

## GCSE English Equivalency Test Specification

Single paper 1 hour 30 minutes. Written exam.

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### Exam Structure

Section A: Reading 25 marks. 45 minutes.

2 texts – One literature fiction text and one non-fiction text.

The texts selected may include examples from 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century literary fiction, literary non-fiction and other writing such as journalism, essays, reviews and journals.

4 compulsory questions

- 1 x 3 marks
- 1 x 4 marks
- 1 x 6 marks
- 1 x 12 marks

### Section B: Writing

25 marks. 45 minutes.

Choice of 2 writing tasks. Select one.

Choice of writing task may be EITHER descriptive/narrative OR non-fiction/essay

- 15 marks for content and organisation
- 10 marks for technical accuracy

The aim of this paper is to engage students in two texts and inspire them to write with purpose, clarity and creativity.

In reading students should explore writers' ideas and perspectives and how writers use techniques to engage readers.

In writing students should demonstrate writing skills inspired by one of two prompts, providing their own ideas, perspective and use of techniques.

## Specification

### ASSESSMENT OBJECTIVES

Assessment objectives (AOs) are set by the UK Government Department for Education and are the same across all GCSE English Language specifications and exam boards.

#### READING (50%)

- AO1 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 texts
- AO4 Evaluate texts critically and support this with appropriate textual references

#### WRITING (50%)

- AO5 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 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## 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)

## MARKS AND GRADES

Grade	Pass/Fail	%	Marks /50	Old-style grade
0-3	Fail	0% to 53%	0 to 26	U to D
4	Pass	54%	27	C
5	Pass	60%	30	C+ to B-
6	Pass	66%	33	B
7	Pass	74%	36	A
8	Pass	84%	42	A*
9	Pass	90%	45	A**