Register, grammatical accuracy and range of sentence structures*
Band 5	**17-20 marks** • Mature and perceptive contributions throughout the discussion • Extensive discussion with appropriate evidence to support views • Sustain concentrated listening, showing understanding of complex ideas through perceptive interrogation to shape the direction of the discussion • Consider carefully the viewpoints of others and respond skilfully and sensitively • Develop ideas to illuminate discussion, expanding and summarising when necessary	**17-20 marks** • Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning • Select register wholly suited to the task and audience • Very secure command of grammar • Appropriate and effective variation of sentence structures • Control of tense and agreement is totally secure
Band 4	**13-16 marks** • Confident, purposeful contributions across the discussion • Discuss in detail while expressing opinions clearly, citing evidence to support views • Challenge, develop and respond to what they hear in considerate ways, seeking clarification through apt questions • Respond appropriately to the viewpoints of others • Develop ideas to sustain and promote discussion, showing some ability to expand and summarise ideas	**13-16 marks** • Use wide range of vocabulary with precision • Use appropriate register consistently for task and audience • Secure command of grammar • Sentence structure is varied to achieve particular effects • Control of tense and agreement is secure
Band 3	**9-12 marks** • Make significant contributions that move discussions forward • Discuss opinions in some detail, citing relevant evidence • Listen closely and attentively, engaging with what is heard through thoughtful responses • Engage with others' ideas and feelings, recognising obvious bias or prejudice and referring to precise detail • Develop main ideas in the discussion	**9-12 marks** • Use a good range of vocabulary with some precision • Show awareness of appropriate use of register for task and audience • Mostly consistent command of grammar • Sentence structures are varied • Control of tense and agreement is mostly secure
Band 2	**5-8 marks** • Make specific, relevant contributions to discussion • Discuss and express opinions at key points • Respond positively to what they hear, including requests for explanation and further detail • Allow others to express ideas or points of view that may differ from their own and respond appropriately • Some development of significant ideas in the discussion	**5-8 marks** • Use some range of vocabulary • Show some awareness of appropriate use of register for task and audience • Command of grammar is inconsistent • There is some variety in sentence structure • Control of tense and agreement is generally secure
Band 1	**1-4 marks** • Make brief, occasional contributions and general statements in discussion • Express short and simple opinions • Respond to what they hear, showing some interest • Follow central ideas and possibilities in the discussion and raise straightforward questions • Attempts to develop personal opinions in the discussion	**1-4 marks** • Limited range of vocabulary • Limited command of grammar • Limited range of sentence structures • Control of tense and agreement is limited
0 marks	Nothing worthy of credit	

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4 TECHNICAL INFORMATION

4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in the summer and November series each year, until the end of the life of this specification. Summer 2017 will be the first assessment opportunity.

A qualification may be taken more than once. Candidates must resit all examination units in the same series.

Marks for NEA may be carried forward for the life of the specification. If a candidate resits an NEA unit (rather than carrying forward the previous NEA mark), it is the new mark that will count towards the overall grade, even if it is lower than a previous attempt.

Where a candidate has certificated on two or more previous occasions, the most recent NEA mark is carried forward, regardless of whether that mark is higher or lower (unless that mark is absent).

The entry code appears below.

WJEC GCSE English Language: 3700QS

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

4.2 Grading, awarding and reporting

GCSE qualifications are reported on an eight point scale from A*-G, where A* is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

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