

# GCSE (9-1) English Language



## Specification

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**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language (1EN0)**

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*First teaching from September 2015*

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*First certification from June 2017*

Issue 4

## **Edexcel, BTEC and LCCI qualifications**

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## Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language specification Issue 4 changes

Summary of changes made between previous issue and this current issue	Page number
<p><b>Spoken language endorsement</b></p> <p>In the 'External monitoring' section we have:</p> <ol style="list-style-type: none"> <li>1) added in the requirement that the sample sent in needs to be representative of the teaching groups in the centres</li> <li>2) updated the name of the JCQ guidance document.</li> </ol> <p>In the 'Head of centre declaration' we have:</p> <ol style="list-style-type: none"> <li>3) added malpractice information about failure to provide the declaration.</li> </ol> <p>In the 'Assessment record sheet' section we have:</p> <ol style="list-style-type: none"> <li>4) amended the requirements for all sheets to be sent to the monitor.</li> </ol>	11
<p><b>Spoken language endorsement</b></p> <p>We have added the heading 'Submission requirements' and the requirement that the sample needs to be representative of teaching groups within centres.</p>	13
<p><b>Spoken language endorsement</b></p> <p>The following words have been added to the form in Appendix 4: 'I hereby confirm that the sample is representative of the various teaching groups within our centre.'</p>	35

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).



## **From Pearson's Expert Panel for World Class Qualifications**

**May 2014**

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

**Sir Michael Barber (Chair)**

Chief Education Advisor, Pearson plc

**Professor Lee Sing Kong**

Director, National Institute of Education, Singapore

**Bahram Bekhradnia**

President, Higher Education Policy Institute

**Professor Jonathan Osborne**

Stanford University

**Dame Sally Coates**

Principal, Burlington Danes Academy

**Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

**Professor Robin Coningham**

Pro-Vice Chancellor, University of Durham

**Professor Bob Schwartz**

Harvard Graduate School of Education

**Dr Peter Hill**

Former Chief Executive ACARA

All titles correct as at May 2014



# Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

## Purpose of the specification

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This specification sets out:

- the objectives of the qualification
- any other qualification(s) that students must have completed before taking the qualification
- any prior knowledge and skills that students are required to have before taking the qualification
- any other requirements that students must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge and understanding that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which students' level of attainment will be measured (such as assessment criteria).

## Rationale

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The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language meets the following purposes, which fulfil those defined by the Office of Qualifications and Examinations Regulation (Ofqual) for GCSE qualifications in their *GCSE (9–1) Qualification Level Conditions and Requirements* document, published in April 2014.

The purposes of this qualification are to:

- provide evidence of students' achievements against demanding and fulfilling content, giving students the confidence that the literacy skills, knowledge and understanding that they will have acquired during the course of their study are comparable to those of the highest performing jurisdictions in the world
- provide a strong foundation for further academic and vocational study and for employment, to help students progress to a full range of courses in further and higher education. This includes Level 3 English courses, as well as Level 3 courses in other disciplines such as drama and theatre studies
- provide (if required) a basis for schools and colleges to be held accountable for the performance of all of their students.

### Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language are to 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 knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the student's certificate.



## The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles<sup>[1]</sup> and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including learned bodies, subject associations, higher-education academics, teachers and employers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9–1) Qualification Level Conditions and Requirements* and *GCSE Subject Level Conditions and Requirements for GCSE in English Language*, published in April 2014.

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<sup>[1]</sup> Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 1*.



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## Qualification at a glance

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The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language is a linear course. It consists of two externally examined components and one endorsement for Spoken Language.

Students must complete all assessment in the same series.

### Component 1: Fiction and Imaginative Writing

\*Paper code: 1EN0/01

- Externally assessed
- Availability: May/June and November\*\*
- First assessment: May/June 2017

**40% of the  
total GCSE**

#### Overview of content

- Study selections from a range of prose fiction.
- Develop skills to analyse and evaluate 19th-century fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

#### Overview of assessment

- Section A – Reading: questions on an unseen 19th-century fiction extract.
- Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.
- The total number of marks available is 64.
- Assessment duration 1 hour and 45 minutes.

The sample assessment materials can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language Sample Assessment Materials* document.

\*See *Appendix 2: Codes* for a description of this code and all other codes relevant to this qualification.

