



Your Guide to  
Spelling, Punctuation and Grammar in  
**Edexcel GCSE English Literature**



# Spelling, Punctuation and Grammar (SPaG) in GCSE English Literature

## Why has SPaG been introduced?

In 2011 the Department for Education announced that SPaG would be introduced into the assessment of four GCSE qualifications, English Literature, History, Geography and Religious Studies. In each of these qualifications, 5% of the total marks must be allocated to the assessment of students' spelling, punctuation and grammar.

## How has SPaG been applied?

In Edexcel's GCSE English Literature, SPaG marks have been added to both sections of the examination in Unit 1. A greater proportion of the marks have been added to Section B as this is the essay question and candidates are writing more extensively. There are no additional marks for SPaG in the controlled assessment unit as Quality of Written Communication is already embedded into the marking criteria.

The allocation of marks to units is as follows:

- Unit 1 Section A Literary Heritage part d) – 3 marks
- Unit 1 Section B Different Cultures essay question – 6 marks

This now means that the new totals are:

- Unit 1 Section A Literary Heritage part d) question – 12 RAW marks plus 3 marks for SPaG.
- Unit 1 Section B Different Cultures essay question – 40 RAW marks plus 6 marks for SPaG
- Overall total for Unit 1: Section A – 43 RAW marks
- Overall total for Unit 1: Section B – 46 RAW marks
- Overall total for Unit 1 – 89 RAW marks

## When is the first assessment of SPaG?

SPaG will first be assessed in GCSE English Literature in January 2013. Exemplar questions and mark schemes are available in this guide and further materials will be added on the website [www.edexcel.com/english](http://www.edexcel.com/english) over time.

## How will SPaG be made clear on the exam paper?

There will be an instruction for students before any question that has SPaG marks available stating that spelling, punctuation and grammar will be assessed in that question. Beneath the question we will indicate how many marks are available for SPaG for that question. There are examples of how questions will be presented on pages 3–5 of this guide.



# Sample questions and mark schemes

## Sample exam question for Unit 1 Section A part d): Foundation Tier

### **Animal Farm**

**Spelling, punctuation and grammar will be assessed in part (d).**

**1** Answer all parts of the question.

(a) Outline the key events **from** when the milk disappeared **up to** this extract. (10)

(b) Explain how the writer presents the theme of trust in the extract.  
Use examples of the writer's language from the extract. (10)

(c) From this extract, what do you learn about the character of Squealer?  
Use **evidence** from the extract to support your answer. (8)

(d) In this extract, Boxer works hard and trusts the leaders. Explain how Boxer is treated by the leaders in **one other** part of the novel.  
Use examples of the writer's language to support your answer. (12)

**(Total for spelling, punctuation and grammar = 3 marks)**  
**(Total for Question 1 = 43 marks)**

## Sample mark scheme for Unit 1 Section A part d): Foundation Tier

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>Threshold performance</b>	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<b>Intermediate performance</b>	Level 2	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b>High performance</b>	Level 3	3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## Sample exam question for Unit 1 Section A part d): Higher Tier

### **Animal Farm**

**Spelling, punctuation and grammar will be assessed in part (d).**

**1** Answer all parts of the question.

(a) From the extract, what do you discover about the character of Squealer?

Use **evidence** from the extract to support your answer.

(8)

(b) Comment on how the language in the extract is used to create an impression of Napoleon.

Use examples of the writer's language from the extract.

(10)

(c) Explore the significance of trust in this extract.

Use **evidence** from the extract to support your answer.

(10)

(d) Explore the significance of trust in the society of Animal Farm in **one other** part of the novel.

Use examples of the writer's language to support your answer.

(12)

**(Total for spelling, punctuation and grammar = 3 marks)**

**(Total for Question 1 = 43 marks)**

## Sample mark scheme for Unit 1 Section A part d): Higher Tier

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>Threshold performance</b>	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<b>Intermediate performance</b>	Level 2	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b>High performance</b>	Level 3	3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.



## Sample exam question for Unit 1 Section B Different Cultures Essay: Foundation Tier

### *Of Mice and Men*

#### **EITHER**

**\*13** Explain the importance of George and Lennie's friendship in the novel.

In your answer you **must** consider:

- how George and Lennie became friends
- why George and Lennie are together
- their dream to own their own land.

