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GCSE

English

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Midland
Examining
Group

GENERAL CERTIFICATE OF SECONDARY EDUCATION

NATIONAL CURRICULUM – KEY STAGE 4

ENGLISH

Syllabus Code 1510

REVISED SYLLABUS
SEPTEMBER 1992

1994

Examination
Syllabus

GENERAL INFORMATION

Availability: This syllabus will be examined by the Midland Examining Group (MEG) in the Summer of the year shown on the cover.

This syllabus will be examined by the Midland Examining Group in the Autumn of the year shown on the cover.

Certification: This subject will be shown on the GCSE certificate as

ENGLISH

Certificates will be issued by the Home Board on behalf of MEG.

Exclusions: In any one examination series, candidates entering for this subject may not in addition enter for any other MEG examination with the same certification title.

Entries: All candidates, including private candidates, must be entered by a Centre registered with MEG.

In order to enter candidates, a Centre must register with one of the MEG Boards (designated its Home Board). The Centre must make its entries for all MEG examinations through that Home Board.

All candidates must meet the full requirements of this syllabus and must therefore have their Course Work/Assessed Practical Work authenticated and assessed by an approved Centre.

Results: Results will be certificated as levels 4 - 10 of the National Curriculum ten level scale.

The relationship between the National Curriculum levels and GCSE grades certificated up to 1993 is shown below:

Grade	Level
A	10 9
B	8
C D E	7 6
F	5
G	4

Enquiries: All enquiries about MEG or its examinations should be made to the Centre's Home Board.

Addresses and telephone numbers of the Boards in MEG are given on the back cover of this syllabus.

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ENGLISH
(Syllabus Code 1510)

SECTION 1 THE NATIONAL CURRICULUM AND THE GCSE

1.1 For the purposes of the National Curriculum, the Education Reform Act 1988 divides the period of compulsory schooling into four **Key Stages**. At the end of each Key Stage (i.e. at the ages of 7, 11, 14 and 16) attainments in National Curriculum subjects are to be tested and reported.

1.2 The GCSE is the main means of assessment at the end of Key Stage 4, but its use is not restricted to candidates who are at that Stage. In subjects where National Curriculum Orders apply to Key Stage 4, GCSE subject criteria and syllabuses have been brought into line with the requirements of the Orders.

1.3 Outcomes of GCSE assessments in all subjects will be reported in **Levels** instead of grades from 1994. The relationship between the former GCSE grades and the National Curriculum Levels of Attainment is given in the front of this booklet.

1.4 The knowledge, skills and understanding which candidates are expected to have acquired in a subject at the end of each Key Stage are identified under headings known as **Attainment Targets**. The number of these varies according to the subject.

1.5 In each Attainment Target the Levels are described in one or more **Statements of Attainment**.

1.6 The National Curriculum Orders also contain **Programmes of Study** which describe the essential ground to be covered to enable the Attainment Targets to be met.

1.7 Attainment in the GCSE will be reported both as Levels for each Attainment Target and as a single Level for the subject.

SECTION 2 GCSE ENGLISH

2.1 This English syllabus must be used in close conjunction with the Attainment Targets and Programmes of Study set out in the National Curriculum Order for English and with the Non-Statutory Guidance issued by the National Curriculum Council. Accordingly, teachers must familiarise themselves with those documents which, together with the syllabus, form an interrelated set.

2.2 The syllabus has been designed to offer to all candidates equal opportunities to demonstrate their attainment, whatever the Level, regardless of each candidate's gender, religion, and ethnic and social background.

2.3 **The English and English Literature syllabuses offered by MEG are designed to be complementary, so that Centres will be able to adopt a unified approach in the planning of courses and the submission of Course Work. The same Course Work may be used for both subjects. In addition, English Course Work may be based on set texts selected for the English Literature terminal examination. To facilitate this approach, candidates who are entered for both English and English Literature may submit a common folder, and the same external moderator appointed by MEG will moderate both subjects.**

SECTION 3 AIMS

3.1 Candidates should develop:

3.1.1 understanding of the spoken word and the capacity to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose;

3.1.2 the ability to read, understand and respond to all types of writing and develop information-retrieval strategies for the purposes of study;

3.1.3 the ability to construct and convey meaning in written language using correct grammar and standard English (except in contexts where non-standard forms are needed for literary purposes), matching style to audience and purpose.

