GCSE

WJEC GCSE English Language and Literature (Double Award Only)

Approved by Qualifications Wales

Sample Assessment Materials

Unit 5: Continuity and change

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.

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.

Contents

Task A 2
Mark scheme 9
Task B 13
Mapping of questions to specification content and assessment objectives: Unit 5 16
Sample Candidate Assessment Pack (3755U9) 17

Sample not for use with live assessments

Copyright

© WJEC CBAC Limited 2026.

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Task Taking – Essay Writing and Resources section updated	4
	Additional teacher instructions added to **Task Taking – Oracy**	7
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 assessments	3
	Change of task – Task 5b is now an individually researched oral presentation.	5
	Confirmation that oracy assessments must be audio recorded or audio-visually recorded. Candidates' notes must be submitted.	5-6

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

Task A

Overview

Task A is an essay.

The suggested length is 1000-1500 words.

The total time learners are allowed to spend on the final assessment is **3 hours**.

Marks available: **30**

The essay task will be chosen from a choice of two generic tasks prescribed by WJEC. Centres may tailor the title of the task to suit their chosen text, ensuring accessibility and relevance for their learners while maintaining the required level of analytical depth and rigour. In tailoring the generic task, there is no expectation that all learners in a centre will use the same text or same task in completing this unit.

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 continuity and change developed through a critical discussion of the Shakespeare play in the light of the question set. This could focus on areas such as character and relationships, plot and dramatic structure, specific elements of language, or differences and similarities in contemporary and twenty-first century attitudes.

Sample Task

Theme: Changing Attitudes

Explore the ways that attitudes are presented throughout your studied play by Shakespeare and how these are different or the same to a modern audience.

Sample titles

1. Explore how attitudes to family are presented in *Romeo and Juliet* and how attitudes are different or the same for a modern audience.
2. Explore how attitudes to war and conflict are presented in *Henry V* and how attitudes are different or the same for a modern audience.
3. Explore how attitudes to love are presented in *Much Ado About Nothing* and how attitudes are different or the same for a modern audience.

The NEA released in April 2026 includes an additional theme as a choice.

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

Learners should:

- evidence engagement with the whole play
- show their understanding of the play and their understanding of continuity and change in context
- use linguistic and literary approaches
- use context to inform analysis of the play, examining their effect on meaning/audience responses
- select and evaluate relevant examples from the play
- have a clear and developing argument that addresses the question directly and a conclusion that draws the argument together.

Preparing for the Assessment

It is important that centres have already read, studied and prepared the whole Shakespeare play with learners before they begin this stage.

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

Task Taking – Essay Writing

The task must be completed under direct supervision.

Learners are allowed a total of **3 hours** to complete this task. This time allowance may be split up into shorter periods to suit the centre and may include 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.

Learners are not permitted to use notes during task taking. Copies of the plays must be checked for notes/essay plans to prevent any incidents of malpractice
Work may be handwritten or digitally produced. Learners are not permitted access to dictionaries or thesauri during task-taking, and digital grammar and spell check programmes must be disabled. Once the work is completed by the learner in this three-hour period, it may not be revised.

Resources during task taking

During the task taking stage, learners can have an unannotated copy of the Shakespeare play they have studied, but the use of other notes/resources is not allowed. This also prohibits the use of extracts from the play rather than a whole copy.

If learners bring their own computers or other electronic devices into supervised sessions, appropriate checks must be carried out to ensure that all materials stored on the devices are permissible and that access to the internet is disabled.

Supervision during task taking

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 e-mail, the internet or mobile phones

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

- candidates complete their work independently
- interaction with other candidates does not occur
- no assistance of any description is provided
- candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

Task B

Overview

This is an individually researched oral presentation.
Centres must make an audio recording or audio-visual recording of all presentations.

Learners will develop oracy skills and conduct research towards the presentation.

The total time learners are allowed to spend on the final assessment is **4-6 minutes**.

Marks available: **30**

Development of the task

The task must focus on a theme or issue of the learners' choice.



Unit 5 Task B must:

- give opportunities for research to support the presentation with statistics, facts, evidence as well as examples from texts
- allow learners to present and develop ideas on their selected theme or issue.

Centres have the flexibility to decide when during the year learners undertake the task.

Preparing for the Assessment

To prepare for the non-examination assessment, learners must do some research and planning to help them complete the task.

