

The  
**EDEXCEL CERTIFICATE**

English Language

Specification

**Edexcel Level 1/Level 2 Certificate in English Language (KEA0)**  
First examination June 2012

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#### *Acknowledgements*

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## Introduction

The Edexcel Level 1/Level 2 Certificate in English Language is designed for use in schools and colleges. It is part of a suite of qualifications offered by Edexcel.

The Edexcel Level 1/Level 2 Certificate in English Language is designed as a two-year course. The reading requirements of the course are covered in the *Edexcel Anthology for IGCSE and Certificate qualifications in English Language and English Literature*, for use throughout the course and in the examination.

## Key subject aims

The Edexcel Level 1/Level 2 Certificate in English Language enables students to:

- develop their understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities
- develop the ability to read, understand and respond to material from a variety of sources, and to recognise and appreciate themes and attitudes and the ways in which writers achieve their effects
- develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

## Key features and benefits of the specification

- Draws on the key features of the Edexcel IGCSE in English Language (Specification A), and has been designed for use in UK state schools.
- Includes a wide range of reading and writing tasks.
- Assessment opportunity in January and June examination series.
- Coursework assessment of speaking and listening.
- Facilitates progression to AS and Advanced GCE in English Language, English Literature or English Language and Literature, or equivalent qualifications.



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## Specification at a glance

This Level 1/Level 2 Certificate qualification comprises three assessments:

- Paper 1: written examination
- Paper 2: written examination
- Paper 3: speaking and listening coursework

<b>Paper 1</b>	<b>Paper code: 01</b>
<ul style="list-style-type: none"> <li>• Externally assessed</li> <li>• Availability: January and June series</li> <li>• First assessment: June 2012</li> </ul>	<b>70% of the total marks</b>
<p>Overview of content</p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Unseen passage.</li> <li>• Section A of the <i>Edexcel Anthology for IGCSE and Certificate qualifications in English Language and English Literature</i>.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Topic of a piece from Section A of the <i>Edexcel Anthology for IGCSE and Certificate qualifications in English Language and English Literature</i>.</li> <li>• Writing to inform, explain and describe.</li> </ul>	
<p>Overview of assessment:</p> <ul style="list-style-type: none"> <li>• The assessment of this unit is through a two-hour and 15-minute examination paper, set and marked by Edexcel.</li> <li>• Single tier of entry.</li> <li>• The total number of marks available is 60.</li> </ul>	

<b>Paper 2</b>	<b>Paper code: 02</b>
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: January and June series</li> <li>First assessment: June 2012</li> </ul>	<b>20% of the total marks</b>
<p>Overview of content</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Section B of the <i>Edexcel Anthology for IGCSE and Certificate qualifications in English Language and English Literature</i>.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Writing to argue, persuade and advise.</li> <li>Writing to explore, imagine and entertain.</li> </ul>	
<p>Overview of assessment</p> <ul style="list-style-type: none"> <li>The assessment of this unit is through a one-hour and 30-minute examination paper, set and marked by Edexcel.</li> <li>Single tier of entry.</li> <li>The total number of marks available is 48.</li> </ul>	

<b>Paper 3</b>	<b>Paper code: 03</b>
<ul style="list-style-type: none"> <li>Internally assessed</li> <li>Availability: January and June series</li> <li>First assessment: June 2012</li> </ul>	<b>10% of the total marks</b>
<p>Overview of content</p> <p>Speaking and listening</p> <p>Students will be assessed on three speaking and listening tasks:</p> <ul style="list-style-type: none"> <li>individual task</li> <li>pair-work task</li> <li>group-work task.</li> </ul>	
<p>Overview of assessment</p> <ul style="list-style-type: none"> <li>The assessment of this unit is through three coursework tasks, internally set and assessed, and externally moderated by Edexcel.</li> <li>The total number of marks available is 120 (40 marks for each task).</li> </ul>	



# Qualification content

## National Qualifications Framework (NQF) criteria

This qualification complies with the requirements of the common criteria prescribed by the regulatory authorities.

## Knowledge, skills and understanding

This Edexcel Level 1/Level 2 Certificate in English Language requires students to demonstrate application and understanding of:

### Reading

- reading with insight and engagement
- writers' ideas and perspectives
- how writers use linguistic and structural effects to achieve their purposes

### Writing

- forms of writing; using writing to communicate clearly and appropriately; adapting forms to specific purposes
- organisation of writing; including use of sentences, paragraphs and whole texts, and a range of structural devices
- a range of sentence structures, correct spelling and grammar

### Speaking and listening

- speaking and listening as individuals, in pairs and in groups
- speaking and listening to explain, describe, narrate and to discuss, argue, persuade
- speaking and listening in formal and informal contexts

# Paper 1

## Content overview

### Reading

Students will be required to develop skills to understand the following aspects of unseen and prepared passages:

- voice, imagery and appeal to the senses
- the writers' thoughts and feelings
- techniques of persuasion
- sentence length and variety
- structure
- any other interesting use of language.