\*\*See *Entry and assessment information* for details of restrictions on November entry.

## Component 2: Non-fiction and Transactional Writing

\*Paper code: 1EN0/02

- Externally assessed
- Availability: May/June and November\*\*
- First assessment: May/June 2017

**60% of the  
total GCSE**

### Overview of content

- Study a range of 20th- and 21st-century non-fiction texts (including literary non-fiction).
- Develop skills to analyse, evaluate and compare non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Use spelling, punctuation and grammar accurately.

### Overview of assessment

- Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.
- Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.
- The total number of marks available is 96.
- Assessment duration: 2 hours and 5 minutes.

## Spoken Language Endorsement

\*Paper code 1EN0/03

- Internally assessed under controlled conditions
- Availability: May/June and November\*\*
- First assessment: May/June 2017

**0% of the  
total GCSE**

### Overview of content

- Developing spoken language skills.

### Overview of assessment

- The component is internally assessed under controlled conditions, and externally monitored by Pearson.
- Candidates must undertake a prepared spoken presentation on a specific topic in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.
- There are no marks for the Spoken Language endorsement. Students are awarded a grade (Pass, Merit or Distinction).

The sample assessment materials can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language Sample Assessment Materials* document.

\*See *Appendix 2: Codes* for a description of this code and all other codes relevant to this qualification.

\*\*See *Entry and assessment information* for details of restrictions on November entry.

## Assessment Objectives and weightings

Students must:			% in GCSE
READING	A01	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul>	9.4
	A02	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	13.1
	A03	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	8.8
	A04	Evaluate texts critically and support this with appropriate textual references	18.8
WRITING	A05	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	30
	A06	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	20
SPOKEN LANGUAGE	*A07	Demonstrate presentation skills in a formal setting	n/a
	*A08	Listen and respond appropriately to spoken language, including to questions and feedback to presentations	n/a
	*A09	Use spoken Standard English effectively in speeches and presentations	n/a
<b>Total</b>			<b>100%</b>

\*These Assessment Objectives are for the Spoken Language Endorsement, which will be reported as a separate grade on the awarding body certificate.

NB: some figures have been rounded up or down.





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# Knowledge, skills and understanding

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## Component 1: Fiction and Imaginative Writing

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### Overview

The focus of this component is:

- **Section A – Reading:** study and analyse selections from a range of prose fiction.
- **Section B – Imaginative writing:** explore and develop imaginative writing skills.

The learning outcomes below are drawn from the *GCSE Subject Level Conditions and Requirements for English Language*, published April 2014.

Learning outcomes		Students will:
<b>1.1 Reading</b>	1.1.1	read and understand a range of prose fiction, including unseen texts
	1.1.2	<i>critical reading and comprehension:</i> identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text
	1.1.3	<i>summary:</i> identify the main theme or themes; summarise ideas and information from a single text
	1.1.4	<i>evaluation of a writer's choice of vocabulary, form, grammatical and structural features:</i> explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text

Learning outcomes		Students will:
<b>1.2 Writing</b>	1.2.1	<i>produce clear and coherent text:</i> write accurately and effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use 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
	1.2.2	<i>write for impact:</i> select, organise and emphasise facts, ideas and key points; cite evidence and quotation effectively and pertinently to support views; create emotional impact; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

## Content

Students should read selections from a range of high-quality, challenging prose fiction, in preparation for responding to an unseen 19th-century prose fiction extract in the examination. They should be able to read substantial pieces of writing (extended texts) that make significant demands on them in terms of content, structure and the quality of language. Throughout the qualification, students should develop the skills of inference, analysis and evaluation. Students studying GCSE English Literature should be encouraged to analyse and evaluate the use of English language in a full range of their literature texts.

*The Pearson Edexcel Level 1/Level 2 GCSE (9–1) English Language Unseen Preparation Anthology* is a resource that supports teachers by providing examples of 19th-century prose fiction. Students should read a variety of prose fiction from a range of genres and cultures.

Students should use what they have learned about the writer’s craft in their reading of fiction to inspire and influence their own imaginative writing. They should develop a range of creative writing techniques, and planning and proofreading skills.

