GCSE ENGLISH LANGUAGE AND ENGLISH LITERATURE

Launch event Autumn 2014
Agenda

- Update and key changes
- GCSE English Language (accredited)
- GCSE English Literature (accredited)
- Support
- Key contact information
UPDATE AND KEY CHANGES
Changes to all GCSEs

- Fully linear structure and updated subject criteria for content and assessment.
- New 9-1 grading scale with 9 being the top level.
- Tiering only in certain subjects such as Maths and Science.
- Policy of external assessment only unless non-examined assessment (coursework) is the only valid option.
What does this mean for GCSE English?

- From 2015, only GCSE English Language and GCSE English Literature will be available.

- The last assessment for the current GCSEs will be June 2016 with a resit available for English and English Language in November 2016.

- The reformed GCSEs will be reported in the 2017 performance tables.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>Summer series as normal</td>
<td>Summer series as normal</td>
<td>Final GCSE examinations</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Specifications in centres</td>
<td>First teaching</td>
<td></td>
<td>First GCSE examinations</td>
</tr>
</tbody>
</table>
Changes to English reporting

2016 Progress 8 headline measures

- Double weighting for English as an enabling subject. This can be either GCSE English Language or Literature. The double weighting only applies if the subjects are taken together.

- There is no requirement that English Literature is taken as well as English Language, but the new Progress 8 measures do encourage centres to take both GCSEs.

- If the student does not take English Literature alongside English Language, then there is no double weighting of points for English achievement.
Changes to English reporting

2017 Performance tables

- In July 2014, the DfE announced that the only English and maths qualifications that will count in the 2017 secondary school performance tables will be reformed GCSEs in those subjects.

- This means that the Level 1/level 2 Certificates in English and maths will not be included in the 2017 performance tables (due to be published in January 2018).

- Alongside these changes, the Department for Education confirmed that entries to the current GCSEs in English and maths from 2016 or earlier will not count in performance tables in 2017.
GCSE ENGLISH LANGUAGE
Changes to subject criteria

GCSE English Language

- **Reading - 50% of the GCSE**
  - Students are required to answer questions on unseen 19th, 20th and 21st century texts
  - These texts must cover fiction, non-fiction and literary non-fiction

- **Writing - 50% of the GCSE**
  - SPaG has an increased weighting of 20%

- Minimum examination time of 3.5 hours
Changes to subject criteria

Spoken Language endorsement

- Speaking and Listening is renamed as Spoken Language and assessed as a separate endorsement

The SL consultation, which closed at the end of September, proposed the following:

- Students will be required to present to an audience on a topic of their choice and listen to, and answer, questions
- Students’ presentations would be recorded and sent to the Awarding Body for moderation
- Students will be awarded a pass, merit or distinction and this will be printed on the GCSE certificate in a separate line

The outcome of the consultation will be published shortly
## GCSE English Language

<table>
<thead>
<tr>
<th>Paper 1 – 1 hr 45 mins (40%)</th>
<th>Paper 2 – 2 hrs (60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A:</strong></td>
<td><strong>Section A:</strong></td>
</tr>
<tr>
<td><strong>Unseen 19&lt;sup&gt;th&lt;/sup&gt; Century fiction</strong></td>
<td><strong>Comparison of two unseen texts from the 20&lt;sup&gt;th&lt;/sup&gt; and 21&lt;sup&gt;st&lt;/sup&gt; century</strong></td>
</tr>
<tr>
<td>• Extract will be approximately 650 words in length</td>
<td>• One non-fiction; one literary non-fiction</td>
</tr>
<tr>
<td>• Shorter response questions will focus on close analysis of the text; longer response questions will ask students to show their understanding of the whole text</td>
<td>• Extracts will be approximately 1000 words in total</td>
</tr>
<tr>
<td>• Shorter response questions will focus on close analysis of the text; longer response questions will ask students to show their understanding of the whole text</td>
<td>• Shorter response questions will focus on close reading of the texts; longer response questions will ask students to compare the texts</td>
</tr>
<tr>
<td><strong>Section B:</strong></td>
<td><strong>Section B:</strong></td>
</tr>
<tr>
<td><strong>Creative Writing</strong></td>
<td><strong>Transactional writing</strong></td>
</tr>
<tr>
<td>• Choice of 2 tasks linked to the theme of the 19&lt;sup&gt;th&lt;/sup&gt; century fiction</td>
<td>• Choice of 2 tasks linked to the theme of the texts</td>
</tr>
<tr>
<td>• One task will include images to help students address the task</td>
<td>• Newspaper articles, letters etc</td>
</tr>
<tr>
<td>• Audience and purpose along with SPaG will be assessed</td>
<td>• Audience and purpose along with SPaG will be assessed</td>
</tr>
</tbody>
</table>
## GCSE English Language

