GCSE

WJEC GCSE English Language and Literature (Single and Double Award)

Approved by Qualifications Wales

Sample Assessment Materials

Unit 2: Belonging

For Year 10 cohort starting September 2026 onwards

First award 2028

Version 4



This Qualifications Wales regulated qualification is not available to centres in England.

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Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	First paragraph on page 3 inserted to provide additional teacher instructions	5
	Paragraph 2 inserted to provide additional to teacher instructions	10
3	N/A	N/A
4	Wording changed to clarify the availability of NEA tasks for different cohorts.	2
	Removal of controls when preparing for the assessment	3
	Removal of the oracy task	N/A

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Task

Overview

This is an essay task.

The suggested length is **750-1000** words.

The total time learners are allowed to spend on the task-taking stage is **2 hours**.

Marks available: **30**

The task

The essay task will be prescribed by WJEC. Centres may tailor the title of task to suit their chosen text ensuring accessibility and relevance for their learners while maintaining the required level of analytical depth and rigour.

Non-examination assessment tasks and associated stimuli are released in the first week of April and are first assessed in the following academic year. Each task remains live for a two-year cycle, applying to two cohorts and providing two March submission opportunities for each cohort. Centres are required to ensure they use the correct task for each series. Centres have the flexibility to decide when during the academic year learners undertake the task.

The essay will be linked to learners' understanding of **Belonging** developed through the study of a prose text from the longlist. Learners will use a range of linguistic and literary approaches to demonstrate their knowledge and understanding of the whole text, exploring the theme of **Belonging** through the study of character(s) and setting.

Areas based on the theme of **Belonging** that could be considered include, but are not limited to:

(a) familial belonging
(b) cultural belonging
(c) social belonging
(d) locational belonging
(e) self-belonging
(f) anything counter to belonging such as: exclusion, isolation, alienation, disconnection.

Learners should:

- give a sustained response, reflecting an understanding of the text as a whole
- use linguistic and literary approaches, including an analysis of the language, structure and form choices made by the writer and the effect of these on the reader
- use context to inform analysis of the prose text
- have a clear and developing argument that addresses the question directly and a conclusion summing up the content of the response and drawing the analysis/evaluation together.

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1. Area: Self-belonging

Task title: Examine the ways one or two characters present the theme of self-belonging in your studied novel.

Sample tailored titles

(a) Examine the ways Marcus's situation presents the theme of self-belonging in *About a Boy*.

(b) Examine the ways changes in Scrooge's character reflect the theme of self-belonging in *A Christmas Carol*.

Or

2. Area: Isolation

Task title: Examine the ways one or two characters present the theme of isolation in your studied novel.

Sample tailored titles

(a) Examine the ways Jean Rhys develops Antoinette's journey to present the theme of isolation in *Wide Sargasso Sea*.

(b) Examine the ways Golding presents the boys' developing isolation in *Lord of the Flies*.

In tailoring the generic task, there is no expectation that all learners in a centre will use the same text or the same title in completing this unit.

Preparing for the Assessment

It is important that centres have already read, studied and prepared the texts with learners before they start this process.

To prepare for the non-examination assessment, learners should do some research and planning to help them complete the task. This research and planning does not form part of the non-examination assessment time. The research and planning cannot be taken into the assessment.

Task Taking – Essay Writing

Following the completion of the preparation, the final task must be completed under direct supervision.

Learners are allowed a total of **2 hours** to complete this task. This time allowance may be split up into shorter periods to suit the centre and may include any redrafting if required.

If the assessment session is broken up into shorter periods of time, all learners' work must be collected and kept securely within the centre.

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Resources

During the task taking stage of this task:

- learners are not permitted to use notes in the assessment session. They may have a copy of the text, but this must be checked for notes/essay plans to prevent any incidents of malpractice. This also prohibits the use of extracts from the play rather than a whole copy
- work may be handwritten or digitally produced. No access to dictionaries or thesauri is permitted during task-taking, and digital grammar and spell check programmes must be disabled
- learners' work must remain within the centre at all times and must be stored securely.

Supervision

For the task taking stage, learners must be directly supervised.