## Component 2: Non-fiction and Transactional Writing

### Overview

This focus of this component is:

- **Section A – Reading:** study and analyse selections from a range of non-fiction texts (including literary non-fiction)
- **Section B – Transactional writing:** explore and develop transactional writing skills, for example letters, articles, reports.

The learning outcomes below are drawn from the *GCSE Subject Level Conditions and Requirements for English Language*, published April 2014.

Learning outcomes		Students will:
<b>2.1 Reading</b>	2.1.1	read and understand a range of non-fiction texts, including whole texts and unseen texts
	2.1.2	<i>critical reading and comprehension:</i> identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text
	2.1.3	<i>summary and synthesis:</i> identify the main theme or themes; summarise ideas and information from a single text; synthesise from more than one text
	2.1.4	<i>evaluation of a writer's choice of vocabulary, form, grammatical and structural features:</i> explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text
	2.1.5	<i>compare texts:</i> compare two or more texts critically with respect to the above.

Learning outcomes		Students will:
<b>2.2 Writing</b>	2.2.1	<i>produce clear and coherent text</i> : write accurately and effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use 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
	2.2.2	<i>write for impact</i> : select, organise and emphasise facts, ideas and key points; cite evidence and quotation effectively and pertinently to support views; create emotional impact; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

## Content

Students should read a variety of high-quality, challenging non-fiction and literary non-fiction, in preparation to respond to unseen 20th- and 21st-century non-fiction in the examination. They should be able to read substantial pieces of writing, including whole and extended texts, that make significant demands in terms of content, structure and the quality of the language. Throughout the qualification, students should develop the skills of interpretation, analysis and evaluation.

Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types should also include literary non-fiction, such as selections from autobiography, letters, obituaries and travel writing. These lists are not exhaustive. Texts that are essentially transient, such as instant news feeds and advertisements will not form part of the assessment.

*The Pearson Edexcel Level 1/Level 2 GCSE (9–1) English Language Unseen Preparation Anthology* is a resource that supports teachers by providing indicative examples of different types of non-fiction. Examples are indicative only and students should read widely. Students should use what they have learned about different text types to feed into their transactional writing. They should be introduced to, and be given the opportunity to practise, a range of non-fiction writing techniques and planning and proofreading skills.

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# Spoken Language Endorsement

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## Overview

The focus of this component is:

Developing spoken language skills.

The learning outcomes below are drawn from the *GCSE Subject Level Conditions and Requirements for English Language*, published April 2014.

Learning outcomes		Students will:
3.1 Spoken language	3.1.1	<i>presenting information and ideas</i> : selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches
	3.1.2	<i>responding to spoken language</i> : listening to and responding appropriately to any questions and feedback
	3.1.3	<i>spoken Standard English</i> : expressing ideas using Standard English whenever and wherever appropriate.

## Content

Students must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.

### Presentation:

The spoken language presentation may take a variety of forms, including:

- (a) a speech or talk by a student, followed by questions from the audience or
- (b) a formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts which have been shared in advance, followed by questions from the audience.

In all cases, the presentation should be prepared and last no longer than 10 minutes.

### Audience:

Students must give their presentations to an audience, which must always include the teacher.

The size and composition of the audience should be determined by the teacher, in discussion with the student. However, where the audience is the teacher only, the presentation and dialogue should be designed in such a way that it could have a potentially wider audience than just one person (e.g. it replicates a television interview).

## Assessment criteria

Students should be assessed either live or from recordings.

There are no marks for the Spoken Language endorsement. Students should be awarded a grade (Pass, Merit or Distinction) using the assessment criteria below. Students who do not reach the Pass standard, or who do not attempt the assessment, must be recorded as Not Classified. This grade will appear on the student's certificate.