SECTION 4 ASSESSMENT OBJECTIVES

4.1 The Assessment Objectives of the syllabus match the statutory Attainment Targets and Statements of Attainment and reflect the Programmes of Study set out in the National Curriculum Order for English. Each objective identifies an attribute or strand of attainment referred to across the range of Levels within each Attainment Target (AT). Titles are included for ease of reference.

4.2 **AT1 Speaking and Listening** — Candidates must demonstrate in conversation, discussion and writing that they can:

recount personal experience, views and feelings;	*(AT1.1 Personal Account)*
share and exchange views and ideas;	*(AT1.2 Collaboration and Discussion)*
use language to inform and explain;	*(AT1.3 Information and Explanation)*
plan and take part in group presentations;	*(AT1.4 Performance and Audience)*
show an awareness of how spoken communication varies according to situation, purpose and audience.	*(AT1.5 Knowledge about Language)*

4.3 Candidates should be given opportunities to meet the above objectives by undertaking a wide range of activities which involve both speaking and listening. These might include giving instructions, problem-solving activities, group presentations, debating and argument. Candidates should be encouraged to reflect on language in all its forms and to discuss their own language use and that of others in relation to particular purposes and audiences. The importance of spoken Standard English and its use in appropriate situations should be discussed.

Teachers must refer to the Programmes of Study and Statements of Attainment for full details.

4.4 **AT2 Reading** — Candidates must demonstrate in conversation, discussion and writing that they can:

read a wide range of texts (including fiction, poetry, non-fiction and drama) accurately and with confidence;	*(AT2.1 Range)*
respond to literature;	*(AT2.2 Response to Literature)*
appreciate the characteristics of non-literary and media texts and evaluate the effectiveness of their use;	*(AT2.3 Non-literary and Media)*
select, retrieve, evaluate and combine information from a range of reference materials and texts;	*(AT2.4 Study Skills)*
appreciate how writers make use of language and how language changes.	*(AT2.5 Knowledge about Language)*

4.5 Candidates should be given opportunities to read a wide range of literary, non-literary and media texts including the works of Shakespeare and other pre-20th century texts. They should be encouraged to discuss and comment in writing on a range of informative and media texts including newspapers and magazines, advertising materials and reference books. In talking and writing about literature, they should be encouraged to use an appropriate critical vocabulary and be prepared to support

their personal views and responses with textual references. Candidates should be helped to distinguish different types of reading material and to consider alternative reading strategies related to the purpose of the reading and the nature of the material.

Teachers must refer to the Programmes of Study and Statements of Attainment for full details.

4.6 **AT3 Writing** — Candidates must demonstrate in their writing that they can:

make use of different forms of writing (including stories, scripts, letters, newspaper articles and reviews) to suit a range of purposes and contexts;	*(AT3.1 Range)*
plan, organise and paragraph using appropriate punctuation;	*(AT3.2 Structure and Organisation)*
choose a vocabulary which is suited to its purpose and audience and use correct grammar and Standard English where appropriate;	*(AT3.3 Style)*
correct, edit and revise their own writing;	*(AT3.4 Drafting)*
show an awareness of how language is used in writing.	*(AT3.5 Knowledge about Language)*

4.7 **AT4/5 Presentation** — Candidates must demonstrate in their writing that they can:

spell common words;	*(AT4/5.1 Spelling)*
write legibly and present finished work clearly and attractively.	*(AT4/5.2 Handwriting/Presentation)*

4.8 Candidates should be given opportunities to produce writing which is varied in form, topic, purpose and audience. They should engage with the writing of diaries, letters, reports, accounts, reviews, newspaper articles and promotional materials and also be given frequent opportunities to write a range of narratives, poems and scripts. They should learn to plan, organise, draft, redraft and revise their writing with attention to its communicative success, its features in relation to associated writing types and its presentational impact — including layout, the accuracy of spelling and the neatness of handwriting.

Teachers must refer to the Programmes of Study and Statements of Attainment for full details.

4.9 Spelling, handwriting and presentation should be treated as integral parts of the writing tasks which candidates undertake for AT3 Writing.

