# A Level English Language

**About Pearson**

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

# Summary of Pearson Edexcel Level 3 Advanced GCE in English Language specification

# Issue 6

| Summary of changes made between previous issue and this current issue | Page number |
|---|---|
| **Non-examination assessment authentication sheet**<br>This has been amended to include a statement regarding the use of AI. | 45–46 |

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.

## 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

**Bahram Bekhradnia**

President, Higher Education Policy Institute

**Dame Sally Coates**

Principal, Burlington Danes Academy

**Professor Robin Coningham**

Pro-Vice Chancellor, University of Durham

**Dr Peter Hill**

Former Chief Executive ACARA

**Professor Lee Sing Kong**

Director, National Institute of Education, Singapore

**Professor Jonathan Osborne**

Stanford University

**Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

**Professor Bob Schwartz**

Harvard Graduate School of Education

All titles correct as of May 2014

# Introduction

The Pearson Edexcel Level 3 Advanced GCE in English Language is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Pearson.

## Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that the student is required to have before taking the qualification
- any other requirements that a student 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 a student's level of attainment will be measured (such as assessment criteria).

# Rationale

The Pearson Edexcel Level 3 Advanced GCE in English Language meets the following purposes, which fulfil those defined by the Office of Qualifications and Examinations Regulation (Ofqual) for GCE qualifications in their *GCE Qualification Level Conditions and Requirements* document, published in April 2014.

The purposes of this qualification are to:

- define and assess achievement of the knowledge, skills and understanding that will be needed by students planning to progress to undergraduate study at a UK higher education establishment, particularly (although not only) in the same subject area, for example English Language, Linguistics, English

- set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding

- enable UK universities to accurately identify the level of attainment of students

- provide a basis for school and college accountability measures at age 18

- provide a benchmark of academic ability for employers.

## Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in English Language are to enable students to:

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language

- explore data and examples of language in use

- engage creatively and critically with a varied programme for the study of English

- develop their skills as producers and interpreters of language

- independently investigate language in use.

## The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles[1] 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 GCE *Qualification Level Conditions and Requirements* and *GCE Subject Level Conditions and Requirements for English Language*, published in April 2014.

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[1] 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*.

# Contents

# Qualification at a glance

The Pearson Edexcel Level 3 Advanced GCE in English Language consists of three externally examined components and one non-examination assessment component.

Students must complete all assessment in May/June in any single year.

| Component 1: Language Variation | *Paper code: 9EN0/01 |
|---|---|
| • Externally assessed<br>• Availability: May/June<br>• First assessment: 2017 | **35% of the total qualification** |
| **Overview of content**<br>Students will explore:<br>• how language varies depending on mode, field, function and audience<br>• how language choices can create personal identities<br>• language variation in English from c1550 (the beginnings of Early Modern English) to the present day. | |
| **Overview of assessment**<br>• Written examination, lasting 2 hours 15 minutes.<br>• Two sections: students answer the question in Section A and the question in Section B.<br>• Total of 60 marks available – 30 marks per section.<br>• Section A – Individual Variation: **one** question on two unseen 21st-century linked texts/data. Students produce an extended comparative response (AO1, AO2, AO3, AO4 assessed).<br>• Section B – Variation over Time: **one** question on two thematically linked unseen texts/data, from two different periods. Students produce an extended comparative response (AO1, AO2, AO3, AO4 assessed). | |

| Component 2: Child Language | *Paper code: 9EN0/02 | |
|---|---|---|
| • Externally assessed <br> • Availability: May/June <br> • First assessment: 2017 | | **20% of the total qualification** |

**Overview of content**

Students will explore:

• spoken language acquisition and how children learn to write between the ages of 0 and 8

• the relationship between spoken language acquisition and literacy skills that children are taught, including the beginnings of reading

• appropriate theories of children's language development.

**Overview of assessment**

• Written examination, lasting 1 hour 15 minutes**.

• Total of 45 marks available.

• **One** question based on a set of unseen data – *either* spoken *or* written. Students produce an extended response (AO1, AO2, AO3 assessed).

**the change to the assessment time will be for the examination in summer 2020 and for all other examinations thereafter.

| Component 3: Investigating Language | *Paper code: 9EN0/03 |
|---|---|
| • Externally assessed<br>• Availability: May/June<br>• First assessment: 2017 | **25% of the total qualification** |

**Overview of content**

Students will:

- select a research focus from five topic areas

- develop their research and investigation skills

- undertake a focused investigation

- apply their knowledge of language levels and key language concepts developed throughout the whole course

- develop their personal language specialism.

A subtopic will be pre-released on the 1 December*** before the examination. The pre-released subtopic will provide a steer for students' research and investigation to enable them to prepare for the external assessment.

**Overview of assessment**

- Written examination, lasting 1 hour 45 minutes.

- Two sections: students answer **one** question from Section A and **one** question from Section B.

- Total of 45 marks available: Section A question is 15 marks and Section B question is 30 marks.

- Section A – **one** question on unseen data. Students must answer the question on the subtopic they have researched (AO1, AO2, AO3 assessed).

