

GCSE

WJEC Eduqas GCSE in  
**ENGLISH LITERATURE**

ACCREDITED BY OFQUAL

# SPECIFICATION

Teaching from 2015  
For award from 2017

# WJEC Eduqas GCSE (9-1) in ENGLISH LITERATURE

For teaching from 2015  
For award from 2017

	Page
Summary of assessment	2
1. Introduction	3
1.1 Aims and objectives	3
1.2 Prior learning and progression	4
1.3 Equality and fair assessment	4
2. Subject content	5
2.1 Component 1	7
2.2 Component 2	8
3. Assessment	10
3.1 Assessment objectives and weightings	10
4. Technical information	11
4.1 Making entries	11
4.2 Grading, awarding and reporting	11
Appendices	12
A: Prescribed texts lists	12
B: Poetry anthology	13

# GCSE ENGLISH LITERATURE

## SUMMARY OF ASSESSMENT

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 *The Merchant of Venice*

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

**Learners are not permitted to take copies of the set texts into the examination.**

### **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.

**Learners are not permitted to take a copy of the anthology into the examination.**

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**

*Lord of the Flies* (Golding); OR *Anita and Me* (Syal); OR *Never Let Me Go* (Ishiguro); OR *The Woman in Black* (Hill); OR *Oranges are not the Only Fruit* (Winterson); OR *The Curious Incident of the Dog in the Night Time* (play script) (Stephens); OR *A Taste of Honey* (Delaney); OR *An Inspector Calls* (Priestley); OR *The History Boys* (Bennett); OR *Blood Brothers* (Russell)

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

**Learners are not permitted to take copies of the set texts into the examination.**

### **Section B (20%) 19th Century Prose**

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

One source-based question on a 19th century prose text from the above prescribed list.

**Learners are not permitted to take copies of the set texts into the examination.**

### **Section C (20%) Unseen Poetry from the 20<sup>th</sup>/21<sup>st</sup> Century**

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

This linear qualification will be available in the summer series each year. It will be awarded for the first time in summer 2017.

**Qualification Accreditation Number: 601/5246/1**

# GCSE ENGLISH LITERATURE

## 1 INTRODUCTION

### 1.1 Aims and objectives

The WJEC Eduqas GCSE in English literature encourages learners to develop knowledge and skills in reading, writing and critical thinking. It provides learners with opportunities to read widely for pleasure across a range of high quality texts in the genres of prose, poetry and drama and to develop an understanding of how literature is both rich and influential. It enables learners to make connections across their reading and develop a clear understanding of literary works and also prepares them for the study of literature at a higher level.

This GCSE in English literature enables students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

It builds on the tradition and reputation WJEC has established for clear, reliable assessment supported by straightforward, accessible guidance and administration.

The specification has been developed in consultation with practising teachers, senior examiners, and subject and assessment experts.

In developing this specification, WJEC has been mindful to include the following features:

- flexibility in the choice of texts to be studied
- a WJEC produced poetry anthology
- straightforward wording of questions
- opportunities for breadth of study
- analysis of unseen poetry
- opportunities for close analysis of texts
- opportunities for extended essay responses.

In designing this specification, careful consideration of length of examination time and the number of question papers has resulted in a balance between robust assessment and manageability. Varied question types and clear rubric aim to make this untiered assessment accessible to students of different abilities.

## 1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of English literature 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.

## 1.3 Equality and fair assessment

This 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 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.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. application for extra time in a GCSE subject where extended writing is required). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*.

This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

## 2 SUBJECT CONTENT

The qualification is made up of two externally-assessed components: Component 1 and Component 2. Both components allow learners to show their depth and breadth of knowledge through varied assessments.

This specification contains the full range of content for GCSE English literature as set out by the Department for Education. Centres may, however, use any flexibility to increase depth, breadth or context within the specified topics or to consolidate teaching of the subject content. This specification has been designed on the basis that learners' reading should be of whole texts.

### Scope of study

#### Reading comprehension and reading critically

- *literal and inferential comprehension*: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- *critical reading*: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- *evaluation of a writer's choice of vocabulary, grammatical and structural features*: analysing and evaluating how language (including figurative language), structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy)
- *comparing texts*: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.

