GCSE

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

Approved by Qualifications Wales

Specification

For Year 10 cohort starting September 2026 onwards
First award 2028

Version 6



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

Made for Wales.
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.

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- Made for Wales GCSE Qualification Approval Criteria which set out requirements for any new GCSE qualification Approved for first teaching from September 2025 and beyond.
- Standard Conditions of Recognition which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.
- Approval Criteria for GCSE English Language and Literature which sets out the subject specific requirements for GCSE English Language and Literature qualifications from September 2025 and beyond.

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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Clarification on assessment of Unit 3.	5
	Choice of stimuli has changed from annually to every two years.	35, 36
	Change to 4b which will be first available in November 2026.	7, 38
	Update to section 5.1: Technical information.	38, 39
3	Terminal rule change.	38, 39
4	Terminal rule reference removed from 'Post-16 Candidates' section for clarity.	39
5	Table added in section 3.2 and wording changed to clarify the availability of NEA tasks for different cohorts.	34
	Confirmation that oracy assessments must be audio recorded or audio-visually recorded.	34
	Clarification of inclusion of non-assessed member being included in group discussions.	34
6	Changes to content and assessment of Unit 2	17, 18, 34
	Changes to content and assessment of Unit 3	19, 20, 35
	Changes to content and assessment of Unit 5	27, 28, 36
	Amendment to the weighting of assessment objectives as a result of the changes to Units 2, 3 and 5.	33

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CONTENTS

SUMMARY OF ASSESSMENT 5
1 INTRODUCTION 8
1.1 Aims 8
1.2 Curriculum for Wales 8
1.3 Prior learning and progression 9
1.4 Guided learning hours 10
1.5 Use of language 10
1.6 Equality and fair access 10
2 SUBJECT CONTENT 11
How to read the amplification 11
Integration of Language and Literature 11
Unit 1 (Single and Double Award) 12
Unit 2 (Single and Double Award) 16
Unit 3 (Single and Double Award) 18
Unit 4a (Single Award Only) 20
Unit 4b (Double Award Only) 23
Unit 5 (Double Award Only) 26
Unit 6 (Double Award Only) 28
Opportunities for integration of learning experiences 31
3 ASSESSMENT 32
3.1 Assessment Objectives and Weightings 32
3.2 Overview of arrangements for non-examination assessment 34
4 MALPRACTICE 37
5 TECHNICAL INFORMATION 38
5.1 Entries and Awards 38
5.2 Grading, awarding and reporting 41
Appendix A 42

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GCSE ENGLISH LANGUAGE AND LITERATURE

SUMMARY OF ASSESSMENT

<table>
<tr><th colspan="2">Common Units</th></tr>
<tr><td colspan="2">Unit 1: Context and Meaning
Written Examination: Duration 1 hour 30 minutes
30% of the Single Award, 15% of the Double Award
60 marks</td></tr>
<tr><td colspan="2">Section A: questions requiring objective, short and restricted responses and one analytical comparative essay based on one poem from the WJEC Anthology and one unseen poem.

Section B: extended response question (one from a choice of two) – creative literary or non-fiction writing.</td></tr>
<tr><td colspan="2">Unit 2: Belonging
Non-examination assessment: Duration 2 hours
20% of the Single Award, 10% of the Double Award
30 marks</td></tr>
<tr><td colspan="2">Choice of tasks set by WJEC. The task is marked by centres, moderated by WJEC.

The written essay is based on the study of a prose text selected from a comprehensive longlist of suggested texts. 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.</td></tr>
<tr><td colspan="2">Unit 3: Influence and Power
Non-examination assessment: Duration 6-10 minutes
20% of the Single Award, 10% of the Double Award
32 marks</td></tr>
<tr><td colspan="2">WJEC will provide a choice from two selected themes as the discussion stimuli for the task. Learners must discuss how Influence and Power is presented in at least two linked texts from the anthology, one of which will be prescribed by WJEC. The task is marked by centres and moderated by WJEC.</td></tr>
<tr><th>Single Award</th><th>Double Award</th></tr>
<tr><td>Unit 4a (Single Award): Motivations
Written Examination: Duration 1 hour 30 minutes
30% of the qualification
60 marks</td><td>Unit 4b (Double Award): Motivations
Written Examination: Duration 1 hour 30 minutes
20% of the qualification
60 marks</td></tr>
<tr><td>Section A: questions requiring objective, short and restrictive responses and one analytical essay based on the text selected for study.</td><td>Section A: questions requiring objective, short and restrictive responses and one analytical essay based on the text selected for study.</td></tr>
</table>

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Section B: extended response question (one from a choice of two), creative literary writing.	Section B: extended response question (one from a choice of two), creative literary writing.
	Unit 5: Continuity and Change Non-examination assessment: Duration 3 hours and 4-6 minutes **20% of the qualification** **60 marks**
	The assessment will comprise two tasks. Choice of tasks set by WJEC for Task A. For Task B, learners have a free choice of the theme of the presentation. Both tasks marked by centres, moderated by WJEC. Task A is an extended response based on the study of a whole play by Shakespeare. Task B is an individually researched presentation. The presentation should be linked to a theme or issue of the learners' choice.
	Unit 6: Connections Written Examination Duration 1 hour 30 minutes **25% of the qualification** **80 marks**
	Section A: A mix of questions requiring objective, short and restrictive responses and longer analytical, comparative and evaluative responses exploring connections between the WJEC non-fiction anthology text(s) and one unseen text. Section B: extended response question (choice of one from two), non-fiction writing.

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GCSE English Language and Literature is a unitised, untiered qualification.

To achieve the Single Award, candidates must sit Unit 1, Unit 2, Unit 3 and 4a.

To achieve the Double Award, candidates must sit Unit 1, Unit 2, Unit 3, Unit 4b, Unit 5 and Unit 6.

Non-examination assessment opportunities (Unit 2, Unit 3 and Unit 5) will only be available in the summer series each year, while examination assessment opportunities (Unit 1, Unit 4a, Unit 4b and Unit 6) will be available in the summer series and in November each year, until the end of the life of the specification.
First award of this version of the qualification will be summer 2028.

Qualification Approval Numbers: C00/5086/9 (Single Award)

C00/4968/6 (Double Award)

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GCSE ENGLISH LANGUAGE AND LITERATURE

1 INTRODUCTION

1.1 Aims

- appreciate how language connects us to the world around us through engagement with the spoken word and written texts from a range of times, places and cultures
- read and listen to a range of spoken and written texts, considering how language, register and style convey meaning
- understand the significance of purpose, audience, medium and context when communicating, expressing, understanding and responding to language
- express themselves in speaking and writing through clear, accurate, fluent and creative use of English
- develop and apply knowledge and understanding of the vocabulary, grammar and uses of the English language

These aims are set out in Qualifications Wales' Approval Criteria.

