

Autumn 2015

# 2015 SPECIFICATIONS GCSE ENGLISH LITERATURE



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## QUALIFICATION REQUIREMENTS

GCSE English literature will:

- be assessed by examination only
- be untiered
- be closed text
- be linear, with assessment in the summer series
- require the study of whole texts
- allocate 5% of the total marks to accurate spelling, punctuation and grammar
- allocate 20-25% of the total marks for tasks which require learners to perform comparison across texts
- be graded 9 to 1

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## QUALIFICATION REQUIREMENTS

In addition, learners are required to study:

- a play by Shakespeare
- a 19<sup>th</sup> century novel
- a selection of poetry from 1789 onwards, including representative Romantic poetry which will be examined through a poetry anthology
- fiction or drama from the British Isles from 1914 onwards
- unseen texts which will be examined through unseen poetry

## ASSESSMENT SUMMARY

### **Component 1: Shakespeare and Poetry**

**Written examination: 2 hours**

**40% of qualification**

#### **Section A (20%) Shakespeare**

*Romeo and Juliet; OR Macbeth; OR Othello; OR Much Ado About Nothing; OR Henry V; OR Merchant of Venice*

One extract question and one essay question based on the reading of a Shakespeare text from the above prescribed list.

#### **Section B (20%) Poetry from 1789 to the present day**

Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

## WJEC EDUQAS ENGLISH LITERATURE POETRY ANTHOLOGY

The poetry anthology can be ordered by e-mailing: [poetryanthology@eduqas.co.uk](mailto:poetryanthology@eduqas.co.uk)

*The Manhunt* Simon Armitage  
*Sonnet 43* Elizabeth Barrett Browning  
*London* William Blake  
*The Soldier* Rupert Brooke  
*She Walks in Beauty* Lord Byron  
*Living Space* Imtiaz Dharker  
*As Imperceptibly as Grief* Emily Dickinson  
*Cozy Apologia* Rita Dove  
*Valentine* Carol Ann Duffy

*A Wife in London* Thomas Hardy  
*Death of a Naturalist* Seamus Heaney  
*Hawk Roosting* Ted Hughes  
*To Autumn* John Keats  
*Afternoons* Philip Larkin  
*Dulce et Decorum Est* Wilfred Owen  
*Ozymandias* Percy Bysshe Shelley  
*Mametz Wood* Owen Sheers  
Excerpt from *The Prelude* William Wordsworth



## ASSESSMENT SUMMARY

**Component 2: Post-1914 Prose/ Drama, 19<sup>th</sup> Century Prose and Unseen Poetry**

**Written examination: 2 hours and 30 minutes**

**60% of qualification**

**Section A (20%) Post 1914 Prose/Drama**

*Never Let Me Go* (Ishiguro); *OR Anita and Me* (Syal); *OR Lord of the Flies* (Golding); *OR The Woman In Black* (Hill); *OR Oranges Are Not The Only Fruit* (Winterson); *OR An Inspector Calls* (Priestley); *OR The History Boys* (Bennett); *OR Blood Brothers* (Russell); *OR The Curious Incident Of The Dog In The Night-time* (play) (Haddon, ad. Stephens); *OR A Taste Of Honey* (Delaney)

One source based question on a post-1914 text from the above prescribed list.



## ASSESSMENT SUMMARY

### Component 2: Post-1914 Prose/ Drama, 19<sup>th</sup> Century Prose and Unseen Poetry

Written examination: 2 hours and 30 minutes

60% of qualification

#### Section B (20%) 19<sup>th</sup> Century Prose

*Silas Marner* (Eliot); OR *A Christmas Carol* (Dickens); OR *Pride and Prejudice* (Austen); OR *War of the Worlds* (Wells); OR *Jane Eyre* (Bronte); OR *The Strange Case of Dr Jekyll And Mr Hyde* (Stevenson)

One source based question on a 19<sup>th</sup> century prose text from the above prescribed list.

#### Section C (20%) Unseen Poetry

Two questions on unseen poems, one of which involves comparison.



## ASSESSMENT OBJECTIVES

### AO1

Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations (assessed in all questions)

### AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate (assessed in all questions)

### AO3

Show understanding of the relationships between texts and the contexts in which they were written (assessed in responses to the poetry anthology question and 19<sup>th</sup> century prose question)

### AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (assessed in Shakespeare essay response and the post 1914 prose/drama response)



## ASSESSMENT OBJECTIVES

### Interpreting AO3

- The range of contexts that is most relevant as part of AO3 will depend on the text, the author and the task.
- In this new specification, AO3 can be taught and interpreted in a flexible way. In some cases, it may be most relevant to focus on the place and time in which the author was writing and how these might have affected different aspects of the author's work.
- However, it may also be appropriate for candidates to explore context through consideration of the context within which the text is set. This includes, but is not limited to, location, social structures and features, cultural contexts, and periods in time. Also pertinent are the literary contexts around texts, such as genres.

## RESOURCES

- Our open website has been re-designed to make navigation easier:  
<http://www.eduqas.co.uk/qualifications/english-literature/gcse/>
- Here you will find our SPECS, our SAMs, a specification comparison, our resources and the Teachers' Guide
- We also have our OER site (Online Examination Review) where you can see answers from past series and past specifications
- <http://oer.wjec.co.uk/>
- Our past CPD material can be found on the secure website:  
<https://www.wjecservices.co.uk/Default.asp>
- You can also find marked exemplar for the Eduqas specification here
- When approaching context you may also find the Principal Examiner's report from this summer's series helpful. It can be found here:  
[http://www.wjec.co.uk/examiner-reports/gcse/gcse-english-english-lang-outofwales-report-summer-2015-e.pdf?language\\_id=1](http://www.wjec.co.uk/examiner-reports/gcse/gcse-english-english-lang-outofwales-report-summer-2015-e.pdf?language_id=1)
- Past papers from the WJEC specifications can be utilised. They can be found here: <http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=EnglishLiterature&level=GCSE&pastpaper=true>

## WHY TAKE BOTH GCSE ENGLISH LANGUAGE AND GCSE ENGLISH LITERATURE?

- specifications are co-teachable
- offers students a broader and more varied English curriculum
- transferable skills e.g. analysis of a writer's choice of language
- prepares students for further study
- if a student sits both qualifications, the higher grade is double weighted in the Progress 8 performance measure



## Any Questions?

Contact our specialist Subject Officers and administrative support team for any queries.

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