GCSE English Literature Assessment Objectives

Assessment Objectives (AOs) are set by Ofqual and are common to all GCSE English Literature specifications and all exam boards.

The exams will assess how students have achieved the following assessment objectives.

- **AO1**: (35-40%) 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**: (40-45%) Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

- **AO3**: (15-20%) Show understanding of the relationships between texts and the contexts in which they were written.

- **AO4**: (5%) Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

In each specification as a whole, 20-25% of the marks should require candidates to show the abilities described in AO1, AO2 and AO3 through tasks which require them to make comparisons across texts.
<table>
<thead>
<tr>
<th>English Literature</th>
<th>AQA</th>
<th>Edexcel</th>
<th>OCR</th>
<th>WJEC Eduqas</th>
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</thead>
<tbody>
<tr>
<td><strong>Shakespeare</strong></td>
<td>Exam - one question on an extract and the whole play. <em>Paper 1 Section A</em></td>
<td>Exam - a two-part question on an extract and the whole play. <em>Component 1 Section A 25%</em></td>
<td>Exam - one question from a choice of two on an extract or the whole play. <em>Component 2 Section B 25%</em></td>
<td>Exam - two questions: one on an extract and one on the whole play. <em>Component 1 Section A 20%</em></td>
</tr>
<tr>
<td><strong>19th century prose</strong></td>
<td>Exam - one question on an extract and the whole novel. <em>Paper 1 Section B</em></td>
<td>Exam - one essay question on the studied text. <em>Component 2 Section A 25%</em></td>
<td>Exam - one question from a choice of two: an extract-based question making links with the whole text or a discursive question. <em>Component 1 Section B 25%</em></td>
<td>Exam - one source based question. <em>Component 2 Section B 20%</em></td>
</tr>
<tr>
<td><strong>Post-1914 literature</strong></td>
<td>Exam - one question from a choice of two on the chosen prose or drama text. <em>Paper 2 Section A</em></td>
<td>Exam - a two-part question on the chosen text. The first part will focus on an extract; the second part will explore the whole text. <em>Component 1 Section B 25%</em></td>
<td>Exam - one question split into two parts: a) a comparison of an extract from the studied text with an unseen modern prose extract and b) a related question on the studied text. <em>Component 1 Section A 25%</em></td>
<td>Exam - one source-based question. <em>Component 2 Section A 20%</em></td>
</tr>
<tr>
<td><strong>Poetry</strong></td>
<td>Exam - one comparative question on one named poem and one other poem from the chosen poetry cluster. <em>Paper 2 Section B</em></td>
<td>Exam - one question comparing one named poem from the poetry anthology collection with another from that collection. <em>Component 2 Section B 12.5%</em></td>
<td>Exam - one question on the studied poetry cluster, split into two parts: a) a comparison of an anthology poem with an unseen poem and b) a related question on a different poem from the anthology. <em>Component 2 Section A 25%</em></td>
<td>Exam - two questions on poems from the anthology: one about a specified poem, and another comparing the first with a second poem of choice. <em>Component 1 Section B 20%</em></td>
</tr>
<tr>
<td><strong>Unseen poetry</strong></td>
<td>Exam - one question on one unseen poem and another comparing this poem with another unseen poem. <em>Paper 2 Section C</em></td>
<td>Exam - one question comparing two unseen poems that are linked by a theme. <em>Component 2 Section B 12.5%</em></td>
<td>(See above)</td>
<td>Exam - two questions on unseen poems: one about an unseen poem and another comparing this poem with another unseen poem. <em>Component 2 Section C 20%</em></td>
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</tbody>
</table>
### Paper 1: Shakespeare and the 19th century novel

**Exam**

1 hr 45 mins

(40%)

AO1, AO2, AO3, AO4

**Section A: One Shakespeare play.** Students answer one question. They will write in detail about an extract from the play and then about the play as a whole.

**Section B: One 19th century novel.** Students answer one question. They will write in detail about an extract from the novel and then about the novel as a whole.