#### Writing

- *producing clear and coherent text*: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- *accurate Standard English*: accurate spelling, punctuation and grammar.

In addition, learners are required to study the following content:

- at least one play by Shakespeare
- at least one 19<sup>th</sup> century novel
- a selection of poetry since 1789, including representative Romantic poetry
- fiction or drama from the British Isles from 1914 onwards.

The examination must also include questions on texts that learners have not read previously ('unseen' texts).

Regulatory requirements set out by Ofqual state all GCSE English literature specifications will:

- be assessed by examination
- be untiered
- be fully linear with assessments available in the summer series
- allocate five per cent of the total marks to accurate spelling, punctuation and grammar.

These regulatory requirements are covered by this specification.

## 2.1 Component 1

Component 1: Shakespeare and Poetry

Written examination: **2 hours**

**40% of qualification**

*This component assesses learners on Shakespeare and poetry from 1789 to the present day. In Section A, learners will need to show their knowledge of dramatic techniques and demonstrate their understanding of plot, characterisation, events and key themes; they will need to analyse language, structure and form closely in order to engage critically with the text. In Section B, learners have the opportunity to show their understanding of the poems and the relationships between them and the contexts in which they were written.*

### Section A (20%) Shakespeare

**(40 marks)**

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

Learners study one text from the above prescribed list.

This assessment will test, through one extract-based question and one essay question on the text as a whole, knowledge and understanding of a Shakespeare text. Learners will be expected to comment on Shakespeare's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This section will also test learners' spelling, punctuation and grammar.

Section A assesses AO1, AO2 and AO4.

**Learners are not permitted to take copies of the set texts into the examination.**

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

**(40 marks)**

This assessment will test knowledge and understanding of poetry from 1789 to the present day. Learners will be assessed on two poems from the WJEC Eduqas Poetry Anthology. In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology, and compare it to the first.

Learners will be expected to consider the context of each poem, its content and key ideas, and the poets' use of language, structure and form.

Learners must study all of the poems in the WJEC Eduqas Poetry Anthology in preparation for this assessment. The anthology covers a range of poetry and is designed to introduce learners to the rich heritage of poetry across centuries as well as illustrating how poets explore similar themes in different ways.

Section B assesses AO1, AO2 and AO3.

**Learners are not permitted to take a copy of the anthology into the examination.**

## 2.2 Component 2

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**

*This component assesses learners on either prose or drama from 1914 onwards, a 19<sup>th</sup> century prose text and unseen poetry. In Section A and Section B, learners will need to demonstrate their knowledge and understanding of aspects of plot, characterisation, events and key themes; they will need to evaluate and analyse how language, structure and form are used by the writer to create meanings and effects. In Section B, learners will also need to show their understanding of the varied contexts of their chosen text. Section C consolidates many of the skills learners have developed as it requires learners to demonstrate these skills in a comparison of two unseen poems.*

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

(40 marks)

*Lord of the Flies* (Golding); OR *Anita and Me* (Syal); OR *Never Let Me Go* (Ishiguro); OR *The Woman in Black* (Hill); OR *Oranges are not the Only Fruit* (Winterson); OR *The Curious Incident of the Dog in the Night Time* (play script) (Stephens); OR *A Taste of Honey* (Delaney); OR *An Inspector Calls* (Priestley); OR *The History Boys* (Bennett); OR *Blood Brothers* (Russell)

Learners study one prose or drama text from the above prescribed list.

This assessment will test, through a source based response, knowledge and understanding of the post-1914 prose/drama text. Learners will be expected to comment on the writer's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar.

Section A assesses AO1, AO2 and AO4.

**Learners are not permitted to take copies of the set texts into the examination.**

### Section B (20%) 19th Century Prose

(40 marks)

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

Learners study one text from the above prescribed list.

This assessment will test, through a source based response, knowledge and understanding of the 19<sup>th</sup> century prose novel. Learners will be expected to comment upon the context of the prose text, the language, structure and form of the text and key themes, characters and ideas within the text.

Section B assesses AO1, AO2 and AO3.