### Writing

Students will be required to develop skills to write responses to prepared contexts and in response to novel situations. Students will need to:

- demonstrate their skills in informing, explaining and describing
- write in a form such as a newspaper article, formal report, magazine review or a contribution to a media programme. The target audience for the communication will be given
- reflect and comment on contemporary issues, situations or problems that are within their general experience, such as lifestyle, school/college life, local issues or national issues that affect young people.

### Details of texts to be studied

In preparation for Section A (unseen) assessment, students should study a range of text types including:

- non-fiction prose
- newspaper articles
- magazine articles
- advertisements
- leaflets and brochures
- web-pages
- online newspaper/magazine articles.

In preparation for the Section B assessment, students should study Section A from the Edexcel Anthology.

## Assessment overview

- The assessment of this unit is through a two-hour and 15-minute examination paper, set and marked by Edexcel.
- Single tier of entry.
- Three sections on the paper — Section A, Section B and Section C.
- The total number of marks available is 60.

## Description of examination

Paper 1 assesses 70% of the total English Language qualification and assesses Reading (35%) and Writing (35%).

There will be **three** sections on the paper. Students are advised to allocate equal time to each section of the paper.

### Section A

- There will be questions on an unseen non-fiction reading passage printed on the examination paper.
- Questions will test factual comprehension, inference and an understanding of how writers use language, as well as evaluation of how writers use linguistic and structural devices to achieve effects.
- Students will answer all questions in this section.
- This section addresses AO2 (i), (ii) and (iii).
- Total of 20 marks for this reading section.

### Section B

- This section will have **two** compulsory questions.
- One question will test understanding of a passage from Section A of the anthology.
  - This question will test the student's ability to read and understand text, and how writers use linguistic and structural devices in the text, supported by reference to the text.
  - This question addresses AO2 (i) (ii) and (iii).
  - This question is worth 10 marks — Reading.
- One question will be a writing task, based on the topic of the reading passage in the first question of this section.
  - This question addresses AO3 (i), (ii) and (iii).
  - This question is worth 10 marks — Writing.
- Total of 20 marks for this section, (reading 10 marks and writing 10 marks).

### Section C

- One question will be set in this section to test students' ability to write in order to inform, explain and describe.
- This section addresses AO3 (i), (ii) and (iii).
- Total of 20 marks for this writing section.

## **Assessment objectives assessed in this paper**

### **AO2 Reading**

All students will be required to demonstrate an ability to:

- (i) read and understand texts with insight and engagement
- (ii) develop and sustain interpretations of writers' ideas and perspectives
- (iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects.

### **AO3 Writing**

All students will be required to demonstrate an ability to:

- (i) communicate clearly and appropriately, using and adapting forms for different readers and purposes
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- (iii) use a range of sentence structures effectively, with accurate punctuation and spelling.

# Paper 2

## Content overview

### Reading

Students will study the following key features of texts:

- the understanding of texts
- ideas and perspectives of the writer
- the writer's use of language, structure and form.

**They will understand how the writer uses these key features to present ideas, themes and settings.**

### Writing

Students will be required to develop skills to write responses to prepared contexts and in response to a variety of situations. Students will need to:

- demonstrate their skills in exploring, imagining, entertaining, and writing to argue, persuade and advise
- write in a form such as a newspaper article, formal report, magazine review, online blog or profile or a contribution to a media programme. The target audience for the communication will be given
- reflect and comment on contemporary issues, situations or problems that are within their general experience – such as lifestyle, school/college life, local issues or national issues that affect young people.

## Assessment overview

- The assessment of this unit is through a one-hour, 30-minute examination paper, set and marked by Edexcel.
- Single tier of entry.
- The total number of marks available is 48.

## Description of examination

Paper 2 assesses 20% of the total English Language qualification and assesses Reading (10%) and Writing (10%).

The paper consists of **two** questions. Students are advised to allocate equal time to each section of the paper.

### Question 1

- One question which will test understanding of one piece from Section B of the anthology.
- This question addresses AO2 (i), (ii) and (iii).
- Total of 24 marks for this reading question.

### Question 2

- There will be two short-answer questions. One question will require writing to explore, imagine and entertain. The other question will require writing to argue, persuade and advise.
- Students choose **one** topic.
- This question addresses AO3 (i), (ii) and (iii).
- Total of 24 marks for this writing question.

## Assessment objectives assessed in this paper

### AO2 Reading

All students will be required to demonstrate the ability to:

- (i) read and understand texts with insight and engagement
- (ii) develop and sustain interpretations of writers' ideas and perspectives
- (iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects.

### AO3 Writing

All students will be required to demonstrate the ability to:

- (i) communicate clearly and appropriately, using and adapting forms for different readers and purposes
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- (iii) use a range of sentence structures effectively, with accurate punctuation and spelling.

