

**GCSE Equivalence Test
ENGLISH LANGUAGE
Guidance for Candidates**

The GCSE Equivalence tests in English Language offered by Educate Teacher Training are intended to provide you with the opportunity to gain a qualification which is equivalent to a GCSE English qualification that would be awarded by one of the traditional awarding bodies – OCR, AQA, WJEC and Edexcel.

However, it is important for you to appreciate that while the majority of institutions and organisations will consider a Grade C or higher pass in an equivalence test as being equivalent to a grade C or higher GCSE award they are under no obligation to do so.

The Educate Teacher Training equivalence tests are written and marked by experienced GCSE examiners who have many years of marking and awarding GCSE English examinations.

OVERVIEW

- You can take either the Foundation Tier Paper F1 or the Higher Tier Paper, H1
- Foundation Tier Papers will offer grades G to C
Higher Tier papers will offer grades D to A*
- The structure of the equivalence test is as follows:

Foundation Tier

Paper F1	Written paper 1 hour & 30 minutes allowed
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Higher Tier

Paper H1	Written paper 2 hours allowed
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For both papers, candidates will be asked to:

Read two pieces that deal with the same subject matter. Tasks will involve summarising arguments and comparing texts in terms of both their content and the techniques by which that content is presented.

Complete a written task that will involve writing to argue, persuade, advise, inform, explain or describe. The focus of this task is to assess technical written accuracy in the context of the text type chosen.

The Foundation Paper will offer guidance whilst the higher paper will assume a greater degree of competence and include an additional task assessing understanding of more complex literary techniques in response to a poem.

For both papers, 50 % of the marks will be awarded for response to written material and 50% for personal writing relating to a choice of questions concerning a specific theme.

Grade Descriptions

The following grade descriptions are provided to give a general indication of the standards likely to have been shown for the award of a particular grade but should be looked at in relation to the content which is set out below.

Grade F/G

- Content which has some link with the topic
- Unlikely to be suitable for purpose and audience
- Fails to interest
- Some accurate spelling of simple words, but likely to be little accurate punctuation
- Unlikely to use any higher quality language features

Grade E

- Content attempts to introduce the topic effectively
- Attempts suitability for the purpose and audience
- Attempts to interest
- Some accurate spelling and punctuation
- Some attempt at higher quality language features

Grade D

- Content addresses the topic
- Some suitability for the purpose and audience
- Some interest for the reader
- Generally accurate spelling and punctuation
- A few higher quality language features

Grade C

- Content is appropriate
- Acceptable for the intended purpose and audience
- Interests the reader
- Mostly accurate spelling and punctuation
- Uses appropriate high quality language features

Grade B

- Content is both appropriate and well organised
- Appropriate for the intended purpose and audience
- Likely to hold the reader's interest
- Mostly accurate spelling of a suitable vocabulary
- A range of generally accurate punctuation
- Effective use of linguistic devices

Grade A/A*

- Content is appropriate, well organised and convincing
- Totally suitable for the intended purpose and audience
- Likely to grab and hold the reader's interest
- Accurate spelling of an advanced but appropriate vocabulary
- A range of accurate punctuation
- Original and effective use of linguistic devices