1.2 Curriculum for Wales

This GCSE English Language and Literature qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the principles of progression, along with the statements of what matters and those subject specific skills and concepts outlined in the 'Designing your Curriculum' section of the Languages, Literacy and Communication Area of Learning and Experiences.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted on page 31; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

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The GCSE English Language and Literature qualification supports the Curriculum for Wales by:

- supporting the statements of what matters[1], giving learners the opportunity to:
  - develop their understanding, empathy and their ability to respond and to mediate effectively
  - interact, explore ideas, express viewpoints, knowledge and understanding and build relationships
  - experience and respond to a variety of diverse literature that gives them insight into the culture, people and history of Wales as well as the wider world
  - spark their imagination and creativity.

- supporting the principles of progression[2] by giving learners the opportunity to:
  - build on their linguistic skills
  - grow holistically in their understanding and purposeful use of languages, literacy and communication
  - apply their understanding of linguistic concepts
  - adapt and manipulate language to communicate effectively to a range of different audiences
  - develop receptive, interpretive and expressive language skills
  - transfer existing knowledge and skills into new contexts including the social and cultural aspects of language.

- supporting the key considerations for language development and selecting literature[3] by giving learners the opportunity to:
  - experience relevant, engaging, authentic and challenging stimuli to inspire purposeful speaking and writing
  - experience a wealth of literature.

1.3 Prior learning and progression

Although there is no specific requirement for prior learning, the qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3 – 14.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. The qualification provides a suitable foundation for the study of English at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

[1] Languages, Literacy and Communication: Statements of what matters - Hwb (gov.wales)
[2] Languages, Literacy and Communication: Principles of progression - Hwb (gov.wales)
[3] Languages, Literacy and Communication: Designing your curriculum - Hwb (gov.wales)

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1.4 Guided learning hours

GCSE English Language and Literature (Single Award) has been designed to be delivered within 120 – 140 guided learning hours.

GCSE English Language and Literature (Double Award) has been designed to be delivered within 240 – 280 guided learning hours.

Both qualifications have been primarily designed as a 2-year programme for learners in years 10 and 11.

1.5 Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Updated terminology better reflects individual identities and fosters respect and accuracy. Language used should be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6 Equality and fair access

The specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to access and achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Access arrangements and reasonable adjustments are made for eligible learners to enable them to access the assessments and demonstrate their knowledge and skills without changing the demands of the assessment.

Information on access arrangements and reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications. This document is available on the JCQ website (http://www.jcq.org.uk).

We will be following the principles set out in this document and, as a consequence of provision for reasonable adjustments, very few learners will encounter a complete barrier to any part of the assessment.

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2 SUBJECT CONTENT

How to read the amplification

The amplification provided in the right-hand column uses the following stems:

- 'Learners should understand' is used when learners are required to demonstrate their knowledge and understanding rather than apply their knowledge, understanding and skills
- 'Learners should be able to' is used when learners need to apply their knowledge and understanding and demonstrate application of skills
- 'Learners will be required to' is used to show the specific requirements of individual units.

Integration of Language and Literature

This qualification is an integration of English Language and Literature. As such, it is important to be aware of the following assumptions:

- the term 'literature' is used in its widest sense, to denote all written material regardless of its purpose. It is not intended to infer imaginative works of exclusively poetry, prose or drama.
- learners are required to analyse the literature they study using both linguistic and literary approaches. This makes clear the intention that learners engage with the techniques, devices and features present in literature in order to explore the impact they have and/or how they create meaning, whether those techniques, devices or features be linguistic or literary.
- as part of their learning, it is expected that learners will consider aspects of the English language, using literature as a vehicle for this. Consideration of vocabulary, grammar and syntax are required throughout the course, not only in regard to learners' own writing, but also in regard to the literature selected for study. Knowledge and understanding of the English language will be assessed in examined units; application of skills in the English language will be assessed in all units.

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Unit 1 (Single and Double Award)

Context and meaning

Written Examination: 1 hour 30 minutes
Marked by WJEC
60 marks

Overview of unit

The purpose of this unit is for learners to:

- understand and respond critically to a range of poetry
- write with clarity, adapting for purpose and effect, and using appropriate linguistic features and techniques.

Unit 1 aims to encourage learners to engage with the concept of **Context and Meaning**. Learners are encouraged to draw on their understanding of how meaning is created through the study of poetry and apply this to their own writing. This includes a detailed understanding of the functions of the English language in the creation of poetic meaning. It is an opportunity for learners to understand how language and context influence and impact meaning in literature in order to shape their own writing, using language effectively to present their own ideas. This prepares learners to become more confident in adapting their writing for purpose and effect, making them more effective communicators. The study of **Context and Meaning** will help learners to become ethical, informed citizens of Wales and the world by understanding how context affects individuals and communities, and by enhancing their capacity for critical thinking.

In their study of the WJEC Anthology used in this unit, learners will have opportunities to explore and respond to different contexts, and to consider content and materials that reflect the diversity of our society and the wider world. They will be encouraged to develop creative responses, using their understanding of the writer's craft and writing conventions to inform the construction of their own texts.

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Areas of content

Unit 1: Context and Meaning	
Learners will be required to: 1.1 study all poems in the WJEC Poetry Anthology indicated for Unit 1 study, supplemented by additional poems from the 19th and 20th centuries 1.2 respond to linked poems, one that has been studied (from the anthology) and one unseen poem 1.3 produce writing that may be creative literary writing or non-fiction writing.	
Content	Amplification
1.1 Study all poems in the WJEC Poetry Anthology indicated for Unit 1 study, supplemented by a wider range of additional poems from the 19th and 20th centuries	Poems for Unit 1 in the **WJEC Poetry Anthology** will be written by living authors. The anthology provides two poems for study for Unit 1 under each of the following themes: • Relationships • Identity • Conflict • The Natural World • Children and Parents Centres are required to supplement the poems in the anthology with a wider self-selected range of poems from the 19th and 20th century, which cover different forms. These must include sonnet, elegy, ballad and blank verse. To support the concept of **Context and Meaning**, learners must engage with the different contexts that have influenced the studied poetry. Examples of the contexts learners could engage with are: • socio-historical contexts • cultural influences • authorial context • literary context • period • status/power. Alongside these, learners could also consider their own context and its influence on interpretation and response.
1.2 Respond to linked poems, one that has been studied (from the anthology) and one unseen poem.	Through the study of poetry, learners should understand: • how language, structure and form contribute to the presentation of information, ideas and themes in written texts and how these have an impact on the reader • how different contexts may inform different viewpoints and perspectives in poetry • how relevant contextual factors shape meaning. Learners should be able to: • understand and respond critically to the studied poetry by exploring poetic forms, styles and devices, themes and different perspectives • analyse and critically evaluate texts and viewpoints • select and evaluate relevant points to illustrate and support interpretations and develop ideas