## Paper 3: Speaking and listening coursework

### Content overview

**Speaking and listening** gives students the opportunity to:

- present and listen to information and ideas
- respond appropriately to the questions and the views of others
- make a range of effective contributions, using creative approaches to exploring questions, solving problems and developing ideas
- reflect and comment critically on their own and others' uses of language
- participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
- select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

Students have to complete three tasks — one an individual talk, one pair-work and one group-work.

Students must be provided with opportunities (in a variety of formal and informal contexts) to:

- explain, describe, narrate
- discuss, argue, persuade.

All students will be required to demonstrate the ability to:

### AO1

- (i) communicate clearly and imaginatively
- (ii) use standard English appropriately
- (iii) listen to and understand varied speech
- (iv) participate in discussion, by both speaking and listening, judging the nature and purposes of contributions and the role of participants.

### Assessment overview

- The assessment of this unit is through three coursework tasks, internally set and assessed, and externally moderated by Edexcel.
- The total number of marks available is 120 (40 marks for each task).

## Detailed content

Paper 3 assesses 10% of the total English Language qualification and assesses speaking and listening.

Each student's final mark will be based on three speaking and listening tasks, which will be internally assessed according to the assessment criteria on pages 15–20 of this specification.

Teachers will devise their own speaking and listening tasks. These may be carried out at any time during the course, to suit centres' needs.

Students should be given opportunities throughout the course to show their competence in a variety of tasks in speaking and listening, both individual and collaborative, and in a variety of contexts, both formal and informal.

This range must include talk to explain, describe, narrate, discuss, argue, persuade. There are **three** types of activity that must be assessed.

### Individual talk

- The focus here is on the personally created and presented oral work of the individual student.
- This is likely to be in a formal context, requiring close attention to standard English.
- The main focus of assessment will be for students to explain, describe and narrate.

### Pair-work

- The focus here is on the ability to interact on a one-to-one basis.
- This may be in a formal or informal context.
- The main focus of assessment will be for students to explain, describe, discuss and persuade.

### Group-work

- This provides opportunities for students to show their competence in collaborative speaking and listening work.
- Contexts may be relatively informal. Groups must consist of more than two people.
- The main focus of assessment will be for students to discuss, argue and persuade.



## Examples of activities

### Individual talk

- A talk describing a topic or area of interest to the student.
- A speech in a formal debate, explaining an opinion.
- A presentation to the class, explaining a controversial point-of-view on an issue.
- A report of a representative, presenting the findings of a small group to the whole class.
- A role play, in which the student plays a character from a literary text.

### Pair work

- A structured discussion on a topic of interest.
- An interview for a job or university place.
- An interview of a character from the news or a work of fiction.
- An imagined dialogue between two characters from a play or novel.

### Group work

- Problem-solving situations which involve exploring different options and reaching a decision or course of action such as how to spend a sum of money to improve school facilities; how to integrate a new student into a tutor group.
- This could be extended to role-play simulation where members of the group represent, for instance, members of a community facing a challenge such as the loss of a local amenity.
- Discussion of a controversial issue, for instance the ethics of cloning.
- Collaborative work on a literary text, for instance discussing the interpretation of a poem.

## Task setting

Teachers are advised to read the assessment criteria for speaking and listening to ensure that the task set does not place a ceiling on the number of marks that can be awarded. The task should enable the student to achieve the highest level.

Students will normally need more than one opportunity to be assessed in each of the three situations: individual talk, pair-work and group-work. This will enable the student to choose the best occasion in each to be submitted for final assessment.

## Task taking

Students should be supervised during the task taking. Students may work together to prepare for the tasks, but should not confer during the task unless constitutes a task response. Students must provide individual evidence to meet the requirements of the assessment criteria.

## Assessment of coursework

Teachers must mark each task according to the assessment criteria on pages 15–20 (speaking and listening) of this specification. Teachers should use their professional judgement to select and apply the criteria to the work of students appropriately and

fairly. Each successive grade description assumes the continued demonstration of those qualities described in the lower grades.

Students should be awarded the appropriate mark within any range on a 'best fit' basis, balancing strengths and weaknesses within each activity. Teachers should follow the procedure set out below:

- teachers should make a broad judgement using the general criteria
- this initial judgement should then be further refined using the specific criteria.

## Record keeping

Teachers should keep a record of a student's speaking and listening assessments in a mark book or other format. This should record the following information for each activity:

- task
- date
- mark awarded
- brief evaluation justifying the mark.

An Edexcel moderator visiting the school will expect to see speaking and listening records and performance.

## Standardisation and moderation of speaking and listening assessments

Edexcel will monitor centre performance across the outcomes of the assessments in this qualification. Centres will periodically receive a moderation visit.

Where there is more than one teacher for Paper 3 within a centre, the centre should introduce a system of internal standardisation. This can be achieved by paired marking.

## Final assessment of speaking and listening coursework at the end of the course

There will be three marks out of 40. These are combined to give the overall coursework mark.