- Section B – **one** evaluative question. Students must answer the question on the subtopic they have researched and must make connections with data from their investigation. Students produce an extended response (AO1, AO2, AO3, AO4 assessed).

*** the change to the pre-release materials date will first come into effect for the 2021 paper: the subtopics for this paper will be released on 1 December 2020. All subsequent series of this paper will also have a 1 December pre-release date.

| Non-examination assessment: Crafting Language | *Code: 9EN0/04 |
|---|---|
| • Internally assessed, externally moderated<br>• Availability: May/June<br>• First moderation: 2017 | **20% of the total qualification** |

**Overview of content**

Students will:

• research a selected genre

• demonstrate their skills as writers within their selected genre, crafting texts for different audiences and/or purposes

• reflect on their research and writing in an accompanying commentary.

**Overview of assessment**

Students produce **two** assignments:

• Assignment 1: **two** pieces of original writing from the same genre, differentiated by function and/or audience (AO5 assessed).

• Assignment 2: **one** commentary, reflecting on the two pieces of original writing produced and making connections with research undertaken (AO1, AO2, AO3, AO4 assessed).

• Advisory total word count is 2500–3000 words: Assignment 1 is 1500–2000 words and Assignment 2 is 1000 words.

• Total of 50 marks available: Assignment 1 is 30 marks and Assignment 2 is 20 marks.

*See *Appendix 3: Codes* for a description of this code and all other codes relevant to this qualification.

# Assessment Objectives and weightings

| | Students must: | % in GCE |
|---|---|---|
| **AO1** | Apply appropriate methods of language analysis, using associated terminology and coherent written expression | 24.4 |
| **AO2** | Demonstrate critical understanding of concepts and issues relevant to language use | 24.4 |
| **AO3** | Analyse and evaluate how contextual factors and language features are associated with the construction of meaning | 24.4 |
| **AO4** | Explore connections across texts, informed by linguistic concepts and methods | 15 |
| **AO5** | Demonstrate expertise and creativity in the use of English to communicate in different ways<br><br>*Note: This Assessment Objective must be targeted with at least one of AO2, AO3 or AO4, either in the same task or in two or more linked tasks.* | 12 |
| **Total** | | **100** |

*NB: total has been rounded down*

# Knowledge, skills and understanding

## Component 1: Language Variation

### Overview

This component introduces students to the ways in which language varies, depending on the contexts of production and reception. Students will explore and critically evaluate how language choices can create personal identities. They will also explore and critically evaluate how language varies over time.

### Learning outcomes

Students are required to appropriately and systematically:

- apply concepts relating to language variation to data drawn from written, spoken and multimodal discourse and from different time periods

- apply critical skills to description, analysis and evaluation of a range of data and discourses, including data from different time periods

- use and apply linguistic terminology accurately

- show their understanding of historical, geographical, social and individual varieties of English

- critically evaluate attitudes towards language and its users when discussing data, including texts from different time periods

- synthesise and reflect on language knowledge drawn from different areas of their studies of English language.

### Content

Throughout this component, students will focus on how language varies, depending on:

- **mode**: the method of communication (spoken, written, multimodal)

- **field**: the subject matter

- **function**: the purpose

- **audience**: the relationship between writers/speakers and readers/listeners.

Students will study how the key language frameworks contribute to meaning in spoken and written English:

- **pragmatics**: variation in meaning, depending on context

- **discourse**: extended texts (written or spoken) in their context

In addition to the key language frameworks, the following language levels also contribute to meaning in spoken and written English:

- **graphology**: the writing system and the presentation of language
- **phonetics, phonology** and **prosody**: speech sounds, sound effects and intonation
- **morphology**: the structure of words
- **lexis**: the vocabulary of a language and **semantics**: its meanings
- **syntax**: the relationships between words in sentences.

Please ensure that students are familiar with the English phonemic reference sheet in *Appendix 5* and the transcription mark key in *Appendix 6*. The reference sheet and the mark key will be given to students in the examination.

## Individual Variation

Students will explore how language choices reflect and construct the identity or identities of the user and vary depending on the contexts of production and reception.

Students will apply appropriate methods of language analysis to a range of written, spoken or multimodal data from 21st-century sources, using the key language frameworks and levels.

Students will demonstrate critical understanding of concepts and issues, exploring attitudes to language and using a descriptive approach to evaluate how an individual's language choices are affected by:

- the mode, field, function and audience
- geographical factors
- social factors, such as gender, age, ethnicity and other social identities.

## Variation Over Time

Students will explore variation in the English language from c1550 (the beginnings of Early Modern English) to the present day.

Students will apply appropriate methods of language analysis and demonstrate critical understanding of concepts and issues when evaluating a range of data. Students will explore:

- the development of English as the national language
- the cultural, social, political and technological influences that have changed English over time.

Students will need to consider the effect of language variation over time across the language frameworks and levels, for example changes in:

- the writing and spelling system (**graphology and orthography**)
- pronunciation, evident in obsolete spelling and rhyme (**phonology**)
- inflections, evident in verb endings and plurals (**morphology**)

- sentence structures (**syntax**)

- vocabulary, evident in pronoun usage and the incorporation of words from other languages (**lexis**)

- meaning (**semantics**)

- the form (**style**) and structure of whole texts (**discourse**).