SECTION 5 SCHEME OF ASSESSMENT

5.1 **Assessment Tiers.** Two Tiers of assessment will be offered: Standard and Higher. Each Tier will consist of Course Work (40%) and two terminal examination papers (60%). The papers will be externally set and marked. The Standard Tier will be targeted on Levels 4—6 (allowing awards in the range 4—7), and the Higher Tier on Levels 6—10 (allowing awards in the range 5—10). Each candidate seeking GCSE certification must be entered for the Standard **or** the Higher Tier. A candidate may not be entered for more than one Tier at the same sitting. The Course Work component is common to both Tiers.

Standard Tier

Tier Code	Target Levels	Allowed Levels	Component No.	Title	Duration	Weighting
S	4–6	4–7	1	Paper 1	2 hours	30%
			2	Paper 2	2 hours	30%
			5	Course Work	—	40%

A candidate entered for the Standard Tier whose attainment matches the requirements for Level 7 will be eligible for an award at that Level. A candidate whose attainment falls below that required for Level 4 will not be eligible for GCSE certification but may have achievement at Level 3 recognised.

Higher Tier

Tier Code	Target Levels	Allowed Levels	Component No.	Title	Duration	Weighting
H	6–10	5–10	3	Paper 3	2 hours	30%
			4	Paper 4	2 hours	30%
			5	Course Work	—	40%

A candidate entered for the Higher Tier who fails to attain Level 6 will be eligible for an award at Level 5. Any candidate who fails to attain Level 5 will not be eligible for GCSE certification.

5.2 In English at Key Stage 4, the Attainment Targets and the percentage contribution of each to the Level awarded in the subject as a whole are

AT1	Speaking and Listening	20%
AT2	Reading	40%
AT3	Writing and Presentation	30%
AT4/5		10%

5.3 In this syllabus the Attainment Targets are assessed in the terminal examination and Course Work as follows:

Attainment Target	Terminal Examination	Course Work
Speaking and Listening	—	20%
Reading	30%	10%
Writing and Presentation	30%	10%

5.4 **Differentiation.** In the terminal examination and Course Work differentiation will be achieved by task and by outcome.

5.5 **Relationship between Attainment Targets, Assessment Objectives and Assessment Components**

This syllabus offers an integrated assessment so that Reading, Writing and Presentation are assessed together in the terminal examination papers and in Course Work. Speaking and Listening is assessed only through Course Work. The grid below indicates, with reference to the Scheme of Assessment, where each assessment objective is to be assessed.

Assessment Objective		Assessment Component				
		1	2	3	4	5
Speaking and Listening						
AT1.1	Personal Account					✓
AT1.2	Collaboration and Discussion					✓
AT1.3	Information and Explanation					✓
AT1.4	Performance and Audience					✓
AT1.5	Knowledge about Language					✓
Reading						
AT2.1	Range					✓
AT2.2	Response to Literature		✓		✓	✓
AT2.3	Non-literary and Media	✓		✓		✓
AT2.4	Study Skills	✓		✓		✓
AT2.5	Knowledge about Language	✓	✓	✓	✓	✓
Writing						
AT3.1	Range					✓
AT3.2	Structure and Organisation	✓	✓	✓	✓	✓
AT3.3	Style	✓	✓	✓	✓	✓
AT3.4	Drafting					✓
AT3.5	Knowledge about Language	✓	✓	✓	✓	✓
Presentation						
AT4/5.1	Spelling	✓	✓	✓	✓	✓
AT4/5.2	Handwriting/Presentation	✓	✓	✓	✓	✓

5.6 The scheme of assessment will be based on marks. Papers 1—4 will be externally set and marked by examiners appointed by MEG. The Course Work will be marked by the teacher. For details of the marking and moderation arrangements see 6.19—6.21.

5.7 In setting the threshold marks for each Level, MEG will ensure that the same standards are consistently applied from year to year.

SECTION 6 ASSESSMENT COMPONENTS

Standard Tier

PAPER 1 NON-LITERARY AND MEDIA TEXTS: Reading and Writing

6.1 The paper will be of 2 hours' duration. It will be divided into two sections.

6.2 Section A. Candidates will be given a number of tasks based on non-literary texts. They will be expected to select from this material to answer specific questions including some analysis of linguistic and presentational effects and styles. They will also be expected to write with a clear sense of purpose and an awareness of audience, and to present information, opinions and ideas with clarity and accuracy in an appropriate form.

6.3 Section B. A choice of tasks will be presented to elicit a broader response to the material than that required for Section A. Candidates will be expected to create a piece of sustained writing which uses words, style and structure for effect, is accurately written and is capable of holding the interest of the reader.