- Individual talk (to explain, describe, narrate).
- Pair-work (to explain, describe, discuss, persuade)
- Group-work (to discuss, argue, persuade).

These three pieces are equally weighted. The final mark for each of the above should be the best mark achieved over the course within that area.

**The final overall coursework mark is a mark out of 120.**

## Speaking and listening coursework frontsheets

Final coursework marks for each student should be recorded on the coursework frontsheet — see *Appendix 2*. Teachers should photocopy the number of sheets required.

### Authentication of coursework

**Each student’s coursework frontsheet must contain a declaration by the teacher that the work is the student’s own.** Attention must be drawn to the seriousness of this declaration. It is the responsibility of the centre to ensure that Edexcel regulations are adhered to and that no student has engaged in unfair practice.

### Assessment criteria – speaking and listening: individual talk

These grids are used to mark the individual talk assignment for Paper 3 — speaking and listening.

General criteria		Specific criteria: individual talk
0	No rewardable material.	
Band 1 1-2	Students demonstrate limited achievement in speaking and listening.	
Band 2 3-5	Students speak and listen about personal interests in familiar contexts. They listen to others and recall the main features of what they hear. They show some recognition of the functions of standard English. In individual contributions, they show limited awareness of the listeners.	<ul style="list-style-type: none"> <li>• Use straightforward vocabulary</li> <li>• Give a simple account or narrative with some detail</li> <li>• Give brief responses to general points</li> </ul>
Band 3 6-10	Students speak clearly in a range of familiar contexts, adapting talk to audience and purpose. They listen carefully to a range of talk and respond to others’ ideas and views. They use features of Standard English vocabulary and grammar appropriately. In individual contributions, they show some awareness of the listeners.	<ul style="list-style-type: none"> <li>• Use an increasing vocabulary to express ideas and order events</li> <li>• Provide straightforward factual accounts and narratives</li> <li>• Respond simply to requests for clarification</li> </ul>

<b>General criteria</b>		<b>Specific criteria: individual talk</b>
Band 4 11-15	<p>Students speak clearly in different contexts, showing some ability to vary delivery to suit situation and audience. They listen with concentration to a range of talk. They generally use standard English vocabulary and grammar where appropriate.</p> <p>In individual contributions, they make attempts to engage the listeners' interest.</p>	<ul style="list-style-type: none"> <li>• Use straightforward and appropriate language</li> <li>• Give structured and occasionally developed accounts</li> <li>• Answer questions clearly using some detail</li> </ul>
Band 5 16-20	<p>Students make relevant contributions to talk and are able to organise speech in collaborative contexts, varying their style of delivery as appropriate. They listen attentively and make responses that show some understanding. They are increasingly aware of the need for, and use of, standard English vocabulary and grammar.</p> <p>In individual contributions, they use different strategies to engage the listeners' interest.</p>	<ul style="list-style-type: none"> <li>• Use a suitable range of appropriate vocabulary</li> <li>• Give ordered and, at times, focused accounts of events and processes</li> <li>• Give detailed clarification in response to requests</li> </ul>
Band 6 21-25	<p>Students speak with fluency and make significant contributions to talk in a variety of different contexts. They listen closely and sympathetically, responding as appropriate. They show a competent use of standard English vocabulary and grammar in situations that demand it.</p> <p>In individual contributions, they adapt to different audiences, sustaining the interest of the listeners through judgement in choice of style and delivery.</p>	<ul style="list-style-type: none"> <li>• Use varied, ordered and appropriate vocabulary and expression</li> <li>• Maintain clarity in overall organisation</li> <li>• Answer questions using relevant and effective detail</li> </ul>

<b>General criteria</b>		<b>Specific criteria: individual talk</b>
Band 7 26-30	<p>Students speak purposefully in a range of contexts of increasing complexity, managing the contributions of others. They listen with some sensitivity and respond accordingly. They show effective use of standard English vocabulary and grammar in a range of situations.</p> <p>In individual contributions, they exhibit confidence and fluency in talk and a sensitive awareness of listeners, adapting style of delivery to their needs.</p>	<ul style="list-style-type: none"> <li>• Use a flexible range of vocabulary and grammatical structures to convey meaning, including inferential aspects</li> <li>• Manage challenging subject matter effectively</li> <li>• Respond to questions or comments in an apt and well-considered way</li> </ul>
Band 8 31-35	<p>Students initiate speech and take a leading part in discussion, responding in detail to others' ideas. They listen and respond to a range of complex speech. They show an assured use of standard English vocabulary and grammar in a range of situations and for a variety of purposes.</p> <p>In individual contributions, they involve listeners skilfully, through their command in communicating aspects of challenging content.</p>	<ul style="list-style-type: none"> <li>• Use a range of highly developed vocabulary to suit a variety of purposes and contexts</li> <li>• Show cogency and explicit depth of detail when required</li> <li>• Respond to questions in a way which is precisely matched to context</li> </ul>
Band 9 36-40	<p>Students show an exceptionally high ability in handling a wide range of roles. They listen perceptively to a range of complex speech. They are sensitive in their choice of speech style and their use of standard English vocabulary and grammar is mature and assured.</p> <p>In individual contributions, they adapt readily to task and audience, communicating complex content and managing listeners' attention through sophisticated styles of delivery.</p>	<ul style="list-style-type: none"> <li>• Show originality and flair in the use of vocabulary, intonation, expression and gesture</li> <li>• Express ideas with subtlety, for example using irony or detachment</li> <li>• Show inventive organisation of material</li> <li>• Respond to points with authority</li> </ul>

## Assessment criteria – speaking and listening: pair and group work

These grids are used to mark the pair and group work assignments for Paper 3 – speaking and listening.

