



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Draft GCSE subject criteria for English

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Introduction

1. GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in English. They provide the framework within which an awarding body creates the detail of the specification.
2. Specifications must also meet the regulators' general requirements, including the common and GCSE criteria as defined in *The statutory regulation of external qualifications* (QCA/04/1293).
3. Subject criteria are intended to:
 - help ensure consistent and comparable standards in the same subject across the awarding bodies
 - ensure that the rigour of GCSE is maintained
 - ensure that specifications build on the knowledge, understanding and skills established by the national curricula for England, Northern Ireland and Wales, and facilitate progression to higher level qualifications in English
 - help higher education institutions, employers and other stakeholders, such as learners and parents/guardians, know what has been studied and assessed.
4. Any GCSE specification that contains significant elements of English must be consistent with the relevant parts of these subject criteria.

Aims and learning outcomes

5. GCSE specifications in English should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. They should prepare learners to make informed decisions about further learning opportunities and career choices.
6. GCSE specifications in English must enable learners to:

- develop skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively and appropriately, and to support lifelong learning
- express themselves creatively and imaginatively
- understand the patterns, structures and conventions of written and spoken English
- appreciate the need to choose and adapt speech and writing to different situations
- understand how variations in spoken and written language relate to identity and cultural diversity
- become critical readers of a range of texts, gaining access to the knowledge and pleasure offered by reading and developing their own skills as writers
- understand that texts from the English literary heritage have been influential and significant over time and explore the meaning of these texts today
- connect ideas, themes and issues, drawing on a range of texts
- use language to participate effectively in society and employment.

Subject content

7. The content of GCSE specifications in English must reflect the learning outcomes.
8. GCSE specifications in English must be designed to support integrated courses leading to assessment in speaking and listening, reading and writing.
9. GCSE specifications in English must be consistent with the requirements of the programmes of study for English at key stage 4 in England and Wales.

English in the daily world

10. GCSE specifications in English for this part of the course must require learners to:
 - analyse and evaluate spoken and written language, exploring impact and how it is achieved

- express complex ideas and information clearly, precisely, accurately and appropriately in spoken and written communication
- form independent views and challenge what is heard or read on the grounds of logic, evidence or argument
- demonstrate a secure understanding of the conventions of written language, including grammar, spelling and punctuation.

Speaking and listening

11. GCSE specifications in English for this part of the course should require learners to:

- present and listen to information and ideas
- respond to the questions and views of others, adapting talk appropriately to context and audience
- make a range of effective contributions, using creative approaches to exploring questions, solving problems and developing ideas
- reflect and comment critically on their own and others' uses of language
- participate in a range of contexts, including real-life uses of talk and audiences beyond the classroom.

Reading

12. GCSE specifications in English for this part of the course should require learners to:

- understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation
- evaluate the ways in which texts may be interpreted differently according to the perspective of the reader.

Writing

13. GCSE specifications in English for this part of the course should require learners to:

- write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes.

English in the world of the imagination

14. GCSE specifications in English for this part of the course should require learners to:

- use creative approaches in exploring questions, solving problems and developing ideas
- engage with and make fresh connections between ideas, texts and words
- experiment with language, using their imagination to create effects to engage the audience
- reflect and comment critically on their own and others' performances.

Speaking and listening

15. GCSE specifications in English for this part of the course should require learners to:

- select and use a range of dramatic techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

Reading

16. GCSE specifications in English for this part of the course should require learners to:

- read a rich range of prose, poetry and drama, including a text from the English, Welsh and Irish literary heritage, a play by Shakespeare, and a text from a different culture or tradition
- understand how texts from the literary heritage have been influential and significant over time
- explore how texts from different cultures and traditions may reflect or influence values and assumptions.

Writing

17. GCSE specifications in English for this part of the course should require learners to:

- write accurately and fluently, choosing content and adapting form, style and language to a wide range of genres, audiences and purposes.

Assessment objectives

18. All specifications in English must require candidates to demonstrate their ability to:

	Assessment objectives	% weighting
AO1	<p>Speaking and listening</p> <ul style="list-style-type: none"> • Communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate. • Listen and respond to speakers' ideas and perspectives, and how they construct and express their meanings. • Interact with others, shaping meanings through suggestions, comments and questions, and drawing ideas together. • Create and sustain different roles. 	20
AO2	<p>Reading</p> <ul style="list-style-type: none"> • Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate. • Develop and sustain interpretations of writers' ideas and perspectives, referring closely to the development of narrative, argument, explanation or 	40

	<p>analysis.</p> <ul style="list-style-type: none"> • Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader, supporting their comments with detailed textual references. • Understand texts in their social, cultural and historical contexts. 	
AO3	<p>Writing</p> <ul style="list-style-type: none"> • Communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. • Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, 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 accurate punctuation and spelling. <p><i>At least one third of the available credit should be allocated to this last part of AO3.</i></p>	40

Scheme of assessment

19. GCSE specifications in English must allocate a weighting of 40% to external assessment and a weighting of 60% to controlled assessment in the overall scheme of assessment.
20. Question papers in English must be targeted at either the foundation or higher tier.