**In order to achieve a particular grade, a student must meet all of the criteria for that grade.**

General criteria		
<p>To be awarded a Pass, Merit or Distinction a Learner must:</p> <ul style="list-style-type: none"> <li>• be audible, and</li> <li>• use Spoken Standard English which, for the purposes of the spoken language assessment, means that a Learner must:               <ul style="list-style-type: none"> <li>◦ be intelligible, and</li> <li>◦ generally use language appropriate to the formal setting of the presentation.</li> </ul> </li> </ul>		
Pass	Merit	Distinction
<p>In addition to the general criteria, to be awarded a Pass a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none"> <li>• expresses straightforward ideas/information/feelings,</li> <li>• makes an attempt to organise and structure his or her presentation,</li> <li>• makes an attempt to meet the needs of the audience, and</li> <li>• listens to questions/feedback and provides an appropriate response in a straightforward manner.</li> </ul>	<p>In addition to the general criteria, to be awarded a Merit a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none"> <li>• expresses challenging ideas/information/feelings using a range of vocabulary,</li> <li>• organises and structures his or her presentation clearly and appropriately to meet the needs of the audience,</li> <li>• achieves the purpose of his or her presentation, and</li> <li>• listens to questions/feedback responding formally and in some detail.</li> </ul>	<p>In addition to the general criteria, to be awarded a Distinction a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none"> <li>• expresses sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary,</li> <li>• organises and structures his or her presentation using an effective range of strategies to engage the audience,</li> <li>• achieves the purpose of his or her presentation, and</li> <li>• listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information.</li> </ul>

## **Re-use (carry forward) of Spoken Language grades**

A student who is re-taking GCSE English Language (post-16) may re-use a previous certificated grade for the Spoken Language endorsement, even if it was awarded by another awarding body.

## **External monitoring**

Each centre is required to provide audio-visual recordings of the presentations of a sample of students, that is representative of the various teaching groups. There is no requirement to record the presentations of all students.

For further information, please see *Instructions for conducting non-examination assessments*, which is available on the jcq website <http://www.jcq.org.uk/exams-office>.

## **Head of centre declaration**

Heads of centres are required to complete the declaration in appendix 4 and submit this at the same time as their students' recordings. Failure by a centre to provide a Head of Centre declaration may be treated as malpractice or maladministration (see page 14 for more information).

## **Assessment record sheet**

An assessment record sheet (see appendix 3) should be completed for each student. The assessment record sheets of the students in the sample should be sent to the monitor.

## **Guidance on making and submitting recordings for the Spoken Language endorsement for GCSE (9-1) English Language (1EN0)**

### **1. Recording of the presentation**

The presentation should be saved on DVDs or USBs. Each recording must be saved individually and not as one long recording of multiple students. The recording must be made under controlled conditions<sup>1</sup>. It must be a complete, unedited recording of each performance. The presentations can be undertaken by students and recorded by the centre at any time during the course. Recordings should then be securely stored until it is time to submit the work to Pearson's monitor, whose responsibility it will be to ensure that the centre's assessment is in line with the national standard.

The camera must be positioned to ensure the best possible sound and visual quality. The centre must ensure that the camera is not obscured, e.g. by the backs of people's heads.

In joint performances students should wear name badges in order to indicate which student is which. At the start of each performance the candidate must state their full name. There is a requirement for an audience of at least one person, which can be the teacher, to be present during the recording. The audience must include the teacher.

The recording must be readable through one of the following programmes: Windows Movie Maker, Real Time, VLC or Quicktime. We advise that you save the recordings in one of the following file types: MPEG, FLV, MOV, WMV or RM.

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<sup>1</sup> Please see the *JCQ Instructions for conducting non-examination assessments (new GCE & GCSE specifications)*.

## 2. Transfer onto DVDs or USBs

You must submit the recording of the presentation/s on DVDs or USBs. More than one piece of work can be submitted on each DVD/USB.

We advise that you create data file DVD/USBs organised in the following way:

- Create a file for each student. Each file should be named according to the following naming convention: [centre #]\_[candidate number #]\_[surname]\_[first letter of first name]\_[grade] Example: Joshua Smith with candidate number 7890 at centre 12345 would have work in a folder titled, "12345\_7890\_Smith\_J\_Merit"
- Each folder must contain the recording of the presentation.
- The DVD/USBs should be clearly labelled with: - centre number and name, - 'GCSE English Language 9-1 – Spoken Language endorsement - May 2017', - DVD/USB number (if more than one is being provided e.g. 1 of 2).

Centres are reminded that DVD/USBs are not returned, therefore you must make a copy for your own records and in case discs are damaged or lost within the postal system. The DVD/USBs must be new and unused.

## 3. Submission of work to monitors

Recordings of student presentations should be stored securely until you are instructed to submit them.