General criteria		Specific criteria: pair and group work
0	No rewardable material.	
Band 1 1-2	Students demonstrate limited achievement in speaking and listening.	
Band 2 3-5	Students speak and listen about personal interests in familiar contexts. They listen to others and recall the main features of what they hear. They show some recognition of the functions of Standard English.  In pair and group work, they listen and make some contribution to discussion.	<ul style="list-style-type: none"> <li>• Listen and occasionally make contributions</li> <li>• Respond generally to some points made by others</li> <li>• Express a point of view</li> </ul>
Band 3 6-10	Students speak clearly in a range of familiar contexts, adapting talk to audience and purpose. They listen carefully to a range of talk and respond to others' ideas and views. They use features of standard English vocabulary and grammar appropriately.  In pair and group work, they follow discussions carefully and make appropriate contributions.	<ul style="list-style-type: none"> <li>• Make some relevant contribution</li> <li>• Respond appropriately to central ideas and the contributions of others</li> <li>• Express a point of view and occasionally use emphatic language</li> </ul>
Band 4 11-15	Students speak clearly in different contexts, showing some ability to vary delivery to suit situation and audience. They listen with concentration to a range of talk. They generally use standard English vocabulary and grammar where appropriate.  In pair and group work, they concentrate in discussions and make useful contributions.	<ul style="list-style-type: none"> <li>• Make useful contributions</li> <li>• Respond with some order to familiar and less familiar ideas and subject matter</li> <li>• Express opinions and occasionally make decisive points to good effect</li> </ul>

<b>General criteria</b>		<b>Specific criteria: pair and group work</b>
Band 5 16-20	<p>Students make relevant contributions to talk and are able to organise speech in collaborative contexts, varying their style of delivery as appropriate. They listen attentively and make responses that show some understanding. They are increasingly aware of the need for, and use of, standard English vocabulary and grammar.</p> <p>In pair work, they contribute to the discussion, attentive to the responses of their partner.</p> <p>In group work, they make a range of effective contributions, taking account of what others say.</p>	<ul style="list-style-type: none"> <li>• Take an active part and sustain involvement</li> <li>• Recognise others' opinions and respond appropriately and with some development to familiar and unfamiliar ideas and subject matter</li> <li>• Use language effectively to convey opinion or line of argument</li> </ul>
Band 6 21-25	<p>Students speak with fluency and make significant contributions to talk in a variety of different contexts. They listen closely and sympathetically, responding as appropriate. They show a competent use of Standard English vocabulary and grammar in situations that demand it.</p> <p>In pair work, they make sustained contributions to the discussion, adapting their contributions in response to their partner.</p> <p>In group work, they participate fully, sustaining their listening and making significant contributions.</p>	<ul style="list-style-type: none"> <li>• Make a significant contribution to discussion</li> <li>• Respond to complex ideas and engage with others' opinions, recognising obvious assumptions and biases</li> <li>• Promote a point of view</li> </ul>
Band 7 26-30	<p>Students speak purposefully in a range of contexts of increasing complexity, managing the contributions of others. They listen with some sensitivity and respond accordingly. They show effective use of Standard English vocabulary and grammar in a range of situations.</p> <p>In pair work, they make confident and sustained contributions to the discussion, showing a sensitive awareness of the contribution of their partner.</p> <p>In group work, they make an impact on discussion through sensitive listening and by challenging and constructive contributions.</p>	<ul style="list-style-type: none"> <li>• Make a confident contribution and/or manage collaborative tasks</li> <li>• Challenge and build on points made by others</li> <li>• Make probing contributions, developing and organising points to achieve impact on audience</li> </ul>