PAPER 2 LITERATURE: Reading and Writing

6.4 At the beginning of the Summer term prior to the examination MEG will provide candidates entered for this paper with a booklet containing an extract or extracts for study in advance. Candidates will not be allowed to take into the examination this booklet or any notes or other prepared material. The extract(s) will be repeated in the examination paper. The paper will be of 2 hours' duration. It will be divided into two sections.

6.5 Section A. Candidates will be given a number of tasks based on the pre-released and unseen texts on related themes. They will be expected to refer to the texts in support of their insights and opinions and to give sustained evidence of personal response.

6.6 Section B. A choice of tasks will be given to elicit an imaginative and creative response to the material. Candidates will be expected to reflect the ways in which a writer has used subject material, style and language for effect.

Higher Tier

PAPER 3 NON-LITERARY AND MEDIA TEXTS: Reading and Writing

6.7 The paper will be of 2 hours' duration. It will be divided into two sections.

6.8 Section A. Candidates will be given a number of tasks based on more complex non-literary texts. At the highest Levels, they will be expected to select from the material to answer specific questions, including evaluation and detailed comparison of texts, the analysis of linguistic and presentational effects and styles, and some awareness of social attitudes towards language. They will also be expected to show expertise in the writing of a wide variety of forms with an assured sense of purpose and an awareness of audience, and to present information, opinions and ideas persuasively and accurately.

6.9 Section B. A choice of tasks will be given to elicit a broader response to the material than that required for Section A. At the highest Levels, candidates will be expected to create a piece of sustained writing which demonstrates a wide range of suitable vocabulary and sentence structures, a consistent personal style, a high degree of accuracy and which maintains the interest and attention of the reader.

PAPER 4 LITERATURE: Reading and Writing

6.10 At the beginning of the Summer term prior to the examination MEG will provide candidates entered for this paper with a booklet containing an extract or extracts for study in advance. Candidates will not be allowed to take into the examination this booklet or any notes or other prepared material. The extract(s) will be repeated in the examination paper. The paper will be of 2 hours' duration. It will be divided into two sections.

6.11 Section A. Candidates will be given a number of tasks based on the pre-released and unseen texts on related themes. At the highest Levels, they will be expected to use detailed reference to the texts in support of their insights and opinions, to make detailed comparisons within and between texts, to discuss language and form using an appropriate critical vocabulary, and to give sustained evidence of personal response.

6.12 Section B. A choice of tasks will be given to elicit an imaginative and creative response to the material. Candidates will be expected to interpret and reflect the ways in which a writer has used subject material, style and language for effect.

Course Work (Standard and Higher Tiers)

6.13 Teachers must set Course Work tasks for their candidates that are targeted on the Programmes of Study and Statements of Attainment at Levels appropriate to their ability. **MEG will provide exemplification material to guide teachers in setting tasks.** Teachers should note that MEG may request samples of the tasks planned or used by their Centre at any stage during the course.

6.14 By a date to be specified, candidates are required to submit a folder that illustrates their attainment in English by the end of the course. The folder must contain evidence of the highest attainment which the candidate has achieved in each of the Attainment Targets.

6.15 In Speaking and Listening, where Course Work is the sole evidence of performance, most of the Statements of Attainment at a Level must be assessed. In Reading, Writing and Presentation, Course Work must cover those Statements of Attainment for which it is most suited, especially those which cannot by their nature be assessed in the terminal examination.

6.16 Some of the Course Work must be undertaken in the classroom under teacher supervision.

6.17 **Content of the Folder**

6.17.1 The folder must contain evidence to show:

* the range of reading undertaken by the candidate
* the study of language
* the study of whole works of literature
* a response to the work of Shakespeare
* achievements in speaking and listening
* the redrafting and revision of writing and its neat presentation.

6.17.2 The evidence must consist of:

* up to five pieces of written work, at least one of which must be handwritten by the candidate.
* a written record of the oral activities undertaken by the candidate and the assessments made by the teacher, relating the candidate's performance to the Attainment Targets and Statements of Attainment. This may be presented on the Centre's own record sheet attached to the Course Work Assessment Form (See 6.18.4). If audiotaped or videotaped evidence is available, it should **not** be included in the folder but its availability should be noted on the Course Work Assessment Form.
* a written record of the texts studied by the candidate during the period of the course. This may take the form of a reading log or diary kept by the candidate.

