

**GCSE Subject Level
Conditions and
Requirements for English
Language**

April 2014

Ofqual/14/5425



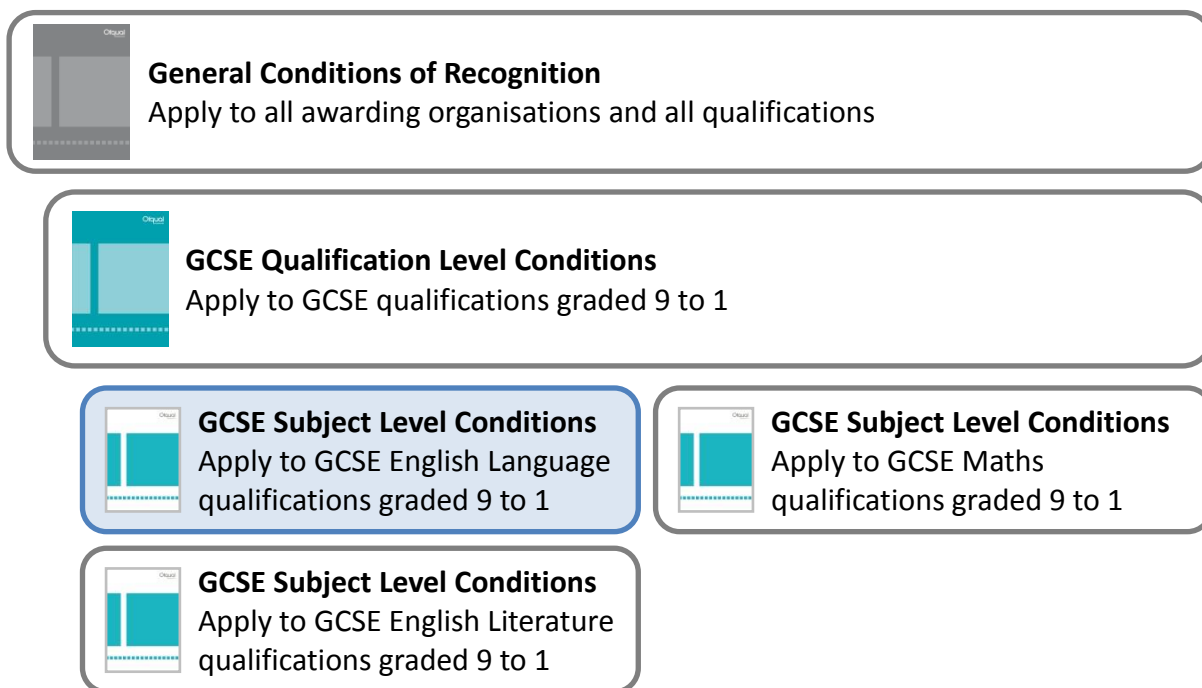
Contents

Introduction.....	2
About this document	2
Requirements set out in this document.....	2
Summary of requirements.....	3
Subject Level Conditions	5
GCSE Subject Level Conditions for English Language.....	6
Condition GCSE(English Language)1 Compliance with content requirements .	6
Condition GCSE(English Language)2 Timing of assessments	7
Condition GCSE(English Language)3 Assessments.....	8
Subject content and assessment objectives (published by Department for Education)	10

Introduction

About this document

1. This document (highlighted in the figure below) is part of a suite of documents which sets out the regulatory requirements for awarding organisations offering GCSE qualifications (graded from 9 to 1).



2. We have developed these requirements with the intention that GCSE qualifications (graded from 9 to 1) should fulfil the following purposes:
 - To provide evidence of students' achievements against demanding and fulfilling content;
 - To provide a strong foundation for further academic and vocational study and for employment; and
 - To provide (if required) a basis for schools and colleges to be held accountable for the performance of all of their students.

Requirements set out in this document

3. This document sets out the GCSE Subject Level Conditions for English Language. These conditions will come into effect at 12.01am on Wednesday 9 April 2014 for all GCSE qualifications (graded from 9 to 1) in English Language.