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	• comprehend ideas and information, retrieve relevant detail and mediate, through paraphrasing, summarising and interpreting main points • make comparisons and explain links within and between written texts, synthesising and summarising information, ideas and themes as appropriate • make inferences and deductions, including identifying viewpoints and purposes • communicate information, understanding, ideas, opinions and feelings clearly and accurately • understand and use linguistic and literary terminology • identify, understand and comment on aspects of language such as vocabulary, parts of speech, idiom, grammar and syntax • structure responses to support coherence and cohesion.
1.3 Produce writing that may be creative literary writing or non-fiction writing.	Through their own writing, learners should be able to: • demonstrate their understanding of how to write for a specific context, considering the effect of audience, purpose, genre, narrative voice and relevant contextual influences on their writing • create clear meaning through their language choices and their use of linguistic and literary features • communicate clearly, effectively and imaginatively, using linguistic and literary techniques, forms and vocabulary that engage the reader • adapt communication by selecting register, vocabulary and techniques appropriate to different contexts and audiences, using a range of strategies and literary and linguistic techniques to engage and influence readers • organise communication using a variety of linguistic and structural features to support cohesion and overall coherence • use a range of sentence structures for clarity, purpose and effect, with appropriate grammar and syntax, and accurate punctuation and spelling. Through studying poetry, learners will encounter different voices from different places and times which could stimulate their own creative responses even in a different genre. A choice of writing tasks between creative literary writing and creative non-fiction writing will be offered in the examination. This may be in any of the forms listed, and for a variety of purposes. Writing tasks could take the form of, but are not limited to: • newspaper/magazine articles • reports • brochures • instructional guides • webpages • blogs • leaflets • factsheets

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	• (auto)biographies • expert advice • speeches • talks • reviews • audio guides • editorial • letters • emails • short stories • extracts from a novel • descriptions • monologues • accounts.

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Unit 2 (Single and Double Award)

Belonging

Non-examination assessment: 2 hours
Marked by the centre, moderated by WJEC
30 marks

Overview of unit

The purpose of this unit is for learners to:

- show understanding of and respond to narrative fictional prose in writing.

Unit 2 encourages learners to engage with the concept of **Belonging**, with a focus on investigating the themes, issues and representations around *cynefin*, community and citizenship in the selected narrative fiction text. Study of **Belonging** will help learners to become ethical, well-informed citizens who are knowledgeable about both their own culture, community, society and world, and those of others, now and in the past.

Areas of content

Unit 2 Belonging	
Learners will be required to: 2.1 study a prose text selected from a comprehensive longlist of suggested texts 2.2 respond to the chosen prose text in writing.	
Content	Amplification
2.1 Study a full prose text selected from a comprehensive longlist of suggested texts	Learners may explore the theme of **Belonging** through the study of character(s), setting, plot, voice, etc. Within this broad focus, and depending on the text chosen for study, there will be opportunities for learners to explore the following cross-cutting themes: • Relationships • Diversity • Wales and Global Contexts. Learners should understand: • how the social, cultural and historical contexts of the text may inform different viewpoints and perspectives • how language, structure and form contribute to the presentation of information, ideas and themes in written texts and how these have an impact on the reader.

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2.2 Respond to the chosen prose text in writing	Through their own writing, learners should be able to: • use a range of linguistic and literary approaches to demonstrate their knowledge and understanding of the whole text, and to engage and influence readers • understand and respond critically to the chosen text, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas • communicate information, understanding, ideas, opinions and feelings clearly and accurately • develop extended responses over a period of time, through planning, drafting, evaluating and refining work.

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Unit 3 (Single and Double Award)

Influence and Power

Non-examination assessment: 6 -10 minutes
Marked by the centre, moderated by WJEC
32 marks

Overview of unit

The purpose of this unit is for learners to:

- read, understand and respond critically to a range of non-fiction texts
- express themselves in speaking and writing through clear, accurate, fluent and creative use of English

Unit 3 encourages learners to engage with the **Influence and Power** of writers and speakers through the cross-cutting themes of the non-fiction anthology. Learners will gain understanding of and develop empathy towards different attitudes, cultures and beliefs to become ethical, informed citizens of Wales and the world. Opportunities for speaking will inspire learners to become creative contributors and critical thinkers as they respond to a range of stimulating texts. The linguistic and literary study of the texts will support learners to speak and respond effectively in the group discussion inspired by the anthology and overarching concept of **Influence and Power**.

Areas of content

Unit 3: Influence and Power	
Learners will be required to: 3.1 study a prescribed anthology of non-fiction writing provided by WJEC 3.2 discuss in a group how Influence and Power is presented in at least two linked texts from the anthology, one of which will be prescribed by WJEC.	
Content	Amplification
3.1 Study a range of texts from the anthology of non-fiction writing provided by WJEC, supplemented by a WJEC prescribed text, which support the overarching concept of **Influence and Power**	**The WJEC Non-fiction Anthology (Units 3 and 6)** is organised into the five cross-cutting themes: • Relationships • Human Rights • Diversity • Work and Sustainability • Wales and Global Contexts. Under each theme there are two non-continuous texts and four continuous texts, one of which is a transcript of a spoken text. Texts in the anthology for this unit reflect **Influence and Power** in real-life contexts. Learners should understand: • the key ideas for the theme(s) studied • the use of linguistic and literary devices in non-fiction writing and how language choice, form, techniques, grammatical and structural features, register and style convey meaning in a range of spoken and written texts

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	• how the different contexts of what they read or hear inform interpretation of **Influence and Power.**
3.2 Discuss in a group how **Influence and Power** is presented in at least two linked texts from the anthology, one of which will be prescribed by WJEC.	Through oracy, learners should be able to: • engage constructively with different texts, ideas and viewpoints • identify and explore the effects of **Influence and Power** in the texts selected for discussion • communicate clearly, effectively, and imaginatively, using forms, vocabulary, and techniques to engage the listener • express reasoned opinions and ideas, drawing conclusions and supporting them with relevant evidence • adapt communication by selecting register, vocabulary and techniques appropriate to different contexts and audiences • select and evaluate relevant points to illustrate and support their ideas • discuss how context has informed their choices and viewpoints.