### Paper 2: Modern texts and poetry

**Exam**

2 hrs 15 mins

(60%)

AO1, AO2, AO3, AO4

**Section A: Modern texts**

Students answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B: Poetry**

Students answer one comparative question on one named poem, and one other poem from their chosen anthology cluster.

**Section C: Unseen poetry**

Students answer one question on one unseen poem and another question comparing this poem with another unseen poem.
## Set texts

### Paper 1: Shakespeare and the 19th century novel

#### Section A: Shakespeare
- *Macbeth*
- *Romeo and Juliet*
- *The Tempest*
- *The Merchant of Venice*
- *Much Ado About Nothing*
- *Julius Caesar*

#### Section B: The 19th century novel
- *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson
- *A Christmas Carol* by Charles Dickens
- *Great Expectations* by Charles Dickens
- *Jane Eyre* by Charlotte Brontë
- *Frankenstein* by Mary Shelley
- *Pride and Prejudice* by Jane Austen
- *The Sign of Four* by Sir Arthur Conan Doyle

### Paper 2: Modern texts and poetry

#### Drama
- *An Inspector Calls* by J.B. Priestley
- *Blood Brothers* by Willy Russell
- *The History Boys* by Alan Bennett
- *DNA* by Dennis Kelly
- *The Curious Incident of the Dog in the Night-Time* (play script) by Simon Stephens
- *A Taste of Honey* by Shelagh Delaney

#### Prose
- *Lord of the Flies* by William Golding
- *Telling Tales* (AQA Anthology of Short Stories)
- *Animal Farm* - George Orwell
- *Never Let Me Go* - Kazuo Ishiguro
- *Anita and Me* - Meera Syal
- *Pigeon English* - Stephen Kelman

#### Poetry
- *Poems Past and Present* (AQA Poetry Anthology)

Students study one cluster of poems. Each cluster contains 15 poems. The poems in each cluster are thematically linked and were written from 1789 until the present day.

The two clusters are:
- Love and relationships
- Power and conflict
Love and relationships

‘When We Two Parted’ - Lord Byron
‘Love’s Philosophy’ - Percy Bysshe Shelley
‘Porphyria’s Lover’ - Robert Browning
Sonnet 29 ‘I think of thee!’ - Elizabeth Barrett Browning
‘Neutral Tones’ - Thomas Hardy
‘I will Not Let Thee Go’ - Robert Bridges
‘The Farmer’s Bride’ - Charlotte Mew
‘Walking Away’ - C Day Lewis
‘Eden Rock’ - Charles Causley
‘Follower’ - Seamus Heaney
‘Mother, any distance’ - Simon Armitage
‘Before You Were Mine’ - Carol Ann Duffy
‘Winter Swans’ - Owen Sheers
‘Singh Song!’ - Daljit Nagra
‘Climbing My Grandfather’ - Andrew Waterhouse

Power and Conflict

‘Ozymandias’ - Percy Bysshe Shelley
‘London’ - William Blake
Extract from ‘The Prelude: stealing the boat’ - William Wordsworth
‘My Last Duchess’ - Robert Browning
‘The Charge of the Light Brigade’ - Alfred Lord Tennyson
‘Exposure’ - Wilfred Owen
‘Storm on the Island’ - Seamus Heaney
‘Bayonet Charge’ - Ted Hughes
‘Remains’ - Simon Armitage
‘Poppies’ - Jane Weir
‘War Photographer’ - Carol Ann Duffy
‘Tissue’ - Imtiaz Dharker
‘The émigree’ - Carol Rumens
‘Kamikaze’ - Beatrice Garland
‘Checking Out Me History’ - John Agard
### Component 1: Shakespeare and post-1914 literature

| Exam | 1 hour 45 mins | (50%) | AO1, AO2, AO3, AO4 |

**Section A: Shakespeare (25%)**
Students complete a two-part question. Part a) will feature a question on an extract of about 30 lines for close analysis (AO2). Part b) is a question on a theme from the extract, and how it is presented elsewhere in the play (AO1 and AO3).

**Section B: Post-1914 British play or novel (25%)**
Students answer one essay question from a choice of two on their studied text. (AO1, AO3 and AO4).