### Assessment objectives for Reading

<table>
<thead>
<tr>
<th>AO</th>
<th>Assessment objective</th>
<th>% in GCSE</th>
</tr>
</thead>
</table>
| AO1 | Identify and interpret explicit and implicit information and ideas  
Select and synthesise evidence from different texts                                                                                                         | 7.5       |
| 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                                              | 15        |
| AO3 | Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts                                                                                                               | 8.75      |
| AO4 | Evaluate texts critically and support this with appropriate textual references                                                                                                                                      | 18.75     |
## Assessment objectives for Writing

<table>
<thead>
<tr>
<th>AO</th>
<th>Assessment objective</th>
<th>% in GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO5</td>
<td>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</td>
<td>30</td>
</tr>
<tr>
<td>AO6</td>
<td>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</td>
<td>20</td>
</tr>
</tbody>
</table>
Changes to subject criteria

GCSE English Literature

- 4 set texts covering
  - 19th Century novel
  - Post-1914 British prose or drama
  - Poetry from 1789 including Romantic Poetry
  - Shakespeare

- Students are also required to compare two unseen texts

- Closed book examination

- 5% SPaG

- Minimum examination time of 4 hours
GCSE English Literature

<table>
<thead>
<tr>
<th>Paper 1 – 1 hr 45 mins (50%)</th>
<th>Paper 2 – 2 hrs 15 mins (50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A:</strong></td>
<td><strong>Section A:</strong></td>
</tr>
<tr>
<td>Shakespeare</td>
<td>19th Century fiction</td>
</tr>
<tr>
<td>• Two questions</td>
<td>• Two questions</td>
</tr>
<tr>
<td>• One based on a 30-line</td>
<td>• One based on a 400-word</td>
</tr>
<tr>
<td>extract and one on the</td>
<td>extract and one on the</td>
</tr>
<tr>
<td>whole play</td>
<td>whole novel</td>
</tr>
<tr>
<td><strong>Section B:</strong></td>
<td><strong>Section B:</strong></td>
</tr>
<tr>
<td>Post-1914 British Drama or</td>
<td>Poetry</td>
</tr>
<tr>
<td>Prose</td>
<td>• One question comparing</td>
</tr>
<tr>
<td>• Students study EITHER</td>
<td>one named poem from the</td>
</tr>
<tr>
<td>drama or prose</td>
<td>chosen anthology collection</td>
</tr>
<tr>
<td>• Choice of essay questions</td>
<td>with another of the</td>
</tr>
<tr>
<td>• SPaG is assessed</td>
<td>student’s choice from the</td>
</tr>
<tr>
<td></td>
<td>collection</td>
</tr>
<tr>
<td></td>
<td>• One question comparing</td>
</tr>
<tr>
<td></td>
<td>two unseen contemporary</td>
</tr>
<tr>
<td></td>
<td>poems</td>
</tr>
</tbody>
</table>
# GCSE English Literature

## Paper 1 – Set Texts

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

### Section B: Post-1914 British Drama or Prose
- Animal Farm
- Lord of the Flies
- Anita and Me
- The Woman in Black
- An Inspector Calls
- Hobson’s Choice
- Blood Brothers
- Journey’s End

## Paper 2 – Set Texts

### Section A: 19th Century fiction
- Jane Eyre
- Great Expectations
- Dr Jekyll and Mr Hyde
- A Christmas Carol
- Pride and Prejudice
- Silas Marner
- Frankenstein

### Section B: Anthology poems – 15 poems in each collection
- Relationships
- Conflict
- Time and Place
## GCSE English Literature

<table>
<thead>
<tr>
<th>AO</th>
<th>Assessment objective</th>
<th>% in GCSE</th>
</tr>
</thead>
</table>
| 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                                                                 | 37        |
| AO2| Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate                                                                               | 42        |
| AO3| Show understanding of the relationships between texts and the contexts in which they were written                                                                                                                    | 16        |
| AO4| Use of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation                                                                                                   | 5         |
**GCSE English Literature comparison**

Comparison requirement – there is a requirement that 20%-25% of the marks for this qualification are achieved through comparison questions across AO1, AO2 and AO3. The table below illustrates how these marks are allocated.