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Unit 4a (Single Award Only)

Motivations

Written Examination: Duration 1 hour 30 minutes
Marked by WJEC
60 marks

Overview of unit

The purpose of this unit is for learners to:

- consider the (re)presentation of characters, relationships and communities
- understand written texts in their social, cultural and historical contexts, and how these may inform different viewpoints and perspectives
- understand their own motivations as writers in creating literary texts.

Unit 4a encourages learners to engage with the idea of the **Motivations** of writers and characters in the drama text selected for study, exploring the reasons for attitudes, behaviours and/or beliefs. **Motivations** could be linked to:

- characters' thoughts and behaviours
- cultural/social representation
- the writer's attitudes to social, cultural and historical views and stereotypes
- contextual ideas
- exploring different viewpoints.

Engaging with **Motivations** in literature and with language analysis encourages learners to become more ambitious and capable in their approach to understanding texts and in expressing themselves through language. This includes a detailed understanding of the functions of the English language in the creation of meaning. These experiences foster an appreciation of a writer's craft, and develop learners' own creative skills. Learners acquire a more nuanced understanding of different viewpoints and the skills needed to interpret, evaluate and respond to differing perspectives. This, along with contextual knowledge to support their understanding of the selected text, will allow learners to develop their ability to demonstrate empathy, developing their own emotional intelligence and awareness by considering the impact of the **Motivations** behind behaviour, speech and actions. The production of creative writing in this unit will engage learners as readers, narrators and creators of their own work, inspired by literature. Learners will generate their own creative ideas, plan and organise work. This unit will support learners to become unbiased and critically aware interpreters of what they hear, read and see through enhanced understanding of their own and other people's experiences, beliefs and cultures.

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Areas of content

Unit 4a: Motivations (Single Award)	
Learners will be required to: 4.1 study a drama text from a prescribed list 4.2 respond to the selected text in writing, demonstrating skills such as retrieval, summary, paraphrasing and analysing language choices 4.3 produce creative literary writing.	
Content	Amplification

4.1 Study a drama text from the following list:
• *A Midsummer Night's Dream* (Shakespeare)
• *The Importance of Being Earnest* (Wilde)
• *Refugee Boy: playscript* (Zephaniah / Sissay)
• *Pygmalion* (Shaw)
• *An Inspector Calls* (Priestley)
	Depending on the text chosen for study, there will be opportunities for learners to explore local, national and international contexts and the cross-cutting themes of:
	• Relationships
	• Human Rights
	• Diversity
	• Work related experiences.
	
	Through their study of the selected drama text, learners should understand:
	• how the Motivations of the writer and of the characters they create are affected by the period
	• different times, cultures, viewpoints and situations as presented in their selected text
	• written texts and speech in their different contexts, and how these may inform different viewpoints and perspectives. Examples of contexts that learners could engage with include:
	  • socio-historical contexts
	  • cultural influences
	  • authorial context
	  • literary context
	  • period
	  • status/power.
	Alongside these, learners could also consider their own context and its influence on interpretation and response.
	
	Learners should understand the associated techniques, structures and conventions of drama texts (for example setting, staging, stage directions, characterisation, language use and their contexts) as a means to support and enhance their appreciation of the selected drama text.

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4.2 Respond to the selected text in writing, demonstrating skills such as retrieval, summary, paraphrasing and analysing language choices	Learners should be able to: • understand and respond critically to written texts and speech, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas • explain how language, structure and form contribute to the presentation of information, ideas and themes in written texts and speech and how these have an impact on the reader/viewer/listener • make inferences and deductions, including identifying viewpoints and purposes • analyse and critically evaluate texts and viewpoints, including how these present information, ideas or themes through language choice, form, techniques, and grammatical and structural features • express reasoned opinions and ideas, drawing conclusions and supporting them with relevant evidence • understand and use linguistic and literary terminology • develop inference skills, and the ability to identify viewpoints and critically evaluate how these are presented through the writer's language choice, form, techniques, and grammatical and structural features • identify, understand and comment on aspects of language such as vocabulary, parts of speech, idiom, grammar and syntax • structure responses to support coherence and cohesion.
4.3 Produce creative literary writing	Through their own writing, learners should be able to: • use language effectively to present their own original ideas and explore the motivations behind behaviour, speech and actions of characters • communicate clearly, effectively and imaginatively, using forms, vocabulary, and techniques to engage the reader/viewer/listener • adapt communication by selecting register, vocabulary and techniques appropriate to different contexts and audiences • organise communication using a variety of linguistic and structural features to support cohesion and overall coherence • use a range of sentence structures for clarity, purpose and effect, with appropriate grammar and syntax, and accurate punctuation and spelling • demonstrate clear meaning through language choices and the use of linguistic and literary features. • structure responses to support coherence and cohesion.

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Unit 4b (Double Award Only)

Motivations

Written Examination: Duration 1 hour 30 minutes
Marked by WJEC
60 marks

Overview of unit

The purpose of this unit is for learners to:

- consider the (re)presentation of characters, relationships and communities
- understand written texts in their social, cultural and historical contexts, and how these may inform different viewpoints and perspectives
- understand their own motivations as writers in creating literary texts.

Unit 4b encourages learners to engage with the idea of the **Motivations** of writers and characters in the drama or prose text selected for study, exploring the reasons for attitudes, behaviours and/or beliefs. **Motivations** could be linked to:

- characters' thoughts and behaviours
- cultural/social representation
- the writer's attitudes to social, cultural and historical views and stereotypes
- contextual ideas
- exploring different viewpoints.

Engaging with **Motivations** in literature and with language analysis encourages learners to become more ambitious and capable in their approach to understanding texts and in expressing themselves through language. This includes a detailed understanding of the functions of the English language in the creation of meaning. These experiences foster an appreciation of a writer's craft, and develop learners' own creative skills. Learners acquire a more nuanced understanding of different viewpoints and the skills needed to interpret, evaluate and respond to differing perspectives. This, along with contextual knowledge to support their understanding of the selected text, will allow learners to develop their ability to demonstrate empathy, developing their own emotional intelligence and awareness by considering the impact of the **Motivations** behind behaviour, speech and actions. The production of creative writing in this unit will engage learners as readers, narrators and creators of their own work, inspired by literature. Learners will generate their own creative ideas, plan and organise work. This unit will support learners to become unbiased and critically aware interpreters of what they hear, read and through enhanced understanding of their own and other people's experiences, beliefs and cultures.