### Component 2: 19th century novel and poetry since 1789

| Exam | 2 hours 15 mins | (50%) | AO1, AO2, AO3 |

**Section A: 19th century novel (25%)**
Students answer a two-part essay question on the text they have studied. The first part will focus on an extract of c.400 words and the second part will be a question exploring the whole text (AO1 and AO2).

**Section B: Poetry since 1789 (25%)**

**Part 1:** Students answer one question comparing one named poem from the poetry anthology collection with another poem from that collection (AO2 and AO3).

**Part 2:** Students answer one question comparing two unseen contemporary poems that are linked by a theme (AO1 and AO2).
Set texts

Component 1: Shakespeare and post-1914 Literature

Section A: Shakespeare
- *Macbeth*
- *The Tempest*
- *Romeo and Juliet*
- *Much Ado About Nothing*
- *Twelfth Night*
- *The Merchant of Venice*

Section B: Post-1914 British play or novel
- *An Inspector Calls* - J.B. Priestley
- *Hobson’s Choice* - Harold Brighouse
- *Blood Brothers* - Willy Russell
- *Journey’s End* - R C Sherriff
- *Animal Farm* - George Orwell
- *Lord of the Flies* - William Golding
- *Anita and Me* - Meera Syal
- *The Woman in Black* - Susan Hill

Component 2: 19th century novel and poetry since 1789

Section A: 19th century novel
- *Jane Eyre* - Charlotte Brontë
- *Great Expectations* - Charles Dickens
- *The Strange Case of Dr Jekyll and Mr Hyde* - Robert Louis Stevenson
- *A Christmas Carol* - Charles Dickens
- *Pride and Prejudice* - Jane Austen
- *Silas Marner* - George Eliot
- *Frankenstein* - Mary Shelley

Section B: Poetry
One collection from *Pearson Poetry Anthology Collections*
- Relationships
- Conflict
- Time and Place
**Relationships**

‘La Belle Dame sans Merci: A Ballad’ - John Keats  
‘A Child to His Sick Grandfather’ - Joanna Baillie  
‘She Walks in Beauty’ - Lord Byron  
‘A Complaint’ - William Wordsworth  
‘Neutral Tones’ - Thomas Hardy  
‘How do I love thee?’ (Sonnet 43) - Elizabeth Barrett Browning  
‘My Last Duchess’ - Robert Browning  
‘1st Date - She and 1st Date - He’ - Wendy Cope  
‘Valentine’ - Carol Ann Duffy  
‘One Flesh’ - Elizabeth Jennings  
‘i wanna be yours’ - John Cooper Clarke  
‘Love’s Dog’ - Jen Hadfield  
‘Nettles’ - Vernon Scannell  
‘The Manhunt’ - Simon Armitage  
‘My Father Would Not Show Us’ - Ingrid de Kok

**Conflict**

‘A Poison Tree’ - William Blake  
‘The Destruction of Sennacherib’ - Lord Byron  
Extract from ‘The Prelude’ (‘Boating’) - William Wordsworth  
‘The Man He Killed’ - Thomas Hardy  
‘Cousin Kate’ - Christina Rossetti  
‘Half-caste’ - John Agard  
‘Exposure’ - Wilfred Owen  
‘The Charge of the Light Brigade’ - Alfred, Lord Tennyson  
‘Catrin’ - Gillian Clarke  
‘War Photographer’ - Carole Satyamurti  
‘Belfast Confetti’ - Ciaran Carson  
‘The Class Game’ - Mary Casey  
‘Poppies’ - Jane Weir  
‘No Problem’ - Benjamin Zephaniah  
‘What Were They Like?’ - Denise Levertov
Time and Place

‘To Autumn’ - John Keats
‘Composed upon Westminster Bridge’ - William Wordsworth
‘London’ - William Blake
‘I started Early - Took my Dog’ - Emily Dickinson
‘Where the Picnic was’ - Thomas Hardy
‘Adlestrop’ - Edward Thomas
‘Home Thoughts from Abroad’ - Robert Browning
‘First Flight’ - U.A. Fanthorpe
‘Stewart Island’ - Fleur Adcock
‘Presents from my Aunts in Pakistan’ - Moniza Alvi
‘Hurricane Hits England’ - Grace Nichols
‘Nothing’s Changed’ - Tatamkhulu Afrika
‘Postcard from a Travel Snob’ - Sophie Hannah
‘In Romney Marsh’ - John Davidson
‘Absence’ - Elizabeth Jennings
Component 1: Exploring modern and literary heritage texts