6.17.3 Any oral activity or piece of written work may, if appropriate, contribute to the assessment of more than one Attainment Target.

6.17.4 Any oral activity or piece of written work may, if appropriate, be used for Course Work in both English and English Literature. **Accordingly, candidates who are entered for both English and English Literature may submit their Course Work in a common folder.**

6.18 Presentation of the Folder

6.18.1 The candidate's work must be presented in a flat A4 folder clearly labelled with:

- the subject with number and tier code;
- the name and number of the Centre;
- the name and number of the candidate.

6.18.2 Each piece of written evidence must:

- be clearly headed with the date of writing and the candidate's name;
- include a title and a description of the nature of the assignment and, where relevant, the source or text upon which the work is based;
- show evidence of having been marked by the teacher.

6.18.3 Work must **not** be altered or re-copied after it has been marked.

6.18.4 MEG will provide an Assessment Form for each candidate. The Form must be completed by the teacher and securely attached to the folder. This will then be the complete record of the evidence of Course Work submitted and of the Centre's Course Work marks for each Attainment Target.

6.19 Marking

6.19.1 The teacher must mark the folder **as a whole** for each of the four Attainment Targets (1 Speaking and Listening, 2 Reading, 3 Writing, 4/5 Presentation) in accordance with the Statements of Attainment given in the National Curriculum Order for English. Four marks must be awarded for each folder. Attainment Targets 1, 2 and 3 must each be marked out of 100, and Attainment Target 4/5 out of 70.

6.19.2 Marks must be awarded on the following scale:

Attainment Targets 1,2,3 Level	Mark Range	Attainment Target 4/5 Level
10	91—100	
9	81— 90	
8	71— 80	
7	61— 70	7
6	51— 60	6
5	41— 50	5
4	31— 40	4
3	21— 30	3
2	11— 20	2
1	0— 10	1

6.19.3 For each Attainment Target, the teacher should decide which set of Statements of Attainment best describes the evidence of the folder. Having thus determined the Level for the Attainment Target, the teacher should then award a mark within the ten mark range as shown above.

6.20 Internal Moderation

6.20.1 Centres are required to nominate an internal moderator. The internal moderator must:

- supervise all procedures concerned with the administration, marking and moderation of Course Work within the Centre;
- train and assist other colleagues involved in the implementation of these procedures.

6.20.2 Centres are required to ensure that internal moderation is undertaken and that the internal moderator is enabled to fulfil the above role. **Guidance on moderation procedures, if required, is available from MEG.**

6.20.3 The purpose of the moderation exercise is to ensure that the contents of the folder meet the stated requirements and that the marks awarded for each Attainment Target reflect the relative attainment of all the Centre's candidates in the subject.

6.20.4 The candidates' folders must be marked, internally moderated and available for external moderation by the date to be specified.

6.21 External Moderation

6.21.1 Centres will be required to send a sample of their candidates' folders, selected by MEG, to the external moderator appointed by MEG. The external moderator will check that the work meets the stated requirements for each Attainment Target; that the marking is accurate, consistent and has been standardised; and that the Centre's standards are in line with MEG standards.

6.21.2 In addition, the marks awarded by Centres for AT1 Speaking and Listening will be monitored by MEG. Where the scrutiny of candidates' oral records or the monitoring of the marks suggests that a Centre may not be meeting the stated requirements or applying the correct standards, MEG will carry out a further investigation. Moderation visits will be made to Centres where appropriate.

6.21.3 Centres will be formally notified by MEG of the outcome of moderation.

6.21.4 Full details of the external moderation procedures are given in the MEG General Course Work Regulations (Part 3 of the MEG Handbook for Centres). The MEG procedures comply with the Standing Agreement of the Joint Council for the GCSE.

6.22 Authentication

6.22.1 Each candidate must sign the following declaration, which will be printed on the Assessment Form:

> *This folder represents my work in English in speaking and listening, reading and writing. All this Course Work is my own work. I have not copied any part of it.*

6.22.2 A Centre's folders must be accompanied by a declaration, signed by or on behalf of the Head of the Centre, that Course Work has been conducted under the conditions specified in the syllabus, and that the candidates' activities have been regularly supervised, so that, to the best of the teacher's knowledge, any assistance beyond normal learning support has been identified and recorded.