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Areas of content

Unit 4b: Motivations (Double Award)

Learners will be required to:

4.1 study **either** a drama text **or** a prose text from a prescribed list

4.2 respond to the selected text in writing, demonstrating skills such as retrieval, summary, paraphrasing and analysing language choices

4.3 produce creative literary writing.

Content	Amplification

4.1 Study **either** a drama text **or** a prose text from the following lists:
 	
Drama:
• *Leave Taking* (Pinnock)
• *An Inspector Calls* (Priestley)
• *DNA* (Kelly)
 	
Prose:
• *My Name Is Leon* (de Waal)
• *Pigeon* (Conran)
• *Animal Farm* (Orwell)
	Depending on the text chosen for study, there will be opportunities for learners to explore local, national and international contexts and the cross-cutting themes of:
	• Relationships
	• Human Rights
	• Diversity
	• Work related experiences.
	
	Through their study of the selected drama text, learners should understand:
	• how the **Motivations** of the writer and of the characters they create are affected by the period
	• different times, cultures, viewpoints and situations as presented in their selected text
	• written texts and speech in their different contexts, and how these may inform different viewpoints and perspectives. Examples of contexts that learners could engage with include:
	  • socio-historical contexts
	  • cultural influences
	  • authorial context
	  • literary context
	  • period
	  • status/power.
	  Alongside these, learners could also consider their own context and its influence on interpretation and response.
	
	Learners should understand:
	
	EITHER
	
	the associated techniques, structures and conventions of drama texts (for example, setting, staging, stage directions, characterisation, language use and their contexts)
	
	OR
	
	the associated techniques, structures and conventions of prose texts (for example, narrative approach, style, characterisation and language use).
	
	These should be understood as a means to support and enhance learners' appreciation of the selected text.

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4.2 Respond to the selected text in writing, demonstrating skills such as retrieval, summary, paraphrasing and analysing language choices	Learners should be able to: • understand and respond critically to written texts and speech, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas • explain how language, structure and form contribute to the presentation of information, ideas and themes in written texts and speech and how these have an impact on the reader/viewer/listener • make inferences and deductions, including identifying viewpoints and purposes • analyse and critically evaluate texts and viewpoints, including how these present information, ideas or themes through language choice, form, techniques, and grammatical and structural features • express reasoned opinions and ideas, drawing conclusions and supporting them with relevant evidence • understand and use linguistic and literary terminology • develop inference skills, and the ability to identify viewpoints and critically evaluate how these are presented through the writer's language choice, form, techniques, and grammatical and structural features • identify, understand and comment on aspects of language such as vocabulary, parts of speech, idiom, grammar and syntax • structure responses to support coherence and cohesion.
4.3 Produce creative literary writing	Through their own writing, learners should be able to: • use language effectively to present their own original ideas and explore the motivations behind behaviour, speech and actions of characters • communicate clearly, effectively and imaginatively, using forms, vocabulary, and techniques to engage the reader/viewer/listener • adapt communication by selecting register, vocabulary and techniques appropriate to different contexts and audiences • organise communication using a variety of linguistic and structural features to support cohesion and overall coherence • use a range of sentence structures for clarity, purpose and effect, with appropriate grammar and syntax, and accurate punctuation and spelling • demonstrate clear meaning through language choices and the use of linguistic and literary features. • structure responses to support coherence and cohesion.

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Unit 5 (Double Award Only)

Continuity and change

Non-examination assessment: 3 hours and 4-6 minutes
Marked by the centre, moderated by WJEC
60 marks

Overview of unit

The purpose of this unit is for learners to:

- consider language use through time
- explore how literature reflects ideas and attitudes over time
- consider the relevance of themes, characters and/or plot to their own time and lives.

Unit 5 encourages learners to engage with the concept of **Continuity and Change** by considering how attitudes and ideas, as well as the language used, in texts have changed since the time of writing to the present day. Learners will explore these through a whole play by Shakespeare. The study of these ideas will support learners to become ethical, informed citizens of Wales and the world by developing understanding and empathy and enhancing their capacity for critical thinking.

Areas of content

Unit 5: Continuity and Change	
Learners will be required to: 5.1 study a Shakespeare play (any of their choosing) 5.2 respond to the whole Shakespeare play in writing 5.3 develop oracy skills and conduct research towards an individual oral presentation	
Content	Amplification

5.1 Study a Shakespeare play (any of their choosing)	In this unit, **Continuity and Change** should be considered through the study of a Shakespeare play. Learners may watch live or recorded performances of texts to enhance understanding (although these should not act as a substitute for reading the text).
	
	Learners should understand:
	• how the context informs the interpretation of the text. Examples of contexts learners could engage with are:
	  • socio-historical contexts
	  • cultural influences
	  • authorial context
	  • literary context
	  • period
	  • status / power.
	Alongside these, learners could also consider their own context and its influence on interpretation and response.
	• how language and style convey meaning across time.
	
	Learners should be able to:
	• make connections, including identifying and commenting on similarities and differences
	• make inferences and deductions, including identifying viewpoints and purposes

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	• express reasoned opinions and ideas, drawing conclusions and supporting them with relevant evidence.
5.2 Respond to the whole Shakespeare play in writing	Through their own writing, learners should be able to: • understand and respond critically to the text, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas • explain how language, structure and form contribute to the presentation of information, ideas and themes in written texts and how these have an impact on the reader/viewer. • understand written texts and speech in their different contexts and how these may inform different viewpoints and perspectives • use a range of linguistic and literary approaches to demonstrate their knowledge and understanding of the whole Shakespeare text • use a range of strategies and literary and linguistic techniques, structuring responses to support coherence and cohesion • show how themes/issues, relationships, perspectives, attitudes and/or language use may or may not have changed since the time of writing of their chosen Shakespeare play • plan and organise their work.
5.3 Develop oracy skills through an individually researched oral presentation linked to a theme or issue of the learners' choice.	Through oracy, learners should be able to: • research, plan and present orally • show understanding of a selected topic (theme or issue of the learners' choice) • consider and comment on the reliability and validity of sources and evidence • communicate clearly, effectively and imaginatively, using forms, vocabulary, and techniques to engage the listener • adapt communication by selecting register, vocabulary and techniques appropriate to different contexts, and audiences • organise communication using a variety of linguistic and structural features to support cohesion and overall coherence • use a range of sentence structures for clarity, purpose and effect, with appropriate grammar and syntax..