21. In order to qualify for the award of grades A*–C in England, candidates must achieve a functional skills qualification at level 2 in English.

English in the daily world (55%)

Speaking and listening (15%)

22. Assessment must include:
- giving individual presentations, for example arguments and explanations
 - participating in group discussions and interactions.

Reading (20%)

23. Assessment must include:
- reading and responding to a range of non-fiction texts that present information, events and ideas, including media, digital and multimodal forms; analysing and evaluating words, images and structures, exploring how they are adapted to create meaning and effect for specific purposes.

Writing (20%)

24. Assessment must include:
- presenting information and ideas on complex subjects concisely, logically and persuasively in more than one non-fiction text, showing understanding of adaptation to purpose, audience and context.

English in the world of the imagination (45%)

Speaking and listening (5%)

25. Assessment must include:
- participating in drama and role play activities, which could include storytelling.

Reading (20%)

26. Assessment must include:

- developing and sustaining an independent interpretation of texts. Connecting, analysing and evaluating how characters, events, ideas and settings are crafted to shape style and meaning, and how texts affect readers.

Writing (20%)

27. Assessment must include:

- writing creatively and thoughtfully, producing more than one text varied in form and style, to interest and engage the reader through imaginative choices of content, language and structure.

Grade descriptions

28. Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.
29. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates select suitable styles and registers of spoken English for a range of situations and contexts, showing assured use of standard English where appropriate. They confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information, ideas and feelings in an engaging manner. They initiate conversations and demonstrate sensitive listening through contributions that sustain and develop discussion. They recognise and fulfil the demands of different roles, whether in formal settings or creative activities.</p> <p>Candidates respond personally and persuasively to a variety of texts, developing interpretations and evaluating how details of language,</p>

	<p>grammar, structure and presentation engage and affect the reader. They identify and discuss writers' perspectives in narrative, argument, explanation or analysis. They choose apt quotations and make telling comparisons and cross-references that illuminate the purpose and meanings of texts, explaining the impact of social, cultural and historical contexts where appropriate.</p> <p>Candidates' writing shows confident, assured control of a range of forms and styles appropriate to task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force or creative delight. Linguistic and structural features are used skilfully to sequence texts and achieve coherence. A wide range of accurate sentence structures ensures clarity; choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.</p>
C	<p>Candidates adapt their talk to the demands of different situations and contexts. They recognise when standard English is required and use it confidently. They use different sentence structures and select vocabulary so that information, ideas and feelings are communicated clearly, and the listener's interest is engaged. They explain and evaluate how they and others use and adapt spoken language for specific purposes. Through careful listening and by developing their own and others' ideas, they make significant contributions to discussion and participate effectively in creative activities.</p> <p>Candidates understand and demonstrate how meaning and information are conveyed in a range of texts. They make personal and critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. They successfully compare and cross-reference aspects of texts and explain convincingly how they may vary in purpose and how they achieve different effects. They comment on how social, cultural and historical contexts affect readers' responses to texts.</p> <p>Candidates' writing shows successful adaptation of form and style to different tasks and for various purposes. They use a range of</p>

	<p>sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied; punctuation and spelling are accurate and sometimes bold.</p>
F	<p>Candidates talk confidently in familiar situations, showing some awareness of purpose and of listeners' needs. They convey information, develop ideas and describe feelings clearly, using the main features of standard English as appropriate. They listen with concentration and make relevant responses to others' ideas and opinions. They show some awareness of how they and others use and adapt spoken language for specific purposes. In formal and creative activities, they attempt to meet the demands of different roles.</p> <p>Candidates describe the main ideas, themes or argument in a range of texts, and refer to specific aspects or details when justifying their views. They make simple comparisons and cross-references that show some awareness of how texts achieve their effects through writers' use of linguistic, grammatical, structural and presentational devices. They are aware that some features of texts relate to their specific social, cultural and historical contexts.</p> <p>Candidates' writing shows some adaptation of form and style for different tasks and purposes. It communicates simply and clearly with the reader. Sentences sequence events or ideas logically; vocabulary is sometimes chosen for variety and interest. Paragraphing is straightforward but effective. The structure of sentences, including some that are complex, is usually correct. Spelling and basic punctuation are mostly accurate.</p>

External/controlled assessment

30. Regulations now specify the proportions of credit available for GCSE external and controlled assessments. These are:

Content	External	Controlled
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	assessment weighting	assessment weighting
English in the daily world Speaking and listening Reading non-fiction texts Writing information and ideas	 20% 20%	15%
English in the world of the imagination Speaking and listening Reading literary texts Creative writing	 	5% 20% 20%