GCSE

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

Approved by Qualifications Wales

Sample Assessment Materials

Unit 3: Influence and Power

For Year 10 cohort starting September 2026 onwards

First award 2028

Version 4



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

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Ready for the world.

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

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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	First paragraph on page 3 inserted to provide additional teacher instructions	4
3	N/A	N/A
4	Wording changed to clarify the availability of NEA tasks for different cohorts.	2
	Removal of controls when preparing for the assessment	3
	Confirmation that oracy assessments must be audio recorded or audio-visually recorded. Candidates' annotations/notes must be submitted.	2
	Clarification of inclusion of non-assessed member being included in group discussions.	4
	Removal of the non-fiction writing task	N/A

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Task

Overview

The task is a group discussion of 6-10 minutes. For the purposes of this task, a group must consist of 3-4 learners.

Centres must make an audio recording or an audio-visual recording of all group discussions.

The total time learners are allowed to spend on the task-taking stage is **6-10 minutes.**

Marks available: **32**

The task

WJEC will provide 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.

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.

To stimulate the discussion and provide evidence for the learner's argument/counterargument, 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.

The group discussion will focus on the concept of **Influence and Power,** with reference to the prescribed and selected texts.

Sample task

Selected theme 1. – Work and Sustainability

"Young people have a duty to live more sustainably." Do you agree? Explain what has influenced your views. Prescribed text: Text A from the anthology
The NEA released by WJEC will include an additional theme as a choice.

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Learners should:
- evidence engagement with the texts studied
- use linguistic and literary approaches
- discuss their own and alternative views
- show an understanding of the ways in which they have been influenced.

Preparing for the Assessment

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

Learners are allowed to take into the assessment either copies of the text that they have annotated or one side of an A4 page short bullet points (size 11 font or above) that they have prepared in advance to inform their discussion. Annotations and bullet points may focus on, for example, statistics, facts, examples or relevant quotations.

The annotations or notes must be submitted with the recording of the assessment task.

Task Taking – Discussion

Learners are required to respond to one of the stimuli provided by WJEC.

The discussion is expected to last between **6 and 10 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 are allowed to take into the assessment either copies of the text that they have annotated or one side of an A4 page short bullet points (size 11 font or above) that they have prepared in advance to inform their discussion. Annotations may focus on, for example, statistics, facts, examples or relevant quotations. The annotations or notes must be submitted with the recording of the assessment task.	During the group discussion, the teacher should: • make an audio recording or an audio-visual recording of the discussion • give learners the opportunity for independent discussion • ensure that learners do not read their contributions • ensure that learners are not responding to a script • interrupt or prompt only when necessary.
Learners **must not** use scripted notes of any kind for this assessment.	Teachers should retain all notes and annotated texts used by learners after the discussion. This must be submitted with the recording of the assessment task.

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During the discussion, the teacher may:
- stimulate discussion or prompt participants
- encourage a change of direction
- ask a learner to provide evidence to corroborate ideas or to develop an argument.

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

Resources

During the task taking stage:
- learners have access to resources and/or preparatory notes as directed by the guidance above
- learners' work must remain within the centre at all times and must be stored securely.

Supervision during task taking

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
- 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.

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

Marking

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

The assessment of the task can be carried out either directly at the time of the response or by listening to the audio/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 describes the quality of the work being marked.

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

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- 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 awarding 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 WJEC's deadline
- through moderation of a sample of work by WJEC.

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

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

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

Teacher Guidance

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

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

Collaboration during the task

Collaboration is permitted. During both preparation and task-taking learners are permitted to work in groups.

However:
- although it is acceptable for all members of the group to use the same research, each learner must use their own words to present their ideas and draw their own conclusions
- preparation time should not be used to rehearse the discussion.

Whilst group work may be permitted, group assessment is not. Members of the group will have made different contributions and the work of each learner must be individually assessed and therefore will not receive the same mark.

The teacher's record must describe the individual learner's contribution to any group work.

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Mark scheme

Unit 3	Marks available: **32**
AO2: Learners participate in a group discussion of 6-10 minutes based on the study of texts within a theme selected from WJEC's non-fiction anthology.	

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 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.

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3	**10-13 marks** • Communication is mostly 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	Nothing worthy of credit.

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AO1: Learners refer effectively to the source texts in support of their argument and as an illustration of their understanding of Influence and Power.	
Band	**AO1**
5	**9-10 marks** Candidates: • offer a full and competent selection of relevant points, along with detailed and interesting development of ideas • show a thorough understanding of how language, structure and form have an impact on the reader/viewer/listener. They make detailed reference to source texts to support their views.
4	**7-8 marks** Candidates: • offer a convincing selection of points, and sustained development of ideas • make relevant observations about language, structure and form, giving some explanation of how these have an impact on the reader/viewer and listener response. They make appropriate reference to the source texts to support their views.
3	**5-6 marks** Candidates: • offer a broad range of appropriate points and clear development of ideas • make some suitable observations about language, structure and form showing awareness of the impact on the reader/listener. They make some reference to the source texts to support their views.
2	**3-4 marks** Candidates: • offer a limited range of points with some evidence of development of ideas • make basic comments on language, structure and form with some reference to the impact on the reader/listener. They make occasional reference to source texts to support their views.
1	**1-2 marks** Candidates: • make a minimal number of points, without development or evaluation • make limited comments on language, structure and form with little reference to how it impacts the reader/listener. There is minimal reference to source texts.
0	**0 marks** Nothing worthy of credit.

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Mapping of questions to specification content and assessment objectives: Unit 3

Question	Topic and Section			Total Marks	AO1 Marks	AO2 Marks
	3.1	3.2	3.3			
Task		32		**32**	**10**	**22**
Total marks				**32**	**10**	**22**
					32	

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WJEC English Language and Literature

Candidate Assessment Pack (3755U8)

Unit 3: Influence and Power

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About this pack: information and instructions for candidates

This candidate assessment pack is for candidates completing Unit 3 – Influence and Power.

Within this pack, you will find:

- a detailed breakdown of each task, the evidence requirements, and the conditions (controls) under which the task is to be completed
- information for candidates, which tells you about things that you must and must not do when you are completing the assessment.

Task
You will have just over 6-10 minutes to complete the oracy assessment.

You will be supervised throughout the assessment.

Your teacher is allowed to help you to understand the assessment requirements and the 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.

You must not discuss or share any details of the brief until after 5 May 202X.

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Information for candidates

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

Preparing your work

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

Plagiarism

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

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

Penalties for breaking the regulations

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

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

WJEC will decide which penalty is appropriate.

Remember – it's your qualification so it needs to be your own work.

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End of Candidate Assessment Pack

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