<table>
<thead>
<tr>
<th>Exam</th>
<th>2 hrs</th>
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<td>(50%)</td>
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AO1, AO2, AO3, AO4

Section A: Modern prose or drama

One extended, response-style question, split into two parts:

part a) is a comparison of an extract from the studied text with a modern prose unseen extract

part b) is a related question on the same studied text.

25%

Section B: 19th century prose

One extended response-style question on their studied text, from a choice of two: an extract-based question making links to the whole text or a discursive question.

25%

Component 2: Exploring poetry and Shakespeare

<table>
<thead>
<tr>
<th>Exam</th>
<th>2 hrs</th>
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<td>(50%)</td>
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</table>

AO1, AO2, AO3, AO4

Section A: Poetry across time

Students respond to one extended response-style question on their studied poetry cluster, which is split into two parts:

part a) a comparison of a named poem from the OCR Poetry Anthology with an unseen poem

part b) a related question on a different poem from the OCR Poetry Anthology.

25%

Section B: Shakespeare

Students respond to one extended response-style question on their studied play, from a choice of two: an extract based question making links to the whole text or a discursive question.

25%
Set texts

Modern prose or drama

*Anita and Me* by Meera Syal  
*Never Let Me Go* by Kazuo Ishiguro  
*Animal Farm* by George Orwell  
*An Inspector Calls* by J B Priestley  
*My Mother Said I Never Should* by Charlotte Keatley  
*DNA* by Dennis Kelly

Exploring modern and literary heritage texts

*Great Expectations* by Charles Dickens  
*Pride and Prejudice* by Jane Austen  
*The War of the Worlds* by H G Wells  
*The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson  
*Jane Eyre* by Charlotte Brontë

Exploring poetry and Shakespeare

*Romeo and Juliet*  
*The Merchant of Venice*  
*Macbeth*  
*Much Ado About Nothing*

OCR Anthology Poetry:

*Love and Relationships*

‘A Song’ - Helen Maria Williams  
‘Bright Star’ - John Keats  
‘Now’ - Robert Browning  
‘Love and Friendship’ Emily Brontë  
‘A Broken Appointment’ Thomas Hardy  
‘Fin de Fête’ - Charlotte Mew  
‘The Sorrow of True Love’ - Edward Thomas  
‘An Arundel Tomb’ - Philip Larkin  
‘Love After Love’ - Derek Walcott  
‘Morning Song’ - Sylvia Plath  
‘Long Distance II’ - Tony Harrison  
‘I Wouldn’t Thank You for a Valentine’ - Liz Lochhead
‘In Paris With You’ - James Fenton
‘Warming Her Pearls’ - Carol Ann Duffy
‘Dusting the Phone’ - Jackie Kay

**Conflict**

‘A Poison Tree’ - William Blake
‘Envy’ - Mary Lamb
‘Boat Stealing’ (from 1799 Prelude) - William Wordsworth
‘The Destruction of Sennacherib’ - Lord Byron
‘There’s a Certain Slant of Light’ - Emily Dickinson
‘The Man He Killed’ - Thomas Hardy
‘Anthem for Doomed Youth’ - Wilfred Owen
‘Vergissmeinnicht’ - Keith Douglas
‘What Were They Like?’ - Denise Levertov
‘Lament’ - Gillian Clarke
‘Punishment’ - Seamus Heaney
‘Flag’ - John Agard
‘Phrase Book’ - Jo Shapcott
‘Honour Killing’ - Imtiaz Dharker
‘Partition’ - Sujata Bhatt

