

Presenting our new GCSE English Language qualification

Structure

The Pearson Edexcel new GCSE English Language qualification is an **untiered** qualification.

The assessment consists of two externally examined papers, plus a separate endorsement of Spoken Language which is internally assessed.

It is a **linear qualification** so all examination papers must be taken in the same series at the end of the course.

Paper 1:

Fiction and imaginative writing

40% weighting



Section A: Reading (15%)

Unseen 19th century fiction.
Short answer and extended response questions.

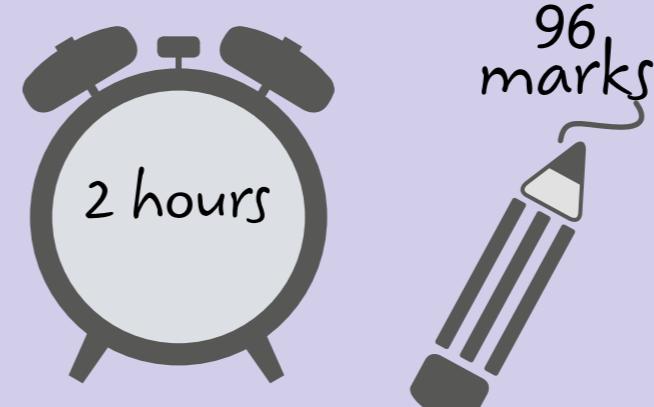
Section B: Writing (25%)

Creative writing linked to theme of Section A.

Paper 2:

Non-fiction and transactional writing

60% weighting



Section A: Reading (35%)

Unseen 20th and 21st century non-fiction and literary non-fiction.
Short answer and extended response questions, including comparison.

Section B: Writing (25%)

Transactional writing linked to theme of Section A.

Our research with teachers and other key stakeholders from FE, HE and the wider English community told us that the papers should each include **reading** and **writing** which are loosely linked by a theme to enable students to use the subject of the reading material to help inform their writing.



Each paper is clearly linked to the Assessment

Objectives with mark schemes to show exactly what is being assessed within the question. Key questions within the assessment and the mark schemes have been tested with students to help refine the wording. We have applied all of our experience from our well-regarded International GCSEs and Level 1/Level 2 Certificates in setting and marking untiered papers to create papers which can be accessed by all students.



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The qualification will be graded and certificated on a nine grade scale from 9 to 1, where 9 is the highest grade.

Fiction and imaginative writing is the shorter of the two papers and worth 40% of the overall GCSE English language qualification. This paper covers the 19th century and fiction requirement of the criteria and many teachers told us that students would prefer for these two elements to be a 'stand alone' assessment so that they would have the time to concentrate on the more challenging language of the texts.

All students will read the same texts and will show their understanding of the text by responding to short questions which ask for close textual analysis and longer questions which will assess their overall understanding of the text and how the writer creates effects.

We also chose to include a creative writing question to this paper as all of our stakeholders agreed that this was a key skill which helped improve students' technical accuracy as well as being an element of the course which they particularly enjoyed. The theme of the creative writing will be linked to the theme of the 19th century fiction.

Non-fiction and transactional writing. This paper is longer than paper one as it has two unseen texts which students need to compare.

Students will be asked to compare one non-fiction and one literary non-fiction text from the 20th and 21st century.

These texts will also be linked by a theme and students will be asked to answer some shorter questions about each text and then asked to draw together the similarities and differences between the texts.

As with paper 1, the reading and writing tasks are linked. Therefore students will be asked to write a transactional piece of writing which will have the same theme as the two comparison texts.