<table>
<thead>
<tr>
<th>AO</th>
<th>Assessment objective</th>
<th>% in GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO2</td>
<td>Anthology poetry (Component 2, section B, part 1)</td>
<td>9.5</td>
</tr>
<tr>
<td>AO3</td>
<td>Anthology poetry (Component 2, section B, part 1)</td>
<td>3</td>
</tr>
<tr>
<td>AO1</td>
<td>Unseen Poetry (Component 2, section B, part 2)</td>
<td>5</td>
</tr>
<tr>
<td>AO2</td>
<td>Unseen Poetry (Component 2, section B, part 2)</td>
<td>7.5</td>
</tr>
</tbody>
</table>
SUPPORT
Supporting you through the changes

- Planning and delivery
- Teaching and learning
- Understanding the standard
- Personal support
- Tracking progress
- Training from Pearson
Understanding the standard

We will provide you with information and support to help you understand the standard:

- Comprehensive banks of exemplar student work and examiner commentaries derived from our trialling with centres
- Mark schemes that have been researched and trialled
- Extensive training for all units
- Additional sample papers
- Training on delivering units and marking mocks
- Local network groups
- Subject advisor
Planning and delivery

We will provide you with the best support:

- a range of course planners, outlining different delivery approaches
- an editable scheme of work to save you time
- a Getting Started guide with detailed guidance
- KS3 preparation tests
- a free, downloadable unseen preparation anthology for GCSE English language
- Poetry anthology with free teaching and learning resources
- support packs for new topic areas.
Poetry Anthology ActiveTeach

Free teaching and learning resource to help you as you teach the Poetry Anthology

- Lesson plan for each poem will include:
  - Worksheets, audio recordings and additional resources
  - Guidance on context and help preparing students for comparison requirements

- Includes additional lessons covering preparation for comparison requirements and a unit on preparing for the unseen poetry

- Available online via ActiveTeach, for front-of-class use or easy download
Poetry Anthology ActiveTeach

Text on screen, with links to all resources

Detailed lesson plans for each poem
Teaching and Learning

We are teaming with academic partners University of Exeter and King’s College London

• Creating powerful support built around trialled, evidence-based pedagogies
• Specifically designed to help overcome critical barriers to progress in the 11-19 English curriculum
• Providing you with free teaching support based on these pedagogies
Grammar for Writing

In partnership with Debra Myhill and University of Exeter

- Recent study at KS4 showed teaching contextualised grammar had a statistically significant impact on reading and writing
  - Positive impact on language analysis, sentence structure, punctuation and spelling
  - Impact was measured using new Edexcel GCSE Language SAMs, and results were marked by Edexcel examiners
Grammar for Writing

Free lesson support for you to put the pedagogy into practice

• 1 unit of work, comprised of 9 lessons
  – Lesson plans, Powerpoints, worksheets, other resources
  – Developed by Debra Myhill and her team
  – Trialled and reviewed content

• 2 lessons available now

• Remaining lessons available in January 2015
Grammar for Writing

Resource 1.1

The STRANGE Headline Generator

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun (concrete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giant</td>
<td>Goldfish</td>
</tr>
<tr>
<td>Tiny</td>
<td>Police officer</td>
</tr>
<tr>
<td>Sleeping</td>
<td>Bicycle</td>
</tr>
<tr>
<td>Appalling</td>
<td>Gorilla</td>
</tr>
<tr>
<td>Three-legged</td>
<td>Cake</td>
</tr>
<tr>
<td>Disappearing</td>
<td>Wasp</td>
</tr>
<tr>
<td>Green</td>
<td>Bear</td>
</tr>
<tr>
<td>Terrifying</td>
<td>Teacher</td>
</tr>
<tr>
<td>Alien</td>
<td>Caravan</td>
</tr>
<tr>
<td>Runs Amok</td>
<td>Skyscraper</td>
</tr>
<tr>
<td>Celebration</td>
<td></td>
</tr>
</tbody>
</table>

Grammar for Writing

Truth is Stranger than Fiction

Lesson objectives:
- Understand the typical underlying structure of news headlines and how it is effective.
- Explore how effective headlines are created through unusual, striking, visual and dramatic combinations of words and images.

Learning objectives:
By the end of this lesson,
- All students will be able to identify the grammatical pattern used in headlines.
- Most students will be able to identify why present tense is used in headlines.
- Some students will be able to vary the pattern of headlines for effect.

Starter:
Teacher:
Display news headlines. (Lesson 1.ppt, slides 2-3)

Whole class:
Read through the headlines; students vote on which headlines they think are real.

Teacher:
Reveal the real sources of all the headlines. (Lesson 1.ppt, slides 4-5)
Display Lesson 1.ppt, slide 6. Show how the headlines are constructed to be ultra-concise while giving key information about WHO and WHAT.
- Explain the basic NOUN VERB PREPOSITION NOUN structure.
  - Something
  - Is or does something
  - To in at for something
- Explain that this is often expanded by adding adjectives before the nouns.
Question: Why are the headlines all in the present tense?