**Youth and Age**

‘Holy Thursday’ - William Blake
‘When I have fears that I may cease to be’ - John Keats
‘The Bluebell’ - Anne Brontë
‘Midnight on the Great Western’ - Thomas Hardy
‘Spring and Fall: to a Young Child’ - Gerard Manley Hopkins
‘Ode’ - Arthur O’Shaughnessy
‘Out, Out -’ - Robert Frost
‘Red Roses’ - Anne Sexton
‘Baby Song’ - Thom Gunn
‘You’re’ - Sylvia Plath
‘Cold Knap Lake’ - Gillian Clarke
‘My First Weeks’ - Sharon Olds
‘Venus’s-flytraps’ - Yusef Komunyakaa
‘Love’ - Kate Clanchy
‘Farther’ - Owen Sheers
<table>
<thead>
<tr>
<th>Component 1: Shakespeare and Poetry</th>
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</thead>
<tbody>
<tr>
<td><strong>Exam</strong></td>
<td>2 hrs</td>
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<tr>
<td><strong>(40%)</strong></td>
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<tr>
<td>AO1, AO2, AO3, AO4</td>
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</tbody>
</table>

**Section A: Shakespeare**  
Students will answer two questions: one extract based question and one essay question on the text as a whole.  
20%  
AO1, AO2, AO4

**Section B: Poetry 1789 to the present day**  
Students will answer two questions on poems from the WJEC Eduqas poetry anthology. The first question will be about a specified poem. The second question will ask students to compare the first poem with a second poem of their choice from the anthology.  
20%  
AO1, AO2, AO3

<table>
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<tr>
<th>Component 2: Post-1914 prose/drama, 19th century prose and unseen poetry</th>
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<tbody>
<tr>
<td><strong>Exam</strong></td>
<td>2 hrs 30 mins</td>
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<tr>
<td><strong>(60%)</strong></td>
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<tr>
<td>AO1, AO2, AO3, AO4</td>
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</table>

**Section A: Post 1914 prose/drama**  
Students answer one source-based question.  
20%  
AO1, AO2, AO4

**Section B: 19th century prose**  
Students answer one source-based question.  
20%  
AO1, AO2, AO3

**Section C: Unseen poetry**  
Students will answer two questions on unseen poems from the 20th and/or 21st centuries. The first question will be about an unseen poem. The second question will ask students to compare the first poem with a second unseen poem.  
20%  
AO1 and AO2
## Set texts

### Component 1: Shakespeare and poetry

#### Section A: Shakespeare

- *Romeo and Juliet*
- *Macbeth*
- *Othello*
- *Much Ado About Nothing*
- *Henry V*
- *Merchant of Venice*

#### Section B: Poetry (from the WJEC Eduqas Anthology)

- ‘The Manhunt’ - Simon Armitage
- ‘Sonnet 43’ - Elizabeth Barrett Browning
- ‘London’ - William Blake
- ‘The Soldier’ - Rupert Brooke
- ‘She Walks in Beauty’ - Lord Byron
- ‘Living Space’ - Intiaz Dharker
- ‘As Imperceptibly as Grief’ - Emily Dickinson
- ‘Cozy Apologia’ - Rita Dove
- ‘Valentine’ - Carol Ann Duffy
- ‘A Wife in London’ - Thomas Hardy
- ‘Death of a Naturalist’ - Seamus Heaney
- ‘Hawk Roosting’ - Ted Hughes
- ‘To Autumn’ - John Keats
- ‘Afternoons’ - Philip Larkin
- ‘Dulce et Decorum Est’ - Wilfred Owen
- ‘Ozymandias’ - Percy Bysshe Shelley
- ‘Mametz Wood’ - Owen Sheers
- Excerpt from ‘The Prelude’ - William Wordsworth

### Component 2: Post-1914 prose/drama, 19th century prose and unseen poetry

#### Section A: Post-1914 prose/drama

- *Lord of the Flies* by William Golding
- *Anita and Me* by Meera Syal
- *Never Let Me Go* by Kazuo Ishiguro
- *The Woman in Black* by Susan Hill
Oranges are not the Only Fruit by Jeanette Winterson
An Inspector Calls by J.B. Priestley
The History Boys by Alan Bennett
Blood Brothers by Willy Russell
The Curious Incident of the Dog in the Night-Time (play script) by Simon Stephens
A Taste of Honey by Shelagh Delaney

Section B: 19th century prose

A Christmas Carol by Charles Dickens
Silas Marner by George Eliot
Pride and Prejudice by Jane Austen
War of the Worlds by H.G. Wells
Jane Eyre by Charlotte Brontë
The Strange Case of Dr Jekyll and Mr Hyde by R.L. Stevenson
GCSE English Language Assessment Objectives

Assessment Objectives (AOs) are set by Ofqual and are common to all GCSE English Language specifications and all exam boards.