4. Appendix 1 reproduces the requirements in relation to subject content and assessment objectives for GCSE English Language¹, as published by the Department for Education. Awarding organisations must comply with these requirements under Condition GCSE(English Language)1.1.
5. With respect to GCSE qualifications (graded from 9 to 1) in English Language, awarding organisations must also comply with:
 - our *General Conditions of Recognition*,² which apply to all awarding organisations and qualifications; and
 - our *GCSE Qualification Level Conditions*,³ and
 - all relevant Regulatory Documents.
6. With respect to GCSE qualifications graded from A* to G, awarding organisations must continue to comply with the General Conditions of Recognition, and the relevant Regulatory Documents.⁴

Summary of requirements

Subject Level Conditions	
GCSE(English Language)1	Compliance with content requirements
GCSE(English Language)2	Timing of assessments
GCSE(English Language)3	Assessments

¹ www.gov.uk/government/publications/gcse-english-language-and-gcse-english-literature-new-content

² www.ofqual.gov.uk/documents/general-conditions-of-recognition

³ www.ofqual.gov.uk/documents/gcse-9-1-qualification-level-conditions

⁴ www.ofqual.gov.uk/documents/list-of-additional-regulatory-documents

Appendix 1 – Subject content and assessment objectives (published by Department for Education)

[GCSE English language: subject content and assessment objectives](#)

Subject Level Conditions

GCSE Subject Level Conditions for English Language

Condition GCSE(English Language)1 Compliance with content requirements

- GCSE(English Language)1.1 In respect of each GCSE Qualification in English Language which it makes available, or proposes to make available, an awarding organisation must –
- (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘GCSE English language: subject content and assessment objectives’⁵, document reference DFE-00232-2013,
 - (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and
 - (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.

5

www.gov.uk/government/uploads/system/uploads/attachment_data/file/254497/GCSE_English_language.pdf

Condition GCSE(English Language)2 Timing of assessments

- GCSE(English Language)2.1 Condition GCSE6.1 does not apply to any GCSE English Language qualification which an awarding organisation makes available or proposes to make available.
- GCSE(English Language)2.2 An awarding organisation must ensure that in respect of each GCSE English Language qualification which it makes available each Learner completes the Assessments by Examination to be taken for that qualification during the months of –
- (a) May and/or June, or
 - (b) November,
- in any single year.
- GCSE(English Language)2.3 In respect of each GCSE English Language qualification that an awarding organisation makes available the awarding organisation must take all reasonable steps to ensure that each Learner who takes an Assessment by Examination during the month of November has reached at least the age of 16 on or before 31 August in the same calendar year as that assessment.

Condition GCSE(English Language)3 Assessments

- GCSE(English Language)3.1 In respect of a GCSE English Language qualification that an awarding organisation makes available or proposes to make available, Condition GCSE4.1 does not apply to an assessment of a Learner's ability to –
- (a) listen to and understand spoken standard English, and
 - (b) use spoken standard English effectively.
- GCSE(English Language)3.2 In respect of any assessment for a GCSE English Language qualification which it makes available and which is not an Assessment by Examination an awarding organisation must ensure that –
- (a) in calculating the Learner's final mark for that qualification the awarding organisation (or any person connected to it) does not have any regard to the Learner's mark for that assessment,
 - (b) in calculating the Learner's result for that qualification the awarding organisation (or any person connected to it) does not have any regard to the Learner's mark for that assessment,
 - (c) the awarding organisation reflects that Learner's attainment in that assessment on that Learner's certificate in a manner which complies with the Certificate Requirements which may be published by Ofqual and revised from time to time, and
 - (d) following the issue of that certificate, the Learner may use the mark for that assessment as part of a further GCSE English Language qualification made available by the awarding organisation where the Assessments by Examination for that further qualification are taken by the Learner during the month of November in the same calendar year as the issue of that certificate.
- GCSE(English Language)3.3 An awarding organisation must ensure that each assessment for a GCSE English Language qualification which it makes available which is not an Assessment by Examination complies with any

requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Subject content and assessment objectives (published by Department for Education)



Department
for Education

English language

**GCSE subject content and assessment
objectives**

Contents

Introduction	3
Subject content	4
Assessment objectives	6

Introduction

GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in a given subject. They provide the framework within which awarding organisations create the detail of their specifications, so ensuring progression from key stage 3 national curriculum requirements and the possibilities for progression to A level.