It is the centre's responsibility to check all performances on a computer before sending to the monitor. You must ensure the quality of the sound and picture of the recordings is sufficient to enable performances to be marked. Before the DVD/USBs are sent for marking, the teacher should check that:

- the files submitted play on all computers/operating systems. For instance, if the DVD/USB was created on an Apple Mac computer, you must check that the DVD/USB files can be opened on a Microsoft Windows computer
- an audio signal has been successfully recorded on the DVD/USB. You should ensure that the camera being used has appropriate facilities for adjusting recorded sound levels
- a copy has been made of each presentation in case of postal problems.
- centres are provided with an assessment record sheet for use in assessing students' performances. One record sheet should be completed for each student. These forms should be retained unless requested by monitors.

The Head of Centre declaration (see *Appendix 4*) should be submitted at the same time as the recordings.

Submission checklist:

- files saved to the folder structure described above
- files checked on Apple/PC (as appropriate) for audio-visual quality
- disc/USB submitted with centre name
- backup copy made and stored securely
- assessment record sheet completed for each student (to be retained by the centre)
- Head of Centre declaration completed correctly and included.



## Submission requirements

No. of students at centre	No. of students whose presentations must be recorded	Minimum no. of students at each grade (D, M, P)+
30 or fewer	All students	10 <sup>++</sup>
Over 30	30	10 <sup>+++</sup>

The sample should be representative of the teaching groups within the centre.

- + All students at a grade if the centre has fewer than the stated minimum. Students assessed as Not Classified should not be included.
- ++ For example, if a centre has 15 D students, 11 M students and 3 P students, all of these students will be in the sample.
- +++ For example:
  - (a) if a centre has 21 D students, 14 M students and 3 P students, the sample will consist of 10 of the D students, 10 of the M students and all of the P students, with 7 additional students (from D and/or M) to make the overall sample up to 30.
  - (b) if a centre has no D students, 7 M students and 60 P students, the sample will consist of all of the M students and 23 of the P students.

## Malpractice

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### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form should be emailed to [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

### Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form, supporting documentation and as much information as possible should be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Further information

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For up-to-date advice on teacher involvement and administration of non-examined assessments, please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* document on the JCQ website:  
[www.jcq.org.uk](http://www.jcq.org.uk)



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# Assessment

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## Assessment summary tables

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Students must complete all assessment in the same series.

### Component 1: Fiction and Imaginative Writing

**\*Paper code: 1EN0/01**

- Availability: May/June and November\*\*
- First assessment: May/June 2017
- Assessed through a 1 hour and 45 minute examination.
- The total number of marks available is 64.
- The reading and writing sections on this paper will be linked by a theme.

**40% of the  
total GCSE**

#### Section A – Reading

- The length of the 19th-century fiction extract will be approximately 650 words.
- There will be a mixture of short and extended response questions on the extract.

#### Section B – Imaginative Writing

- Writing tasks are linked by a theme to the reading extract. Different aspects of the theme will be reflected in each task.
- One of the writing tasks will provide two images that students can use to help them generate ideas for their writing. Students can write a response that draws on just one or neither of the images.

The sample assessment materials can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language Sample Assessment Materials* document.

\*See *Appendix 2: Codes* for a description of this code and all other codes relevant to this qualification.

\*\*See *Entry and assessment information* for details of restrictions on November entry.

## Component 2: Non-fiction and Transactional Writing

\*Paper code: 1EN0/02

- Availability: May/June and November\*\*
- First assessment: May/June 2017
- Assessed through a 2 hour and 5 minute examination.
- The total number of marks available is 96.
- The reading and writing sections on this paper will be linked by a theme.

**60% of the total GCSE**

### Section A – Reading

- Two unseen non-fiction extracts, from 20th- and 21st-century texts. One of these texts will be literary non-fiction.
- The word count across the two extracts will be approximately 1000 words. The minimum length of an extract will be 300 words.
- Questions will be on Text 1, followed by Text 2. There will be a mixture of short and extended response questions on the extracts.
- Students' ability to synthesise across two texts will be assessed in a separate question.
- The final question of this section requires students to compare the writers' ideas and how they are presented in the two texts.