Learners are allowed to take into the assessment up to one side of an A4 page containing short bullet points (size 11 font or above) that they have prepared in advance to inform their talk.

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

Task Taking – Oracy

The task is expected to last between **4 and 6 minutes**. Contributions that significantly exceed or fall short of these times will be self-penalising.

To ensure fair assessment of all learners, teachers must intervene and draw the task to a close if the suggested time is exceeded. During the task, it is permissible to warn learners that their time is coming to an end.

Learners	Teachers
Learners may use information technology such as PowerPoint, or other presentational aids such as handouts, but only as a resource to facilitate the presentation. It must be emphasised that this is not a reading task, but rather an oral presentation prepared by the learner.	During the learner's individual researched presentation, the teacher should: • make an audio recording or an audio-visual recording of the presentation • give the learner an opportunity to present independently • ensure that the learner does not read their presentation • interrupt or prompt only when necessary.
Learners are allowed to take into the assessment up to one side of an A4 page containing short bullet points (size 11 font or above) that they have prepared in advance. **The page must be submitted with the recording of the assessment task.** Short bullet points include, for example, statistics, facts, examples or relevant quotations. They must not use scripted notes for this assessment.	Teachers should retain all presentational aids and notes used at the end of the presentation. This must be submitted with the recording of the assessment task.

Resources

During the task taking stage:
- learners have access to presentational aids and one page of preparatory notes or cue cards
- learners' work must remain within the centre at all times and must be stored securely between timetabled sessions.

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 e-mail, the internet or mobile phones
- candidates complete their work independently
- candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

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

Both Task A and Task B will be marked by the centre and moderated by the WJEC. Teachers must use the assessment criteria provided by the WJEC. Relevant comments justifying the mark awarded should be completed on each unit Assessment Record Sheet.

The assessment of Task A (Shakespeare essay) must contain **both in-text annotations and a summative comment**. When assessing the final draft, it is important that only the candidate's own work is rewarded.

The assessment of Task B (individual presentation) can be carried out either directly at the time of the response or by listening to the audio-visual recording at a later time. Teachers should make notes on the assessment including references to any teacher intervention – for example, to prompt a learner. This should be noted and taken into consideration when the assessment is made.

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 describe 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, the 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.

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
- 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.

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

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.

Further information

You should refer to the Assessment Guide / JCQ Instructions for conducting non-examination assessment for further information on managing assessment within our GCSE Qualifications.

Sample not for use with live assessm

© WJEC CBAC Ltd 2026

Mark scheme

The following mark scheme will be used to assess your work.

Task A

AO1

Unit 5 Task A Marks available: **30** AO1: Learners will use a range of linguistic and literary approaches to demonstrate their knowledge and understanding of the whole play, exploring the theme of continuity and change.	
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 • make developed and sustained comparisons and/or links with detailed and persuasive explanations • 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 comprehensive and sophisticated understanding of contexts, making convincing explanations about their impact • show a full and thorough understanding how contexts may inform viewpoints and perspectives, drawing confidently on well-chosen evidence from the text(s).

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

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 • make appropriate and meaningful comparisons and/or links with clear explanations • 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 a secure understanding of contexts, making appropriate observations about their impact • 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 • make appropriate comparisons and/or links with some explanation • 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, with emerging awareness of their impact • 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.

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

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 • make some basic comparisons and/or links with little explanation • 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 contexts, making undeveloped comments that may not be relevant to the text • 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 a limited number of basic comparisons and/or links often without explanation • 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 contexts, making only brief and generalised comments • show limited understanding of how contexts inform different viewpoints and perspectives.
0	**0 marks** Nothing worthy of credit.

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

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 mainly 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 sometimes use appropriate grammar and syntax. • 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 communication
0	**0 marks** Nothing worthy of credit.