Subject aims and learning outcomes

This document sets out the learning outcomes and content coverage required for GCSE specifications in English language. In subjects such as English language, where topics are taught in progressively greater depth over the course of key stage 3 and key stage 4, GCSE outcomes may reflect or build upon subject content which is typically taught at key stage 3. There is no expectation that teaching of such content should be repeated during the GCSE course where it has already been covered at an earlier stage.

GCSE specifications in English language should ensure students can read fluently and write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts.

GCSE specifications in English language should enable students to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology¹, and linguistic conventions for reading, writing and spoken language.

In addition, GCSE specifications in English language must enable students to:

- listen to and understand spoken language, and use spoken Standard English effectively.

Spoken language will be reported on as part of the qualification, but it will not form part of the final mark and grade.

¹ See also the glossary of grammatical terms that supports the national curriculum programmes of study for English.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244218/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf

Subject content

This document sets out the full range of content for GCSE specifications in English language. Awarding organisations may, however, use any flexibility to increase depth, breadth or context within the specified topics or to consolidate teaching of the subject content.

All texts in the examination will be ‘unseen’, that is, students will not have studied the examination texts during the course. These unseen texts will be drawn from each of the three centuries referred to below.

GCSE English language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, should support students in developing their own writing by providing effective models. The texts must include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online). Texts that are essentially transient, such as instant news feeds, must not be included. The number and types of texts, and their length, are not prescribed.

Scope of study

GCSE specifications in English language should require students to study the following content:

Critical reading and comprehension

- *critical reading and comprehension*: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text
- *summary and synthesis*: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text
- *evaluation of a writer’s choice of vocabulary, form, grammatical and structural features*: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do

so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text

- *comparing texts*: comparing two or more texts critically with respect to the above.

Writing

- *producing clear and coherent text*: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text
- *writing for impact*: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Spoken language

- *presenting information and ideas*: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches
- *responding to spoken language*: listening to and responding appropriately to any questions and feedback
- *spoken Standard English*: expressing ideas using Standard English whenever and wherever appropriate.

Assessment objectives

READING (50%)	
Read and understand a range of texts to:	
AO1	<ul style="list-style-type: none"> ▪ Identify and interpret explicit and implicit information and ideas ▪ Select and synthesise evidence from different texts
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
AO4	Evaluate texts critically and support this with appropriate textual references
WRITING (50%)	
AO5	<ul style="list-style-type: none"> ▪ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences ▪ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
SPOKEN LANGUAGE (<i>Unweighted</i>)	
AO7	Demonstrate presentation skills in a formal setting
AO8	Listen and respond appropriately to spoken language, including to questions and feedback to presentations
AO9	Use spoken Standard English effectively in speeches and presentations.



Department
for Education

© Crown copyright 2013

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at: www.education.gov.uk/contactus.

This document is also available from our website at: <http://www.education.gov.uk/schools/teachingandlearning/qualifications/gcses>.

Reference: DFE-00232-2013

We wish to make our publications widely accessible. Please contact us if you have any specific accessibility requirements.

Published by the Office of Qualifications and Examinations Regulation in 2014

© Crown copyright 2014

You may re-use this publication (not including logos) free of charge in any format or medium, under the terms of the [Open Government Licence](#). To view this licence, visit [The National Archives](#); or write to the Information Policy Team, The National Archives, Kew, Richmond, Surrey, TW9 4DU; or email: psi@nationalarchives.gsi.gov.uk

This publication is also available on our website at www.ofqual.gov.uk

Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation	
Spring Place	2nd Floor
Coventry Business Park	Glendinning House
Herald Avenue	6 Murray Street
Coventry CV5 6UB	Belfast BT1 6DN

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346