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Unit 6 (Double Award Only)

Connections

Written Examination: Duration: 1 hour 30 minutes
Marked by WJEC
80 marks

Overview of unit

The purpose of this unit is for learners to:

- make connections between texts
- make connections relating to time, place, space, setting, language and/ or relationships.

Learners will explore **Connections** and links between texts they read, hear and produce in this unit. **Connections** may be social, relational, temporal and/or linguistic, and may also be between the genre, meaning and purpose of texts. This includes a detailed understanding of the functions of the English language in the creation of meaning. By exploring **Connections** between language that is read, heard, seen and produced, learners are encouraged to become more ambitious and capable in their understanding of texts and in expressing themselves through language. These experiences encourage learners to develop understanding of different viewpoints and perspectives, and to become effective communicators.

Areas of content

Unit 6: Connections	
Learners will be required to: 6.1 study a prescribed anthology of non-fiction writing provided by WJEC 6.2 explore connections between the Non-Fiction Anthology text(s) and an unseen text 6.3 produce non-fiction writing.	
Content	Amplification
6.1 Study a prescribed anthology of non-fiction writing provided by WJEC	**The WJEC Non-fiction Anthology (Units 3 and 6)** is organised into the five cross-cutting themes: • Relationships • Human Rights • Diversity • Work and Sustainability • Wales and Global Contexts. Under each theme there are two non-continuous texts and four continuous texts, one of which is a transcript of a spoken text. Texts in the anthology for this unit reflect **Connections** in real-life contexts. Learners should study all texts in the anthology during their course of study.

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6.2 Explore **Connections** between the Non-Fiction Anthology text(s) and an unseen text	Learners should be able to: • understand and respond critically to a range of written texts and speech, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas • comprehend ideas and information, retrieving relevant detail and mediating, through paraphrasing, summarising, synthesising and interpreting main points • make inferences and deductions, including identifying viewpoints and purposes • make comparisons and explain links within and between both written texts and spoken communication, synthesising and summarising information, ideas and themes as appropriate • understand and use linguistic and literary terminology • explain how language, structure and form contribute to the presentation of information, ideas and themes in written texts and speech and how these have an impact on the reader/viewer/listener • identify, understand and comment on aspects of language such as vocabulary, parts of speech, idiom, grammar and syntax • structure responses to support coherence and cohesion.
6.3 Produce non-fiction writing.	Through their own writing, learners should be able to: • communicate clearly, effectively and imaginatively, using forms, vocabulary and techniques to engage the reader • adapt communication by selecting register, vocabulary and techniques appropriate to different contexts and audiences • organise communication using a variety of linguistic and structural features to support cohesion and overall coherence • select and adapt language, sentence structure, grammar and syntax to suit a range of audiences, purposes and effects, including formal and informal contexts • use appropriate grammar and syntax, and accurate punctuation and spelling • draw on their understanding of the texts studied in the anthology and apply this to their own writing • transfer their knowledge and skills, using language effectively to present their own ideas. Writing tasks could take the form of, but are not limited to: • newspaper/magazine articles • reports • brochures • instructional guides • webpages • blogs • leaflets • factsheets • (auto)biographies • expert advice • speeches

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	• talks • reviews • audio guides • editorials • letters • emails • accounts • monologues.

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Opportunities for integration of learning experiences

GCSE English Language and Literature (Single and Double Award) generates opportunities for learners to consider the following learning experiences to further develop their understanding and appreciation of the subject content:

- explore and respond to local and wider Welsh contexts
- study texts to fire the imagination and inspire creativity
- consider content and materials that reflect the diversity of our society and the wider world
- listen to and read variations in language (register, accents, dialect, etc.)
- use understanding of the writer's craft and genre convention to inform the construction of their own spoken and written texts
- develop creative responses in a range of written and spoken contexts
- make use of digital technology when completing the qualification
- where appropriate, watch live or recorded performances or adaptations of texts studied and other relevant audio-visual material
- develop cross-curricular skills and integral skills.
- appreciate how the English language, and literature written in English, have developed over time (for the Double Award)

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills see Appendix A.

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3 ASSESSMENT

The Assessment Pack will include all detailed information relating to assessment.

3.1 Assessment Objectives and Weightings

Below are the assessment objectives for this specification. Learners must:

AO1
Understanding and response

i. Understand and respond critically to a range of written texts and speech, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas.
ii. Make comparisons and explain links within and between both written texts and spoken communication, synthesising and summarising information, ideas and themes as appropriate.
iii. Explain how language, structure and form contribute to the presentation of information, ideas and themes in written texts and speech and how these have an impact on the reader/viewer/listener.
iv. Understand written texts and speech in their social, cultural and historical contexts and how these may inform different viewpoints and perspectives.

AO2
Communication and expression

i. Communicate clearly, effectively and imaginatively, using forms, vocabulary and techniques to engage the reader/viewer/listener.
ii. Adapt communication by selecting register, vocabulary and techniques appropriate to different contexts and audiences.
iii. Organise communication using a variety of linguistic and structural features to support cohesion and overall coherence.
iv. Use a range of sentence structures for clarity, purpose and effect, with appropriate grammar and syntax, and, in written communication, accurate punctuation and spelling.

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The tables below show the weighting of each assessment objective for each unit and for the qualification as a whole.

Single Award

	AO1	AO2	Total
Unit 1	21%	9%	30%
Unit 2	15%	5%	20%
Unit 3	6%	14%	20%
Unit 4a	15%	15%	30%
Unit 4b	-	-	
Unit 5	-	-	
Unit 6	-	-	
Overall weighting	**57%**	**43%**	**100%**

Double Award

	AO1	AO2	Total
Unit 1	10.5%	4.5%	15%
Unit 2	7%	3%	10%
Unit 3	3%	7%	10%
Unit 4a	-	-	-
Unit 4b	10%	10%	20%
Unit 5	10%	10%	20%
Unit 6	12.5%	12.5%	25%
Overall weighting	**53%**	**47%**	**100%**

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3.2 Overview of arrangements for non-examination assessment

Non-examination assessment units in this qualification will be marked by the centre and moderated by WJEC. 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 offering two submission opportunities per cohort. Centres are required to ensure they use the correct question for each series.