<b>General criteria</b>		<b>Specific criteria: pair and group work</b>
Band 8 31-35	<p>Students initiate speech and take a leading part in discussion, responding in detail to others' ideas. They listen and respond to a range of complex speech. They show an assured use of standard English vocabulary and grammar in a range of situations and for a variety of purposes.</p> <p>In pair work, they demonstrate different ways of initiating, shaping and developing to the discussion, fully responding to their partner.</p> <p>In group work, they use different ways to initiate, develop and shape discussion, encouraging others' participation.</p>	<ul style="list-style-type: none"> <li>• Initiate and sustain discussion through a variety of sensitive contributions</li> <li>• Respond persuasively and engagingly</li> <li>• Articulate complex ideas, synthesising essential points and resolving outcomes</li> </ul>
Band 9 36-40	<p>Students show an exceptionally high ability in handling a wide range of roles. They listen perceptively to a range of complex speech. They are sensitive in their choice of speech style and their use of standard English vocabulary and grammar is mature and assured.</p> <p>In pair work, they demonstrate complex ways of communication, shaping the discussion empathically with their partner.</p> <p>In group work, they listen perceptively, making influential and authoritative contributions.</p>	<ul style="list-style-type: none"> <li>• Use language in a dynamic and influential way</li> <li>• Develop collaborative talk in ways which show sophistication and inventiveness</li> <li>• Make thought-provoking contributions through powerful expression and command of the situation</li> </ul>



# Assessment

## Assessment summary

- Paper 1 is externally assessed through a two-hour and 15-minute examination paper.
- Paper 2 is externally assessed through a one-hour and 30-minute examination paper.
- Paper 3 is internally assessed

## Summary of table of assessment

<b>Paper 1</b>	<b>Paper code: 01</b>
Overview of assessment: <ul style="list-style-type: none"><li>• The assessment of this unit is through a two-hour and 15-minute examination paper, set and marked by Edexcel.</li><li>• Single tier of entry.</li><li>• The total number of marks available is 60.</li></ul>	
<b>Paper 2</b>	<b>Paper code: 02</b>
Overview of assessment <ul style="list-style-type: none"><li>• The assessment of this unit is through a one-hour and 30-minute examination paper, set and marked by Edexcel.</li><li>• Single tier of entry.</li><li>• The total number of marks available is 48.</li></ul>	
<b>Paper 3</b>	<b>Paper code: 03</b>
Overview of assessment <ul style="list-style-type: none"><li>• The assessment of this unit is through three coursework tasks, internally set and assessed, and externally moderated by Edexcel.</li><li>• The total number of overall marks available is 120 (40 marks for each task).</li></ul>	

## Assessment objectives and weightings

	% in Certificate
<p>AO1: speaking and listening</p> <p>All students will be required to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>(i) communicate clearly and imaginatively</li> <li>(ii) use standard English appropriately</li> <li>(iii) listen to and understand varied speech</li> <li>(iv) participate in discussion, by both speaking and listening, judging the nature and purposes of contributions and the role of participants.</li> </ul>	10%
<p>AO2: All students will be required to demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>(i) read and understand texts with insight and engagement</li> <li>(ii) develop and sustain interpretations of writers' ideas and perspectives</li> <li>(iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects.</li> </ul>	45%
<p>AO3: All students will be required to demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>(i) communicate clearly and appropriately, using and adapting forms for different readers and purposes</li> <li>(ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features</li> <li>(iii) use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul>	45%
<b>TOTAL</b>	<b>100%</b>

## Relationship of assessment objectives to papers for Level 1/Level 2 Certificate

Paper number	Assessment objective			Total for AO1, AO2 and AO3
	AO1	AO2	AO3	
Paper 1	0%	35%	35%	70%
Paper 2	0%	10%	10%	20%
Paper 3	10%	0%	0%	10%
Total for Certificate	10%	45%	45%	100%

## Entering your students for assessment

### Student entry

Details of how to enter students for this qualification can be found in Edexcel's *Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's website: [www.edexcel.com](http://www.edexcel.com)

### Forbidden combinations

It is forbidden for students to take this qualification at the same time as the Edexcel IGCSE in English Language (A) or (B) qualification.

### Classification code

Centres should be aware that students who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

### Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, IGCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website ([www.edexcel.com/sfc](http://www.edexcel.com/sfc)) for:

- the Joint Council for Qualifications (JCQ) policy Access Arrangements, Reasonable Adjustments and Special Considerations 2010-2011
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

### Disability Discrimination Act (DDA)

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for information with regard to the Disability Discrimination Act.

## **Internal standardisation**

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria for speaking and listening. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

## **Standardisation and moderation of speaking and listening assessments**

Edexcel will monitor centre performance across the outcomes of the assessments in this qualification. Centres will periodically receive a moderation visit.

Where there is more than one teacher for Paper 3 within a centre, the centre should introduce a system of internal standardisation. This can be achieved by paired marking.

## **Authentication**

All students must sign an authentication statement for Paper 3–Speaking and Listening. Statements relating to work not sampled should be held securely at the centre. In accordance with a revision to the current code of practice, any student unable to provide an authentication statement will receive zero credit for the paper. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

## **Further information**

For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting coursework/portfolio* document on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk) For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

## Assessing your students

The first assessment opportunity for Paper 1, Paper 2 and Paper 3 of this qualification will take place in the June 2012 series and in each following January and June series for the lifetime of the qualification. All papers must be taken in the same assessment window.