The centre must ensure that:

- all candidates are within direct sight of the supervisor throughout the session(s)
- display materials which might provide assistance are removed or covered
- there is no access to email, the internet or mobile phones
- candidates complete their work independently
- interaction with other candidates does not occur
- no assistance of any description is provided.

An Assessment Record Sheet for each candidate must be completed for each NEA unit. These can be downloaded from the GCSE English Language and Literature section of the WJEC website.

Marking

The task will be marked by the centre and moderated by WJEC. Teachers must use the assessment criteria provided by WJEC (see page 6). Relevant comments justifying the mark awarded should be completed on each unit Assessment Record Sheet.

The assessment of the task must contain **both in-text annotations and a summative comment**. When assessing the task, it is important that only the candidate's own work is rewarded.

The work for this unit should be marked by teachers according to the marking criteria using a 'best fit' approach. Teachers select the band descriptors that most closely describes the quality of the work being marked.

- Where the candidate's work convincingly meets the descriptors, the highest mark should be awarded.
- Where the candidate's work adequately meets the descriptors, a mark in the middle range should be awarded where appropriate.
- Where the candidate's work just meets the descriptors, the lowest mark should be awarded.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks must be directly related to the assessment criteria.

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Moderation

Moderation will take place at two levels:

- within the centre to ensure that a uniform standard has been applied across teaching groups – this must be done in good time so that marks and samples can be submitted for the WJEC deadline
- through moderation of a sample of work by WJEC.

All learners are required to sign an authentication form to confirm that the work submitted is their own. Teachers are required to confirm that the work assessed is solely that of the learner concerned and was conducted under the required conditions.

A copy of the authentication form, which forms part of the Assessment Record Sheet for each learner's work, must be downloaded from the WJEC website.

Malpractice discovered prior to the learner signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Teacher Guidance

The level of guidance teachers may give throughout the assessment of this unit are as follows:

Review candidates' work and provide oral and written advice at a **general** level in order to secure a functional outcome.	✓
Evaluate progress to date and propose broad approaches for improvement.	✓
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	x
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	x
Intervene personally to improve the presentation or content of work.	x

N.B. In all levels of guidance, teachers are permitted to intervene/advise on issues of safety or wellbeing.

Collaboration during the tasks

Collaboration is not permitted. Learners must not collaborate in any way during the task.

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Mark schemes

Unit 2 Task	Marks available: **30**
AO1 Learners will use a range of linguistic and literary approaches to demonstrate their knowledge and understanding of the whole text, exploring the theme of **Belonging** through the study of character(s) and setting.	
Band	**AO1**
5	**18-22 marks** Candidates: • show a convincing and perceptive understanding, considering a wide range of different aspects of content; responses are sustained, detailed and critical in their engagement and may include offering some reasoned judgements or considered personal response • offer a sustained and convincing selection of relevant points, along with detailed and interesting development of ideas. A sophisticated evaluation of relevant points is given to demonstrate how they illustrate and support interpretations • offer well-reasoned explanations of how a comprehensive range of aspects of language, structure and form contribute to the presentation of information, ideas and themes • give well-reasoned and persuasive explanations of a comprehensive range of examples of the impact of language, structure and form. • show a full and thorough understanding how contexts may inform viewpoints and perspectives, drawing confidently on well-chosen evidence from the text(s).

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4	**14-17 marks** Candidates: • show secure understanding, demonstrating that they have considered a range of aspects of the content; responses develop points to engage critically with a range of ideas and may begin to offer considered personal response • offer a competent selection of points offered, and meaningful development of ideas. Secure evaluation of relevant points to demonstrate how they illustrate and support interpretations • offer detailed explanations of how a range of relevant aspects of language, structure and form contribute to the presentation of information, ideas and themes • give secure explanations of a range of relevant examples of the impact of language, structure and form. • show secure understanding of how contexts may inform different viewpoints and perspectives, supporting their views with relevant evidence from the text(s).
3	**10-13 marks** Candidates: • show some understanding of the main features of the content; responses focus on the main points with some development of ideas • select a broad range of appropriate points with clear development of ideas. Some appropriate evaluation is made of how the points illustrate and support interpretations • offer straightforward explanations of how different aspects of language, structure and form contribute to the presentation of information, ideas and themes • give straightforward explanations about the impact of language, structure and form. • show clear understanding of how contexts may inform different viewpoints and perspectives, and select some appropriate material from the text(s) to support their views.