The exams and Spoken Language endorsement will assess how students have achieved the following assessment objectives.

- **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. (This requirement must constitute 20% of the marks for each specification as a whole.)

- **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.
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<th><strong>English Language</strong></th>
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<th><strong>WJEC Eduqas</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Reading fiction text</strong></td>
<td>Exam - unseen extract from the 20th or 21st century. Paper 1 Section A 25%</td>
<td>Exam - unseen extract from the 19th century. Component 1 Section A 15%</td>
<td>Exam - two unseen extracts from literary prose texts, one of which may be non-fiction. Both texts are 20th or 21st century literary prose. Component 2 Section A 25%</td>
<td>Exam - unseen extract from the 20th century. Component 1 Section A 20%</td>
</tr>
<tr>
<td><strong>Writing fiction</strong></td>
<td>Exam - one extended writing question. Paper 1 Section B 25%</td>
<td>Exam - a choice of two writing tasks. Component 1 Section B 25%</td>
<td>Exam - one piece of original creative writing from a choice of two tasks. Component 2 Section B 25%</td>
<td>Exam - one creative writing task from a choice of four tasks. Component 1 Section B 20%</td>
</tr>
<tr>
<td><strong>Reading non-fiction</strong></td>
<td>Exam - unseen extracts from the 19th and either the 20th or 21st century (one non-fiction and one literary non-fiction). Paper 2 Section A 25%</td>
<td>Exam - two unseen extracts from the 20th and 21st century. Component 2 Section A 35%</td>
<td>Exam - unseen extracts from the 19th century and either the 20th or 21st century for comparative response. Component 1 Section A 25%</td>
<td>Exam - two unseen extracts from the 19th and 21st century. Component 2 Section A 30%</td>
</tr>
<tr>
<td><strong>Writing non-fiction</strong></td>
<td>Exam - one extended writing question. Paper 2 Section B 25%</td>
<td>Exam - a choice of two writing tasks. Component 2 Section B 25%</td>
<td>Exam - one piece of original non-fiction from a choice of two tasks. Component 1 Section B 25%</td>
<td>Exam - two transactional/persuasive tasks. Component 2 Section B 30%</td>
</tr>
<tr>
<td><strong>Spoken Language</strong></td>
<td>Teacher assessment of: ► presenting ► responding to questions and feedback ► use of Standard English 0% of GCSE</td>
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<td>Teacher assessment of: ► presenting ► responding to questions and feedback ► use of Standard English 0% of GCSE</td>
<td>Teacher assessment of: ► presenting ► responding to questions and feedback ► use of Standard English 0% of GCSE</td>
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</table>
| **Paper 1: Explorations in creative reading and writing** | **Section A: (25%) Reading.** One literature fiction text.  
Unseen extract from the 20\(^{th}\) or 21\(^{st}\) century.  
1 short form question, 2 longer form questions and 1 extended question.  
AO1, AO2, AO4  
**Section B: (25%) Writing.** One extended writing question. A choice of stimulus will be given (scenario, written prompt or visual image).  
AO5, AO6 |
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<tr>
<td>Exam</td>
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<td>1 hr 45 mins</td>
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<td>(50%)</td>
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<td>80 marks</td>
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| **Paper 2: Writers’ viewpoints and perspectives** | **Section A: (25%) Reading.** One non-fiction text and one literary non-fiction text.  
Unseen extract from the 19\(^{th}\) and either the 20\(^{th}\) or 21\(^{st}\) century.  
1 short form question, 2 longer form questions and 1 extended question.  
AO1, AO2, AO3  
**Section B: (25%) Writing.** One extended writing question, thematically linked to section A.  
AO5, AO6 |
<table>
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<tr>
<td>Exam</td>
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<td>1 hr 45 mins</td>
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<td>(50%)</td>
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<td>80 marks</td>
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| **Non-examination assessment: spoken language** | **Assessment of:**  
➤ presenting  
➤ responding to questions and feedback  
➤ use of Standard English |
<table>
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<tbody>
<tr>
<td>Teacher assessment (separately endorsed)</td>
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<tr>
<td>0% of GCSE</td>
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<tr>
<td>AO7, AO8, AO9</td>
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Component 1: Fiction and imaginative writing