**Learners are not permitted to take copies of the set texts into the examination.**

**Section C (20%) Unseen Poetry****(40 marks)**

This assessment will ask learners to consider two unseen poems from the 20<sup>th</sup> and/or 21<sup>st</sup> centuries. In the first question, learners will be asked to write about a previously unseen poem. In the second question, learners will be asked to write about a second previously unseen poem, and compare it to the first.

Learners will be expected to consider the content and key ideas of each poem, and the poets' use of language, structure and form.

Section C assesses AO1 and AO2.

## 3 ASSESSMENT

### 3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must demonstrate their ability to:

#### 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.

#### AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

#### AO3

Show understanding of the relationships between texts and the contexts in which they were written.

#### AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

*In the specification as a whole, 20-25% of the marks will require candidates to show the abilities described in AO1, AO2 and AO3 through tasks which require them to make comparisons across texts.*

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

	AO1%	AO2%	AO3%	AO4%	Total%
<b>Component 1</b>	15	15	7.5	2.5	40
<b>Component 2</b>	25	25	7.5	2.5	60
<b>Overall weighting</b>	40	40	15	5	100

## 4 TECHNICAL INFORMATION

### 4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in the summer series each year, until the end of the life of this specification. Summer 2017 will be the first assessment opportunity.

Where candidates wish to re-sit the qualification, all components must be re-taken.

The entry code appears below.

WJEC Eduqas GCSE English Literature: C720QSL

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

### 4.2 Grading, awarding and reporting

GCSE qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

# APPENDIX A

## **WJEC Eduqas GCSE English literature prescribed texts list**

Prescribed texts will be reviewed every three years to ensure continuing suitability for teaching and assessment.

### **Component 1: Section A (Shakespeare)**

*Romeo and Juliet*

*Macbeth*

*Othello*

*Much Ado About Nothing*

*Henry V*

*The Merchant of Venice*

### **Component 1: Section B**

WJEC Eduqas Poetry Anthology (see appendix B for list of poems)

### **Component 2: Section A (Post 1914 Prose/Drama)**

*Lord of the Flies* (Golding)

\**Anita and Me* (Syal)

\**Never Let Me Go* (Ishiguro)

*The Woman in Black* (Hill)

\**Oranges are not the Only Fruit* (Winterson)

*The Curious Incident of the Dog in the Night Time* (play script) (Simon Stephens)  
(Bloomsbury edition ISBN: 978-1-4081-8521-6)

*A Taste of Honey* (Delaney)

*An Inspector Calls* (Priestley)

\**The History Boys* (Bennett)

*Blood Brothers* (Russell) (not Stanley Thorne edition)

### **Component 2: Section B (19<sup>th</sup> Century Prose)**

*A Christmas Carol* (Dickens)

*Silas Marner* (Eliot)

*War of the Worlds* (Wells)

*Pride and Prejudice* (Austen)

*Jane Eyre* (Brontë)

*The Strange Case of Dr Jekyll and Mr Hyde* (Stevenson)

\* Centres are advised that these texts deal with adult themes and / or contain language of an adult nature.

### **Component 2: Section C (Unseen Poetry)**

There are no prescribed texts for Section C. However, poems suitable for study to prepare learners for this section could include work by Fleur Adcock, John Agard, Moniza Alvi, Maya Angelou, Simon Armitage, James Berry, Eavan Boland, Wendy Cope, Tony Curtis, Carol Ann Duffy, Rita Dove, Jen Hadfield, Tony Harrison, Ted Hughes, Jackie Kay, Philip Larkin, Liz Lochhead, Roger McGough, Robert Minhinnick, Andrew Motion, Grace Nichols, Sean O'Brien, Seamus Heaney, Adrienne Rich, Jo Shapcott, Owen Sheers, Derek Walcott, William Carlos Williams and Benjamin Zephaniah. Work by other poets from the 20<sup>th</sup> and 21<sup>st</sup> centuries may also be chosen.

# APPENDIX B

## WJEC Eduqas GCSE English Literature Poetry Anthology

*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

The WJEC Eduqas GCSE English Literature Poetry Anthology is supplied for teaching purposes. Copies will be distributed free of charge for the use of learners each year.