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2	**6-9 marks** Candidates: • show a basic understanding with some weaknesses in interpreting content; responses are likely to be undeveloped and take a descriptive approach • select some points with some basic evidence of development of ideas. Simple explanation is given of how the points illustrate and support interpretations • comment on some basic examples of how language, structure and form contribute to the presentation of information, ideas and themes • make basic comments on the impact of language, structure and form, although not all will be clear or relevant. • show basic understanding of how contexts may inform different viewpoints and perspectives.
1	**1-5 marks** Candidates • show limited understanding with some misinterpretation of content; responses are likely to be brief and simple • offer a limited number of points, without development or evaluation • make simple and limited comments on how language, structure and form contribute to the presentation of information, ideas and themes • make limited comments on the impact of language, structure and form. • show limited understanding of how contexts inform different viewpoints and perspectives.
0	**0 marks** Nothing worthy of credit.

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AO2: Learners are assessed for the quality of their written communication, including the accuracy of their language.	
Band	**AO2**
4	**7-8 marks** • Communication is consistently coherent, purposefully organised with a wide variety of sophisticated linguistic and structural features. • Candidates consistently and purposefully use appropriate grammar and syntax. • A wide range of punctuation is used confidently and accurately. Spelling is almost always correct, including that of complex/irregular words.
3	**5-6 marks** • Communication is mostly coherent, effectively organised with a variety of well-chosen linguistic and structural features. • Candidates use appropriate grammar and syntax. • A range of punctuation is used accurately and spelling is secure.
2	**3-4 marks** • Communication is generally coherent, organised with some use of linguistic and/or structural features. • Candidates occasionally use appropriate grammar and syntax, but it is inconsistent in accuracy. • Punctuation and spelling have frequent errors but meaning is largely clear.
1	**1-2 marks** • Communication shows occasional coherence, but this may be limited by the lack of organisation. Linguistic and structural features are limited and may be inaccurate. • Candidates rarely use appropriate grammar and syntax and errors may impede meaning. • Errors in punctuation and spelling are likely to impede clarity or meaning.
0	**0 marks** Nothing worthy of credit.

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Mapping of questions to specification content and assessment objectives: Unit 2

Question	Topic and Section			Total Marks	AO1 Marks	AO2 Marks
	2.1	2.2				
Task		30		30	**22**	**8**
Total marks				**30**	**22**	**8**
					30	

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WJEC GCSE English Language and Literature

Candidate Assessment Pack (3755U7)

Unit 2: Belonging

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About this pack: information and instructions for candidates

This candidate assessment pack is for candidates completing Unit 2 – Belonging.

Within this pack, you will find:

- information for candidates, which tells you about things that you must and must not do when you are completing the assessment.

Task
You will have 2 hours to complete the written assessment.

For the task-taking stage you will be directly supervised.

Your teacher is allowed to help you to understand the assessment requirements and the task, but there are rules about the kind of help and how much they can give you. You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

It is important that you work independently from other candidates and the work produced should be your own unaided work. You and your teacher will be required to sign a declaration that all work presented is your own work.

You are advised to check your work carefully to make sure that it is accurate and correct.

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Information for candidates

The following information has been taken from the JCQ Information for candidates – non-examination assessments and the JCQ Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications. This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work

- When you submit your work and sign your candidate declaration form, you need to ensure that your final product reflects your own independent work and isn't copied or paraphrased from another source such as an AI tool.
- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- If you worked as part of a group on a task, you **must** each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must** independently draw your own conclusions from the data.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions (such as those produced by AI tools and chatbots) – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** Don't think you won't be caught; there are many ways to detect plagiarism:

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks
- you will be disqualified from that unit for the assessment series in question
- you will be disqualified from the whole subject for that assessment series
- you will be disqualified from all subjects and barred from entering again for a period of time.

WJEC will decide which penalty is appropriate.
Remember – it's your qualification so it needs to be your own work.

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End of Candidate Assessment Pack

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