### Your student assessment opportunities

Paper	June 2012	January 2013	June 2013	January 2014
Paper 1	✓	✓	✓	✓
Paper 2				
Paper 3				

## Awarding and reporting

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The Level 1/Level 2 Certificate qualification will be graded and certificated on an eight-grade scale from A\* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel Level 1/Level 2 Certificate in English Language will be 2012.

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

## Language of assessment

Assessment of this qualification will be available in English only. Assessment materials will be published in English only, and all work submitted for examination and moderation must be produced in English.

## Stretch and challenge

Students can be stretched and challenged in the assessment through the use of different assessment strategies, for example:

- using a variety of stems in questions such as 'evaluate', 'discuss'
- ensuring connectivity between sections of questions
- extended writing

## **Malpractice and plagiarism**

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ's *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website: [www.jcq.org.uk/](http://www.jcq.org.uk/)

## **Student recruitment**

Edexcel's access policy concerning recruitment to our qualifications is 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.

## **Progression**

This qualification supports progression to:

- AS GCE and Advanced GCE in English Language
- AS GCE and Advanced GCE in English Language and Literature.

## Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded those grades. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. The grade awarded will depend in practice on the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

### Grade A

Candidates select suitable styles and registers of spoken English for a range of situations and contexts, showing assured use of standard English where appropriate. They confidently choose from a broad repertoire of vocabulary to express information, ideas and feelings in an engaging manner. They explain expertly, and evaluate persuasively, how they and others use and adapt spoken language for specific purposes. They demonstrate sensitive listening through contributions that sustain and develop discussion. They recognise and fulfil the demands of different roles, whether in formal settings or creative activities.

Candidates respond personally and persuasively to a variety of texts, developing interpretations and evaluating how details of language, grammar, structure and presentation are used by writers. They identify and discuss writers' perspectives in narrative, argument, explanation or analysis. They choose apt quotations and make telling cross-references that illuminate the purpose and meanings of texts.

Candidates' writing shows confident, assured control of a range of forms and styles appropriate to task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force or creative delight. Linguistic and structural features are used skilfully to sequence texts and achieve coherence. A wide range of accurate sentence structures ensures clarity; choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.

### Grade C

Candidates adapt their talk to the demands of different situations and contexts. They recognise when standard English is required and use it confidently. They select vocabulary so that information, ideas and feelings are communicated clearly and the listener's interest is engaged. They explain and evaluate how they and others use and adapt spoken language for specific purposes. Through careful listening and by developing their own and others' ideas, they make significant contributions to discussion and participate effectively in creative activities.

Candidates understand and demonstrate how meaning and information are conveyed in a range of texts. They make personal and critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. They successfully cross-reference aspects of texts and explain convincingly how they may vary in purpose and how they achieve different effects.

Candidates' writing shows successful adaptation of form and style to different tasks and for various purposes. They use a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest.

Paragraphing is used effectively to make the sequence of events or development of



ideas coherent and clear to the reader. Sentence structures are varied and sometimes bold; punctuation and spelling are accurate.

## **Grade F**

Candidates talk confidently in familiar situations, showing some awareness of purpose and of listeners' needs. They convey information, develop ideas and describe feelings clearly, using the main features of standard English as appropriate. They listen with concentration and make relevant responses to others' ideas and opinions. They show some awareness of how they and others use and adapt spoken language for specific purposes. In formal and creative activities, they attempt to meet the demands of different roles.

Candidates describe the main ideas, themes or argument in a range of texts, and refer to specific aspects or details when justifying their views. They make simple cross-references that show some awareness of how texts achieve their effects through writers' use of linguistic, grammatical, structural and presentational devices.

Candidates' writing shows some adaptation of form and style for different tasks and purposes. It communicates simply and clearly with the reader. Sentences sequence events or ideas logically; vocabulary is sometimes chosen for variety and interest. Paragraphing is straightforward but effective; the structure of sentences, including some that are complex, is usually correct. Spelling and basic punctuation are mostly accurate.



# Support and training

## Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)

**Ask the Expert** – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow 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.

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able find answers to many questions you might have by searching before you submit the question to us.

**Examzone** — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at [www.examzone.co.uk](http://www.examzone.co.uk).

## Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: [www.edexcel.com](http://www.edexcel.com)

## Textbooks and other resources

**Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.**

### Anthology

Students will be provided with the *Edexcel Anthology for IGCSE and Certificate qualifications in English Language and English Literature*, details can be found in *Appendix 1*.

### Textbooks

There is useful support material for some aspects of the course in:

Addison R, Huke P and Taylor P — *Aim High in Edexcel GCSE English* (Edexcel, 2007) ISBN 1846901685. Textbooks which provide practice in reading and writing skills — comprehension; writing in different forms — will also be suitable for this specification.

### Websites

The following websites provide useful teaching ideas on writing for different purposes.