- noun verb preposition noun
- for Man’s Drowning
- in/at/to/for something
- Shark Tank
- noun verb preposition noun
Grammar for Writing

Reporting on students’ use of SPaG in exams

- Debra and her team will assess student exam scripts and write a report analysing:
  - Grammatical aspects of student writing at sentence level
  - Paragraph and textual organisation
  - Composition and effect
- Reports will help teachers to pinpoint areas of concern
- First report in Autumn 2014, based on June 2014 exam series
Let’s Think in English

In partnership with King’s College London

• Teaching programme developed by a team at King’s College London

• Pedagogy underpinned by a research trial

• Helps students develop thinking skills necessary for success in English
  – Builds skills of inference, deduction and analysis
  – Builds confidence in unseen texts in exams
  – Lessons are based on discussion, problem solving and structured reflection
Let’s Think in English

Free lesson support for you to put the pedagogy into practice

• 5 free lessons
  – Lesson plans, Powerpoints, worksheets, other resources
  – Developed by the King’s College London team
  – Trialled and reviewed content

• 1 lesson available now

• Remaining lessons available in January 2015
Let’s Think in English

**Lesson 1: The Bridge**

**Reasoning pattern: frames of reference**

**Overview:**
This activity uses a short narrative to explore the characters’ moral responsibility for events, establishing the concept of a fable, then asks the students to consider the importance of characters’ motives and what is needed to develop the story into a short story which is read for pleasure. The students are thereby encouraged to consider why we read fiction and to work out what is needed to transform one type of narrative into another. The lesson begins to establish that, when writing fiction, the writer takes every decision in order to inform and entertain the reader.

**Key words:**
- Fable
- Entertainment/enjoyment
- Motive
- Characterisation
- Setting

**Concrete preparation:**
Distribute copies of **Worksheet 1: The Bridge**, or display the text on screen.
Ask students to clarify what is different about a civil war from others; perhaps ask if anyone knows anything about the American Civil War and what it was about.
Read the story with the students. Check understanding of storyline and that there are five characters in the story:

**The Bridge**

The following story took place in America during the Civil War (1861-1865). People have talked about it ever since.

A woman lived with her husband in a house beside a river. One day, her husband went away for three months. While he was away, she took a lover, who lived across the bridge on the other side of the river.

One day, while she was with her lover, the woman heard that her husband was coming home. She left her lover and tried to cross the bridge. But now there was a soldier on the bridge. The soldier said, “Stop. I have orders that no one must cross the bridge. If you try to cross the bridge, I will shoot you.”

Near the bridge was a boat. The woman told the boatman she needed to cross the river. The boatman told the woman he would take her across the river if she paid him $100.

The woman didn’t have $100, so she asked her lover to give her the money, but he refused.

The woman tried to cross the bridge.

The soldier shot her dead.

There are five people in the story.

Who do you think was most to blame for the woman’s death?

Reflection: If you were going to rewrite the story for readers to enjoy...

- Would it matter if you thought the woman behaved badly or if she had a good reason? Why?
- Would you write the story in 3rd person (‘he said’) or 1st person (‘I said’)?
Endorsed resources

• We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.

• To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers, including ourselves.

• However, it is not necessary to purchase endorsed resources to deliver our qualifications.

A list of all endorsed resources will be available on edexcel.com
Endorsed resources

We are working with a range of publishers who are looking towards getting their resources endorsed:

- ZigZag Education
- Pearson
Endorsed resources

- ZigZag Education – Study guides and activity packs for Language and Literature.

- Pearson – Printed text book anthology; 6 tiered workbooks building reading and writing skills; Active Teach; assessment and revision resources.

*These resources have not yet been endorsed. This information is correct as of 24 September 2014, but may be subject to change.
Professional Development

Face-to-face training sessions to support you with the Grammar for Writing and Let’s Think in English pedagogies

Developed and delivered by teams at:

- University of Exeter
- King’s College London
Contact information

English Subject Advisor, Clare Haviland:

- teachingenglish@pearson.com
- Tele: 0844 372 2188

- [http://www.edexcel.com/Subjects/English/Pages/Default.aspx](http://www.edexcel.com/Subjects/English/Pages/Default.aspx)

- **English forum** look at and participate in: [www.community.edexcel.com/english/default.aspx](http://www.community.edexcel.com/english/default.aspx)

- **Twitter**: [www.twitter.com/PearsonTeachEng](http://www.twitter.com/PearsonTeachEng)

- [www.edexcel.com/learningforabetterfuture](http://www.edexcel.com/learningforabetterfuture)