NEA released	Cohort	Cohort dates *(Y10 start to Y11 end)*	Submission opportunities	
			Unit 2 and Unit 5	Unit 3
Apr/June 2025	Cohort 1	Sept 2025 – Aug 2027	Mar 2026, Mar 2027	Mar 2026, May 2027
Apr/June 2025 (amended version)	Cohort 2	Sept 2026 – Aug 2028	Mar 2027, Mar 2028	May 2027, May 2028
Apr 2027	Cohort 3	Sept 2027 – Aug 2029	Mar 2028, Mar 2029	May 2028, May 2029
	Cohort 4	Sept 2028 – Aug 2030	Mar 2029, Mar 2030	May 2029, May 2030
Apr 2029	Cohort 5	Sept 2029 – Aug 2031	Mar 2030, Mar 2031	May 2030, May 2031
	Cohort 6	Sept 2030 – Aug 2032	Mar 2031, Mar 2032	May 2031, May 2032
Apr 2031	Cohort 7	Sept 2031 – Aug 2033	Mar 2032, Mar 2033	May 2032, May 2033
	Cohort 8	Sept 2032 – Aug 2034	Mar 2033, Mar 2034	May 2033, May 2034

Assessments must be submitted digitally – written assessments may be handwritten and scanned, or completed digitally; oracy assessments must be audio recorded or audio-visually recorded and uploaded with the candidates' page of notes.

A non-assessed member, for example a teacher, teaching assistant or learner who has already been assessed, can be included as a member of group discussions in cases of absenteeism/special requirements.

Unit 2

The task in this unit is based on the concept of **Belonging** developing learners' self-identity and empathy, fostering inclusivity, and helping them understand the impact of community and acceptance. This unit aims for learners to engage with this concept through the study of a prose text.

The assessment contributes 20% (Single Award) / 10% (Double Award) to the overall qualification and will take 2 hours to complete.

Task

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. The suggested length of response is 750-1000 words.

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WJEC will publish a choice of stimuli for this task based on aspects of **Belonging** that are relevant to the novels on the longlist. These will be published in the first week of April for use in the following academic year and will be changed every two years.

Task A will assess AO1 and AO2.

Unit 3

The task in this unit is based on the concept of **Influence and Power** as outlined in this specification.

Developing an understanding of how a reader or listener can be influenced encourages learners to explore and challenge ideas presented to them and to raise healthy, questioning debate. In preparation for the task, learners will be able to understand the role of power and explore how writers and speakers attempt to influence their audiences. Learners will be able to acknowledge how others have shaped their views.

This unit aims to engage learners to engage with this concept through the teaching and learning of selected texts on a range of themes. Learners will be expected to identify and explore the effects of **Influence and Power** in what they have read, and use these strategies in their own communication.

The assessment contributes 20% (Single Award) / 10% (Double Award) to the overall qualification and will take 6-10 minutes to complete.

Task

The task requires learners to participate in a group discussion of 6-10 minutes. For the purposes of this task, a group is defined as 3-4 learners.

WJEC will publish a choice from two selected themes as the discussion stimuli for this task, along with one prescribed text to be used in the discussion for each selection. Centres must ensure the following are used:

- one text from the anthology prescribed by WJEC for the chosen theme
- one further text from the anthology must be used
- at least one of the texts referenced in the discussion must be non-continuous.

Learners may include a third text from within or outside the anthology. This could be the non-continuous text.

The discussion will require learners to provide evidence for their response to the stimulus and/or their argument/counterargument through reference to the texts.

The task will assess AO2 and AO1.

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Unit 5

Task A is based on the concept of **Continuity and Change**. The task aims to engage learners with this concept through the study of a whole play by William Shakespeare.. The text selected should allow learners to identify and explore examples of continuity and change, to make connections, and to consider attitudes, contextual factors and audience/reader responses.
Task B is an individual oral presentation with the theme or issues selected by the learner.

The assessment contributes 20% to the Double Award qualification and will take 3 hours and 4-6 minutes to complete.

Task A

Task A requires learners to complete an extended response with a suggested length of 1000-1500 words, based on the study of a whole play by Shakespeare chosen by the centre.

A choice of tasks based on different aspects of **Continuity and Change** will be published by WJEC in the first week of April for assessment for the following academic year. Tasks will be changed every two years.

Learners will write about the whole play using linguistic and literary approaches to show understanding of developments in plot and character, to explore themes, to analyse language and structure, to engage with changes in attitudes and ideas over time, and to comment on changes in language use over time. They must also consider the contexts of the play and the way contextual factors inform their reading.

Learners can be encouraged to watch live/recorded performances of the chosen play to develop their understanding. However, this must not be a substitute for studying the whole text.

Task A will assess AO1 and AO2.

Task B

Task B requires learners to complete an individually researched oral presentation. The presentation should be linked to a theme or issue of the learners' choice.

Learners will develop oracy skills and conduct research towards an individual oral presentation.

Task B will assess mainly AO2, but also the learner's ability to conduct research to inform understanding of a topic and consider and comment on the reliability and validity of sources and evidence (AO1).

Parameters for task-setting will be set by WJEC, along with examples of tasks that may be used or modified by centres. Teachers should ensure that tasks are suitable for learners to demonstrate the required knowledge, skills and understanding.

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4 MALPRACTICE

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for GCSE English Language and Literature (Single and Double Award).

Information regarding malpractice is available in our Guide to preventing, reporting and investigating malpractice.

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet Suspected Malpractice: Policies and Procedures.

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5 TECHNICAL INFORMATION

5.1 Entries and Awards

This is a unitised qualification. Candidates are entered for each unit separately.

Non-examination assessment opportunities (Unit 2, Unit 3 and Unit 5) will only be available in the summer series each year, while examination assessment opportunities (Unit 1, Unit 4a, Unit 4b and Unit 6) will be available in the summer series and in November each year, until the end of the life of the specification. Please note that November cash-in is only available to post-16 candidates.

Pre-16 Candidates (i.e. candidates who are 16 or under on 31st August in the academic year in which they were entered)

The terminal rule is set at 30% of the overall qualification for Pre-16 Candidates for GCSE English Language and Literature (Double Award and Single Award) and this must include an examination.

If the assessment being re-taken contributes to the 30% terminal rule requirement, the marks for the new assessment will count regardless of previous results in that assessment.