### Section B – Transactional Writing

- Writing tasks are linked by a theme to the reading extracts.
- It is possible for the same form (for example a letter, an article) to be present on both tasks in the same paper but with a different focus and/or audience.

## Speaking and Listening Endorsement

\*Paper code 1EN0/03

- Availability: May/June and November\*\*
- First assessment: May/June 2017
- Assessed through 1 presentation of up to 10 minutes.
- There are no marks for the Spoken Language endorsement. Students are awarded a grade (Pass, Merit or Distinction).

**0% of the total GCSE**

Candidates must undertake a prepared spoken presentation on a specific topic in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.

The sample assessment materials can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language Sample Assessment Materials* document.

\*See *Appendix 2: Codes* for a description of this code and all other codes relevant to this qualification.

\*\*See *Entry and assessment information* for details of restrictions on November entry.

## Assessment Objectives and weightings

Students must:			% in GCSE
READING	A01	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul>	9.4
	A02	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	13.1
	A03	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	8.8
	A04	Evaluate texts critically and support this with appropriate textual references	18.8
WRITING	A05	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	30
	A06	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	20
SPOKEN LANGUAGE	*A07	Demonstrate presentation skills in a formal setting	n/a
	*A08	Listen and respond appropriately to spoken language, including to questions and feedback to presentations	n/a
	*A09	Use spoken Standard English effectively in speeches and presentations	n/a
<b>Total</b>			<b>100%</b>

\*These AOs are for the Spoken Language Endorsement, which will be reported as a separate grade on the awarding body certificate.

NB: some figures have been rounded up or down.

## Breakdown of Assessment Objectives

Component	Assessment Objectives						Total
	A01	A02	A03	A04	A05	A06	
Component 1 – Fiction and Imaginative Writing							
Question 1	1						1
Question 2	2						2
Question 3		6					6
Question 4				15			15
Question 5 or 6					24	16	40
Component 2 – Non-fiction and Transactional Writing							
Question 1	2						2
Question 2	2						2
Question 3		15					15
Question 4	1						1
Question 5	1						1
Question 6				15			15
Question 7a	6						6
Question 7b			14				14
Question 8 or 9					24	16	40
<b>Total for this qualification</b>	<b>15</b>	<b>21</b>	<b>14</b>	<b>30</b>	<b>48</b>	<b>32</b>	<b>160 marks</b>
<b>Total % Assessment Objectives for qualification</b>	<b>9.4%</b>	<b>13.1%</b>	<b>8.8%</b>	<b>18.8%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

AO7, AO8 and AO9 will be assessed through the Spoken Language Endorsement.

NB: some figures have been rounded up or down.



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## Entry and assessment information

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### Student entry

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Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website at: [www.edexcel.com/iwantto/Pages/uk-information-manual.aspx](http://www.edexcel.com/iwantto/Pages/uk-information-manual.aspx)

### November resits

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This qualification is available in both the summer and the November series. Entry to the November series is restricted. Students who take GCSE English Language in a November series must be at least 16 years of age on the preceding 31st August.

Please check our website for further information.

### Discount code and performance tables

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Centres should be aware that students who enter for more than one GCSE or other Level 2 qualifications with the same discount code will have only the grade for their 'first entry' counted for the purpose of the School and College Performance Tables (please see *Appendix 2: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges they wish to progress to are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

## Access arrangements, reasonable adjustments and special consideration

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### Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

### Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would be likely to undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the student. There is no duty to make adjustments which the qualifications regulators have specified should not be made.

### **Special consideration**

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

### **Further information**

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

## **Equality Act 2010 and Pearson equality policy**

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website, [www.edexcel.com/Policies](http://www.edexcel.com/Policies)

## **Awarding and reporting**

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This qualification will be graded, awarded and certificated to comply with the requirements of the current Code of Practice published by the Office of Qualifications and Examinations Regulation (Ofqual).

The GCSE (9–1) qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.

Students are awarded a grade (Pass, Merit, Distinction or Not Classified) for the Spoken Language Endorsement. The Spoken Language Endorsement grade will appear on all students' certificates as a separately reported grade, alongside the overall 9-1 grade issued.

The first certification opportunity for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language will be 2017.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## **Language of assessment**

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Assessment of this qualification will be available in English. All student work must be in English.

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## Other information

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### Student recruitment

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

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### Prior learning and other requirements

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There are no prior learning or other requirements for this qualification.

