

GCSE ENGLISH LANGUAGE

Assessment of this GCSE:

- This GCSE is assessed by your **Summer 2020 exams only**
- The content of the exams is **100% unseen**

Component 1 - 20th Century Literature Reading and Creative Prose Writing
Written exam - 1 hour and 45 minutes (**40% of total qualification**)

Section A	Reading: <ul style="list-style-type: none">• Read and understand one prose fiction extract (around 60-100 lines) from the 20th Century.• Answer a set of (usually six) structured questions.	20%
Section B	Prose Writing: <ul style="list-style-type: none">• Complete one creative writing task	20%

Component 2 - 19th and 21st century Non-Fiction Reading and Transactional / Persuasive Writing
Written exam - 2 hours (**60% of total qualification**)

Section A	Reading: <ul style="list-style-type: none">• Read and understand two extracts (around 900-1200 words in total) of high quality non-fiction writing, one from the 19th Century and one from the 21st Century.• Answer a set of (usually six) structured questions.	30%
Section B	Writing: <ul style="list-style-type: none">• Complete two transactional / persuasive writing tasks	30%

Component 3 - Spoken Language
Compulsory; non-weighted; non-exam assessment

Speaking:

- Complete one presentation / speech, including responses to question and feedback.
- This is filmed and submitted to the exam board.
- This is reported as part of the qualification, but will not form part of the final mark.

READING

Critical reading and comprehension:

- **identifying** and **interpreting themes, ideas** and **information** in a range of literature and other high-quality writing;
- reading in **different ways** for **different purposes**, and comparing and **evaluating** the usefulness, relevance and presentation of content for these purposes
- drawing **inferences** and **justifying** these with evidence
- supporting a point of view by referring to **evidence** within the text
- identifying **bias** and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not
- reflecting **critically** and **evaluatively** on text, using the **context** of the text and drawing on **knowledge and skills gained from wider reading**
- recognising the possibility of **different responses** to a text

Summary and synthesis:

- identifying the main **theme** or themes
- **summarising** ideas and information from a single text
- **synthesising** from more than one text

Evaluation of a writer's choice of vocabulary, form, grammatical and structural features:

- explaining and illustrating how **vocabulary** and **grammar** contribute to effectiveness and impact, using **linguistic and literary terminology accurately** to do so and paying attention to **detail**
- **analysing** and **evaluating** how **form** and **structure** contribute to the effectiveness and impact of a text

Comparing texts:

- **comparing** two or more texts **critically** with respect to the above.

WRITING

Producing clear and coherent text:

- writing **effectively** for different **purposes** and **audiences**: to describe, narrate, explain, instruct, give and respond to information, and argue
- selecting **vocabulary, grammar, form,** and **structural** and **organisational** features judiciously to reflect **audience, purpose** and **context**
- using **language** imaginatively and creatively
- using information provided by others to write (in different forms)
- maintaining a **consistent** point of view
- maintaining **coherence** and **consistency** across a text
- writing accurately and for effect, in **spelling, punctuation** and **grammar**

Writing for impact:

- **selecting, organising** and **emphasising** facts, ideas and key points
- citing **evidence** and quotation effectively and pertinently to support views
- creating **emotional** impact
- using language **creatively, imaginatively** and **persuasively**, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)

SPOKEN LANGUAGE

Present information and ideas:

- selecting and organising information and ideas effectively and persuasively for prepared spoken presentations
- planning effectively for different purposes and audiences
- making presentations and speeches

Respond to spoken language:

- listening to and responding appropriately to any questions and feedback

Spoken Standard English:

- expressing ideas using Standard English whenever and wherever appropriate