| Exam | 1 hr 45 mins | 40% |

Section A: Reading
Questions on an unseen 19th century fiction extract (approx. 650 words). The questions will be a mixture of short and extended response questions.
AO1, AO2, AO4
15%

Section B: Imaginative writing
A choice of two writing tasks, linked by theme to the reading extract. One of the writing tasks will provide two images to help generate ideas (but these do not have to be used).
AO5 and AO6
25%

Component 2: Non-fiction and transactional writing

| Exam | 2 hours | 60% |

Section A: Reading
Questions on two thematically linked unseen non-fiction extracts from 20th and 21st century texts (approx. 1000 words total).
AO1, AO2, AO3, AO4
35%

Section B: Transactional writing
A choice of two writing tasks, linked by a theme to the reading extracts.
AO5 and AO6
25%

Non-examination assessment: spoken language

Teacher assessment (separately endorsed)
0% of GCSE
AO7, AO8, AO9

Assessment of:
- presenting
- responding to questions and feedback
- use of Standard English
<table>
<thead>
<tr>
<th>Component 1: Communicating information and ideas</th>
<th>Section A: Reading information and ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>Students read and compare unseen non-fiction texts; one text will be from the 19th century and the other from either the 20th or 21st century. AO1, AO2, AO3, AO4 25%</td>
</tr>
<tr>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 2: Exploring effects and impact</th>
<th>Section A: Reading meaning and effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>Students read and respond to literary prose texts (one may be literary non-fiction). Both texts will be from the 20th or 21st century. AO1, AO2, AO3, AO4 25%</td>
</tr>
<tr>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 3 or 4: Non-examination assessment: spoken language</th>
<th>Assessment of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher assessed</td>
<td>▶ presenting</td>
</tr>
<tr>
<td>0%</td>
<td>▶ responding to questions and feedback</td>
</tr>
<tr>
<td>AO7, AO8 and AO9</td>
<td>▶ use of Standard English</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Component 1: 20\textsuperscript{th} century literature reading and creative prose writing</th>
<th>Section A: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>Students answer a series of structured questions on an unseen 20\textsuperscript{th} century prose extract (60-100 lines).</td>
</tr>
<tr>
<td>1 hr 45 mins</td>
<td>AO1, AO2, AO4</td>
</tr>
<tr>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>

| Section B: Prose writing                       | Students write one creative writing (narrative) piece, choosing from four titles. |
|                                                | AO5 and AO6                                 |
|                                                | 20%                                          |

<table>
<thead>
<tr>
<th>Component 2: 19\textsuperscript{th} and 21\textsuperscript{st} century non-fiction reading and transactional/persuasive writing</th>
<th>Section A: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td></td>
</tr>
<tr>
<td>2 hours</td>
<td>Students answer a series of structured questions on two unseen non-fiction texts (about 900-1200 words in total), one from the 19\textsuperscript{th} century, one from the 21\textsuperscript{st} century.</td>
</tr>
<tr>
<td>60%</td>
<td>AO1, AO2, AO3, AO4</td>
</tr>
<tr>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>

| Section B: Writing                                                                                                   |                   |
| Students write two equally weighted pieces of transactional, persuasive and/or discursive writing.                        |                   |
| A05 and A06                                                                                                         | 30%                                           |

<table>
<thead>
<tr>
<th>Component 3: Non-examination assessment: spoken language</th>
<th>One presentation/speech, including responses to questions/feedback.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher assessed</td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>A07, A08 and A09</td>
<td></td>
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</tbody>
</table>