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### Progression from GCSE

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Level 1/Level 2 GCSE (9–1) English Language is a requirement for progression to a wide range of courses at Level 3. Students are expected to continue with their study of GCSE English Language after the age of 16 if they have not achieved the qualification at Key Stage 4.

Students can progress from this qualification to Level 3 qualifications in similar disciplines such as English literature, drama, theatre studies, media studies and film studies, and to other qualifications that require literacy skills, knowledge and understanding.

This qualification prepares students for progression to further study of English Language at AS and A level and to the study of AS and A level English Language and Literature. These Level 3 qualifications prepare students for a variety of further progression routes. Students should seek advice about which of these qualifications best prepares them for their intended progression routes.

This qualification also supports further training and employment where literacy skills are required.



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# Appendix 1: Transferable skills

## The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:<sup>[2]</sup>

## Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate<sup>[3]</sup>.

## Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

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<sup>[1]</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>[2]</sup> Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

<sup>[3]</sup> PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

### **Intrapersonal skills**

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

## Appendix 2: Codes

Type of code	Use of code	Code number
Discount codes	Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs.  Discount codes are published by the DfE.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.  The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is:  601/4836/6
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE (9–1) – 1EN0
Paper code	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 1EN0/01 Paper 2: 1EN0/02 Spoken Language Endorsement: 1EN0/03

\*[www.gov.uk/government/publications/2018-performance-tables-discount-codes](http://www.gov.uk/government/publications/2018-performance-tables-discount-codes)



# Appendix 3: Spoken Language Endorsement: Assessment record sheet



<b>GCSE English Spoken Language Endorsement</b>	
Candidate no and name:	Recorded?
Details of task:	

Assessment criteria	✓
<b>Pass criteria</b>	
Is audible	<b>P</b>
Uses Spoken Standard English*	<b>P</b>
Expresses straightforward ideas/information/feelings	<b>P</b>
Makes an attempt to organise and structure his or her presentation	<b>P</b>
Makes an attempt to meet the needs of the audience	<b>P</b>
Listen to questions/feedback and provides an appropriate response in a straightforward manner	<b>P</b>
<b>Merit criteria</b>	
Is audible	<b>M</b>
Uses Spoken Standard English*	<b>M</b>
Expresses challenging ideas/information/feelings using a range of vocabulary	<b>M</b>
Organises and structures his or her presentation clearly and appropriately to meet the needs of the audience	<b>M</b>
Achieves the purpose of his or her presentation	<b>M</b>
Listens to questions/feedback responding formally and in some detail	<b>M</b>
<b>Distinction criteria</b>	
Is audible	<b>D</b>
Uses Spoken Standard English*	<b>D</b>
Expresses sophisticated ideas/ information/feelings using a sophisticated repertoire of vocabulary	<b>D</b>
Organises and structures his or her presentation using an effective range of strategies to engage the audience	<b>D</b>
Achieves the purpose of his or her presentation	<b>D</b>
Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information	<b>D</b>

\* For the purposes of the spoken language assessment, use of Spoken Standard English means that a learner must:

- be intelligible, and
- generally use language appropriate to the formal setting of the presentation

**Candidates must fulfil ALL the criteria for a level in order to achieve that level overall.**

**Candidates must also fulfil ALL the criteria for preceding levels, where applicable.**

**Teacher signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Appendix 4: Spoken Language Endorsement: Head of Centre Declaration

<b>GCSE English Spoken Language endorsement GCSE English Language (9-1)</b>	
<b>Head of centre declaration</b>	
Centre name:	Centre number:
Exams series and year (e.g. May/June 2017):	
Name of Head of centre (please print in block capitals)*:	
<p><b>Declaration:</b></p> <p>I hereby confirm that reasonable steps have been taken to ensure that all candidates entered for GCSE English Language (9-1) have undertaken the Spoken Language endorsement.</p> <p>I hereby confirm that the sample is representative of the various teaching groups within our centre.</p> <p>Signature of head of centre:</p> <p>_____</p> <p>Date:</p> <p>_____</p>	

\*The head of centre is usually the head teacher or principal.

**Please include this form with the sample of recordings that you are sending to your monitor, and retain a copy for your own records.**

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