You may include other ideas of your own.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 13 = 46 marks)**

#### **OR**

**\*14** Why are anger and violence common themes in the novel?

In your answer you **must** consider:

- the reasons why individual characters are angry
- incidents of violence in the novel
- how characters survive their difficult lives.


You may include other ideas of your own.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 14 = 46 marks)**



See page 6  
for sample mark scheme

## Sample exam question for Unit 1 Section B Different Cultures Essay: Higher Tier

### *Of Mice and Men*

#### EITHER

**\*13** Explain the importance of the friendship between George and Lennie.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 13 = 46 marks)**

#### OR

**\*14** Explore how dreams and dreaming affect individual characters in the novel.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 14 = 46 marks)**

## Sample mark scheme for Unit 1 Section B Foundation and Higher Tiers

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>Threshold performance</b>	Level 1	1-2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<b>Intermediate performance</b>	Level 2	3-4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b>High performance</b>	Level 3	5-6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

# Frequently Asked Questions

Why has the DfE decided that spelling, punctuation and grammar (SPaG) are only to be assessed in English Literature, History, Geography and Religious Studies?

These four subjects have large entries and contain questions that require extended answers. This enables a learner to be assessed on these skills without the assessment of these skills overshadowing their subject knowledge.

How will SPaG be implemented for GCSEs in English Literature, History, Geography and Religious Studies?

The awarding of additional marks for SPaG will affect some externally assessed units taken from January 2013. The additional marks for SPaG will be worth 5% of the total marks for the qualification.

How will question papers indicate to candidates which questions will involve the assessment of accurate SPaG?

There will be instructions above the relevant questions on the papers indicating to students that their spelling, punctuation and grammar will be assessed in that question. They will also be able to see the number of marks available for SPaG for that question.

Why is a weighting of 5% for SPaG considered appropriate?

A weighting of 5% is considered appropriate as it signifies the importance of these skills but does not assign them so much value that they overshadow subject knowledge.

Will QWC continue to be assessed in GCSE English Literature?

Yes, the assessment of QWC (Quality of Written Communication) in the GCSE English Literature qualification remains unchanged.

Will the new requirements for SPaG apply to candidates with special educational needs, dyslexia, or disabilities such as a visual or hearing impairment?

The new requirements will apply to all candidates. Access Arrangements to allow such candidates appropriate opportunities to demonstrate their abilities are administered by the Joint Council for Qualifications.

Further details can be obtained from the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

Will there be any specific accommodation arrangements put in place for EAL learners in relation to SPaG requirements?

No. Learners who speak English as an Additional Language will not be offered additional accommodation arrangements beyond those administered by the Joint Council for Qualifications.

Further frequently asked questions will be added to the website [www.edexcel.com/english](http://www.edexcel.com/english)

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# Edexcel English Literature

Your support directory

## English Subject Advisor

Clare Haviland is our dedicated English Subject Advisor. Clare is a qualification and subject expert who is available for you to contact with any questions about the content or teaching of our specifications (or, just to say hi!). Clare also receives email support from our English team members and Senior Examiners.

Telephone the **English team: 0844 372 2188**

Email Clare: [EnglishSubjectAdvisor@edexcelexperts.co.uk](mailto:EnglishSubjectAdvisor@edexcelexperts.co.uk)

### Ask the expert

This easy-to-use web query form allows you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response from one of our administrative or teaching experts sent to the email address you provide.

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## English Community Forum

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## GCSE English Local Networks

We have established a number of English Local Networks around the country with centres teaching our GCSE English specifications. These networks give teachers an opportunity to meet other centres teaching with Edexcel in their area, in a forum supported by the Edexcel English team.

### FREE autumn network events

To find out more and book your place, visit: [www.edexcel.com/gcse2012english](http://www.edexcel.com/gcse2012english)

## Published resources for the specification

Fully integrated with the latest specifications, this comprehensive suite of print and digital resources is written by an expert author team of senior examiners and teachers, including consultant Geoff Barton.



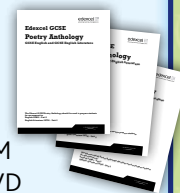
See all of our teaching and learning resources in one place at:  
[www.pearsonschools.co.uk](http://www.pearsonschools.co.uk)

Edexcel's paid-for resources, as well as resources endorsed by Edexcel, are not a pre-requisite for the delivery of the Edexcel specifications.

## Free resources

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- Exemplars
- *Teachit* materials
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- Spoken Language CD-ROM
- Speaking and Listening DVD



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