- [www.bbc.co.uk/education/gcsebitessize/](http://www.bbc.co.uk/education/gcsebitessize/)
- [www.englishresources.org](http://www.englishresources.org)
- [www.teachit.co.uk](http://www.teachit.co.uk)

## Appendices

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# Appendix 1: Anthology texts for English Language

## Contents of Section A Edexcel Anthology for IGCSE and Certificate qualifications in English Language and English Literature

'Climate Change: The Facts' — (adapted from an article by Kate Ravillious in *The Guardian* Science Course)

'Explorers, or Boys Messing About' — Steven Morris (*The Guardian*)

'Your Guide to Beach Safety' — RNLI leaflet

Climate Change webpage – Greenpeace

From 'A Game of Polo with a Headless Goat' — Emma Levine

From 'A Passage to Africa' — George Alagiah

From 'Chinese Cinderella' — Adeline Yen Mah

From 'Taking on the World' — Ellen MacArthur

From 'The Explorer's Daughter' — Kari Herbert

From 'Touching the Void' — Joe Simpson

## Contents of Section B Edexcel Anthology for IGCSE and Certificate qualifications in English Language and English Literature

*A Hero* — R K Narayan

*An Unknown Girl* — Moniza Alvi

*Disabled* — Wilfred Owen

*Electricity Comes to Cocoa Bottom* — Marcia Douglas

*King Schahriar and his brother* (extract from *The Arabian Nights*)

*Out, Out* — Robert Frost

*Refugee Blues* — W H Auden

*The Last Night* (from *Charlotte Gray*) — Sebastian Faulks

*The Necklace* — Guy de Maupassant

*Veronica* — Adewale Maja-Pearce

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### **Information on the anthology**

Students are not permitted to take copies of the *Edexcel Anthology for IGCSE and Certificate qualifications in English Language and English Literature* into the examination with them. Any piece from the anthology referred to in the examination questions will be reproduced on the examination paper.

Copies of the anthology will be available for each Edexcel centre to download at the beginning of the course from the Edexcel International website: [www.edexcel-international.org](http://www.edexcel-international.org)



## Appendix 2: Coursework frontsheet for Paper 3

Edexcel Level 1/Level 2 Certificate in English Language January/June 20\_\_\_\_\_

Centre number:	Candidate number:	Candidate's name and initials:	
<b>Brief description of activity</b>			
1. Individual talk (explain, describe, narrate):	Date work completed: ____/____/____	<b>Individual talk</b> Centre's final mark for individual talk	/40
2. Pair-work (explain, describe, discuss, persuade):	Date work completed: ____/____/____	<b>Pair-work</b> Centre's final mark for pair-work	/40
3. Group-work (discuss, argue, persuade):	Date work completed: ____/____/____	<b>Group-work</b> Centre's final mark for group-work	/40
		<b>Centre's final overall mark for speaking and listening coursework (add all marks)</b>	<b>/120:</b>
<b>Comment on overall achievement in relation to the assessment criteria:</b>			

**Declaration by teacher:** I declare that the student's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature of examining teacher ..... Date .....



## Appendix 3: Wider curriculum

### Signposting and development suggestions

<b>Issue</b>	<b>Paper</b>	<b>Opportunities for development</b>
Spiritual	3	<ul style="list-style-type: none"><li>• Paper 3 – through choices made in the topics for speaking and listening activities</li></ul>
Moral	1	<ul style="list-style-type: none"><li>• Paper 1 – through understanding some of the features of anthology texts that relate to moral issues</li></ul>
Ethical	1	<ul style="list-style-type: none"><li>• Paper 1 – through understanding some of the features of anthology texts that relate to ethical choices</li></ul>
Social	1	<ul style="list-style-type: none"><li>• Paper 1 – through understanding some of the features of anthology texts that relate to social context</li></ul>
Legislative	3	<ul style="list-style-type: none"><li>• Paper 3 – through choices made in the topics for speaking and listening activities</li></ul>
Economic	3	<ul style="list-style-type: none"><li>• Paper 3 – through choices made in the topics for speaking and listening activities</li></ul>
Cultural	1	<ul style="list-style-type: none"><li>• Paper 1 – through understanding some of the features of anthology texts that relate to cultural context</li></ul>
Sustainable	3	<ul style="list-style-type: none"><li>• Paper 3 – through choices made in the topics for speaking and listening activities</li></ul>
Health and safety	3	<ul style="list-style-type: none"><li>• Paper 3 – through choices made in the topics for speaking and listening activities</li></ul>
European initiatives	3	<ul style="list-style-type: none"><li>• Paper 3 – through choices made in the topics for speaking and listening activities</li></ul>



## Appendix 4: Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	English Language: 5030
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfE Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QAN is the number that will appear on the student's final certification documentation.	The QAN for the qualification in this publication is: 600/0138/0
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	KEA0
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> <li>• enter a student for assessment</li> <li>• aggregate the student's paper scores to obtain the overall grade for the qualification.</li> </ul>	Please refer to the Edexcel <i>Information Manual</i> , available on the Edexcel website.

**Ofqual**  
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Llywodraeth Cynulliad Cymru  
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