Candidates may resit an individual unit once only. The better uniform mark score from the two attempts will be used in calculating the final overall grade subject to the terminal rule being satisfied first i.e. that candidates must complete 30% of the assessment for a qualification in the series in which they are cashing in.

If any unit has been attempted twice and a candidate wishes to enter the unit for the third time, the candidate will have to re-enter all units and the appropriate cash-in(s). This is referred to as a 'fresh start'. When retaking a qualification (fresh start), a candidate may have up to two attempts at each unit. However, no results from examination units taken prior to the fresh start can be used in aggregating the new grade(s).

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt. The candidate would, however, qualify as a resit candidate in the final resit series.

Marks for non-examination assessment may be used for the life of the specification.

Post-16 Candidates (i.e. candidates who are 16 or over on 1st September in the academic year in which they are entered)

There is no terminal rule that applies to Post-16 Candidates for GCSE English Language and Literature.

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There is no limit on the number of times candidates can resit an individual unit; however, the better uniform mark score from only the two most recent attempts will be used in calculating the final overall grade.

The 'fresh start' rule does not apply to post-16 candidates.

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt. The candidate would, however, qualify as a resit candidate in the final resit series.

Marks for non-examination assessment may be used for the life of the specification.

Conversion of a Double Award result to a Single Award result

Post-16* candidates can request the conversion of a Double Award result to a Single Award result.

The rules regarding this conversion are:

- A post-16* candidate must have cashed-in for the Double Award before a request for a conversion can be made for the Single Award.
- Performance in Unit 4b of the Double Award will be used as a proxy for Unit 4a of the Single Award for the purposes of this conversion.
- This route is not permissible for pre-16* candidates.
- A request can be made by a centre for a conversion for the lifetime of the specification.
- A centre must obtain candidate permission and ensure their eligibility before submitting a request for a conversion.
- Candidates will not be able to do the following:
  i) use unit 4a for the Double Award cash-in
  ii) convert from a Single Award result to a Double Award result.
- Candidates cannot receive a result for both the Single Award and Double Award in a single series.

* Candidates who have cashed in in the summer year 11 but aren't 16 when they request back calculation are eligible.

Approved conversions rescind the Double Award result and issues a candidate a new Single Award result.

The procedures for requesting a conversion will be available to centres prior to the first award.

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The entry codes appear below:

		Entry codes
Unit 1	Context and meaning	3750U1
Unit 2	Belonging	3755U7
Unit 3	Influence and power	3755U8
Unit 4a (Single)	(Single Award) Motivations – *An Inspector Calls*	3750UA
Unit 4a (Single)	(Single Award) Motivations – *The Importance of Being Earnest*	3750UB
Unit 4a (Single)	(Single Award) Motivations – *Refugee Boy: playscript*	3750UC
Unit 4a (Single)	(Single Award) Motivations – *Pygmalion*	3750UD
Unit 4a (Single)	(Single Award) Motivations – *A Midsummer Night's Dream*	3750UE
Unit 4b (Double)	(Double Award) Motivations – *An Inspector Calls*	3750UF
Unit 4b (Double)	(Double Award) Motivations – *Animal Farm*	3750UG
Unit 4b (Double)	(Double Award) Motivations – *Pigeon*	3750UH
Unit 4b (Double)	(Double Award) Motivations – *My Name Is Leon*	3750UJ
Unit 4b (Double)	(Double Award) Motivations – *Leave Taking*	3750UK
Unit 4b (Double)	(Double Award) Motivations – *DNA*	3750UL
Unit 5 (Double)	Continuity and change	3755U9
Unit 6 (Double)	Connections	3750U6
WJEC GCSE English Language and Literature (Single Award)		3755QS
WJEC GCSE English Language and Literature (Double Award)		3755QD

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

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5.2 Grading, awarding and reporting

GCSE single award qualifications are reported on an eight-point scale from A*-G, where A* is the highest grade. GCSE double award qualifications are reported on an eight-point scale from A*A* - GG, where A*A* is the highest grade. Attainment that is insufficient to lead to the award of a certificate at GCSE is reported as 'Unclassified' or 'U'.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

Single Award:

Unit	MAX.	A*	A	B	C	D	E	F	G
1	120	108	96	84	72	60	48	36	24
2	80	72	64	56	48	40	32	24	16
3	80	72	64	56	48	40	32	24	16
4a	120	108	96	84	72	60	48	36	24

Unit	MAX.	A*	A	B	C	D	E	F	G
Total	400	360	320	280	240	200	160	120	80

Double Award:

Unit	MAX.	A*	A	B	C	D	E	F	G
1	120	108	96	84	72	60	48	36	24
2	80	72	64	56	48	40	32	24	16
3	80	72	64	56	48	40	32	24	16
4b	160	144	128	112	96	80	64	48	32
5	160	144	128	112	96	80	64	48	32
6	200	180	160	140	120	100	80	60	40

Unit	MAX.	A*A*	AA	BB	CC	DD	EE	FF	GG
Total	800	720	640	560	480	400	320	240	160

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Appendix A

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4a	Unit 4b	Unit 5	Unit 6
Cross-cutting Themes							
Local, National & International Contexts	✓	✓	✓	✓	✓	✓	✓
Sustainability	✓		✓			✓	✓
Relationships and Sexuality Education	✓	✓	✓	✓	✓	✓	✓
Human Rights Education		✓	✓				✓
Careers and Work-Related Experiences			✓				✓
Cross-curricular Skills - Literacy							
Listening	✓	✓	✓	✓	✓	✓	✓
Reading	✓	✓	✓	✓	✓	✓	✓
Speaking	✓	✓	✓	✓	✓	✓	✓
Writing	✓	✓	✓	✓	✓	✓	✓

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Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4a	Unit 4b	Unit 5	Unit 6
Cross-curricular Skills - Numeracy							
Developing Mathematical Proficiency							
Understanding the number system helps us to represent and compare relationships between numbers and quantities							
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world							
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions		✓	✓				✓

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Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4a	Unit 4b	Unit 5	Unit 6
Digital Competence							
Citizenship		✓	✓			✓	
Interacting and Collaborating	✓	✓	✓	✓	✓	✓	✓
Producing		✓	✓			✓	
Data and Computational Thinking							
Integral Skills							
Creativity and Innovation	✓	✓	✓	✓	✓	✓	✓
Critical Thinking and Problem Solving	✓	✓	✓	✓	✓	✓	✓
Planning and Organisation	✓	✓	✓	✓	✓	✓	✓
Personal Effectiveness	✓	✓	✓	✓	✓	✓	✓

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