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

Task B

Unit 5 Task B Marks available: **30** AO2: Learners complete an individually researched oral presentation. The presentation must be linked to a theme or issue of the learner's choice.	
Band	**AO2**
5	**18-22 marks** • Communication is consistently clear, with confident and persuasive use of language for effect, and evidence of originality of imagination. • Candidates make well-considered choices of forms, vocabulary and/or techniques, showing sophisticated awareness of audience engagement. • Candidates consistently and creatively adapt communication, purposefully selecting appropriate register, vocabulary and techniques. • Communication is consistently coherent, purposefully organised with a wide variety of sophisticated linguistic and structural features. • Candidates confidently use a wide range of sentence structures, that thoughtfully enhance clarity, and successfully support purpose and create effect. • Candidates consistently and purposefully use appropriate grammar and syntax.
4	**14-17 marks** • Communication is mostly clear, with secure use of language for effect and evidence of sustained and interesting imagination. • Candidates use a broad range of well-chosen forms, vocabulary and/or techniques, with secure awareness of audience engagement. • Candidates adapt communication securely, and show some confidence in selecting appropriate register, vocabulary and techniques. • Communication is mostly coherent, effectively organised with a variety of well-chosen linguistic and structural features. • Candidates use a range of sentence structures, that enhance clarity, and are deliberately used for purpose and effect. • Candidates use appropriate grammar and syntax.

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

3	**10-13 marks** • Communication is generally clear, with appropriate use of language for effect and evidence of engaging imagination. • Candidates use a range of appropriate forms, vocabulary and/or techniques, with clear awareness of audience engagement. • Candidates adapt communication, showing some evidence of selecting appropriate register, vocabulary and techniques. • Communication is generally coherent, organised with some use of linguistic and/or structural features. • Candidates use varied sentence structures, which sometimes enhance clarity, and may be used for specific purpose or effect. • Candidates generally use appropriate grammar and syntax.
2	**6-9 marks** • Communication shows basic clarity, with some effective use of language and some evidence of imagination emerging. • Candidates use some appropriate forms, vocabulary and/or techniques, which demonstrate some awareness of audience engagement. • Candidates begin to adapt communication, with some basic attempts to select appropriate register, vocabulary and techniques. • Communication shows some coherence with occasional use of basic linguistic and/or structural features. • Candidates use basic sentence structures which do not always enhance clarity, purpose and/or effect. • Candidates occasionally use appropriate grammar and syntax, but it is inconsistent in accuracy.
1	**1-5 marks** • Communication shows limited clarity, with limited effectiveness in use of language and little evidence of imagination. • Forms, vocabulary and/or techniques are often inappropriate, ineffective and inconsistent, and show limited awareness of audience. • Candidates rarely adapt communication; register, vocabulary or techniques may not be appropriate. • 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 show limited ability to vary sentence structures. • Candidates rarely use appropriate grammar and syntax and errors may impede meaning.
0	**0 marks** Nothing worthy of credit.

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

Unit 5 Task B AO1: Learners demonstrate understanding of their chosen theme or issue, commenting on the reliability and validity of sources and evidence from their research.	
Band	**AO1**
4	**7-8 marks** Candidates: • show a convincing and perceptive understanding of the selected topic, considering a wide range of different points • offer sophisticated and thoughtful comment on the reliability and validity of sources and evidence from their research.
3	**5-6 marks** Candidates: • show a secure and detailed understanding of the selected topic, considering a range of different points • offer well-reasoned and appropriate comment on the reliability and validity of sources and evidence from their research.
2	**3-4 marks** Candidates: • show some understanding of the selected topic, considering some different points • offer straightforward comment on the reliability and validity of sources and evidence from their research.
1	**1-2 marks** Candidates: • show a basic understanding of the selected topic, considering limited points • offer minimal, often unsupported, comment on the reliability and validity of sources and evidence from their research
0	**0 marks** Nothing worthy of credit.

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

Mapping of questions to specification content and assessment objectives: Unit 5

NEA Task	Topic and Section			Total Marks	AO1 Marks	AO2 Marks
	6.1	6.2	6.3			
Section A						
Task A				30	**22**	**8**
Task B				30	**8**	**22**
Total marks				**60**		
				60	**30**	**30**

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

WJEC English Language and Literature

Sample Candidate Assessment Pack (3755U9)

Unit 5: Continuity and Change

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

About this pack: information and instructions for candidates

This candidate assessment pack is for candidates completing Unit 5 – Continuity and Change.

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
- the mark scheme which will be used to assess your work.

Task A: You will have 3 hours in total to complete the written assessment.

Task B: You will have just over 4-6 minutes to complete the oracy assessment.

You will be supervised throughout the assessment.

Your teacher is allowed to help you to understand the assessment tasks, 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.

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

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

Sample not for use with live assessments

© WJEC CBAC Ltd 2026

End of Candidate Assessment Pack

Sample not for use with live assessments

© WJEC CBAC Ltd 2026