# Component 2: Child Language

## Overview

In this component, students will explore and critically evaluate the development of both speech and writing in children between the ages of 0 and 8. Students will focus on the spoken language acquisition of children and will explore how children learn to write.

## Learning outcomes

Students are required to appropriately and systematically:

- analyse and evaluate examples of children's language using a descriptive approach

- apply and evaluate relevant theories associated with the development of spoken and written language

- analyse and evaluate how language development is influenced by the function and context of the language used.

## Content

Students will understand the ways in which speech develops and the relationship between spoken language acquisition and the literacy skills children are taught, including the beginnings of reading and learning to write. Students will analyse both written and spoken data, demonstrating critical understanding of releveant children's language development theories.

Throughout this component, students will explore the following aspects of children's spoken language acquisition:

- the beginnings of speech

- the acquisition and development of the sound system (**phonetics**)

- how children understand the structure of words (**morphology**)

- the development and extension of vocabulary (**lexis**)

- how children understand the meanings of words (**semantics**)

- the types of structures used by children at various stages of development and how children start to form larger structures (**syntax**)

- the way children talk to adults and the way adults talk to children; the development of interactive and pragmatic skills (**conversation**).

Students will also explore the following aspects of children's written language development:

- the transition from speech to writing: the use of drawing, gesture and writing to create meaning

- early forms of writing such as drawing, scribbling, letter-like forms, random letters

- the development of letter forms, capital letters, linearity and directionality; the link between letters, sounds and early spelling (**graphology**)

- the effect of learnt reading strategies on spelling (**morphology**)

- the vocabulary choices (**lexis**) and sentence structures (**syntax**) in early writing

- the development of narrative and descriptive skills (**discourse**).

Please ensure that students are familiar with the English phonemic reference sheet in *Appendix 5* and the transcription mark key in *Appendix 6*. The reference sheet and the mark key will be given to students in the examination.

# Component 3: Investigating Language

## Overview

In this component, students will have the opportunity to develop their research and investigation skills. They will consolidate their knowledge of language frameworks and key language concepts gained from components 1, 2 and the non-examination assessment.

Students will apply these skills to an area of language study that particularly interests them, selected from pre-released subtopics, in preparation for an externally assessed examination.

This component is skills based, with the content being driven by individual students' interests. Teachers must ensure that students are taught research and investigation skills and introduced to the relevant language topic areas.

## Learning outcomes

Students are required to appropriately and systematically:

- apply critical skills in description, analysis and evaluation of a range of data and discourses
- use and apply linguistic terminology accurately
- undertake independent investigations of language, selecting appropriate methods and techniques
- critically evaluate attitudes towards language and its users, making connections with their investigation
- synthesise and reflect on language knowledge drawn from different areas of their studies of English language.

## Content

Students' investigation skills are developed in the context of one of the following five topic areas:

- Global English
- Language and Gender Identity
- Language and Journalism
- Language and Power
- Regional Language Variation.

**Pre-release**

On 1 December before the examination, a subtopic will be **pre-released** on our website (www.edexcel.com) for each of the five topic areas *. The **five pre-released** subtopics will provide a steer for students' research and investigation and will include:

- an introduction to the subtopic, for example the subtopic for 'Global English' in our Sample Assessment Materials is 'South African English'

- suggested research resources.

The 'suggested resources' are guidance for students and are not definitive. Students can decide which resources to use but they are expected to research and investigate the topic beyond the suggested resources.

The five subtopics for investigation will be different each year.

**Centres must ensure that they use the pre-released subtopic appropriate for the examination series their students will be sitting.**

*the change to the pre-release materials date will first come into effect for the 2021 paper: the subtopics for this paper will be released on 1 December 2020. All subsequent series of this paper will also have a 1 December pre-release date.*

**Research and investigation**

For this component, teaching should focus on developing students' research and investigation skills. Students will be able to research their chosen subtopic independently when it is released in the January before the examination.

Students should carry out a focused investigation and ensure that they have researched the following aspects of their chosen subtopic, as appropriate:

- the origins/development

- the main features

- different varieties

- changing attitudes

- the influence of social/historical/cultural factors.

Students will use their research, the observations made in their investigation and the data they gather to inform their response in the examination.

Students **cannot** take any of their research or investigation data carried out as part of the pre-release into the examination.

## Topic details

All prescribed subject content is covered in components 1 and 2 and the non-examination assessment. Therefore, when teaching research and investigation skills before the subtopic is pre-released, teachers are welcome to introduce students to all five main topic areas below or focus on one or two.

### Global English

This topic will explore aspects of varieties of global English, including those from outside the UK, such as Ireland, the Americas and the Caribbean, the Pacific and Australasia, Africa, South and Southeast Asia.

### Language and Gender Identity

This topic will explore social attitudes and how the forms and conventions of written, spoken and multimodal language can construct or reflect gender and sexual identities.

### Language and Journalism

This topic will explore the many varieties of print and online journalism. Students will have opportunities to explore the influence of contextual factors, how language is crafted to meet the expectations of different audiences and purposes, and to consider notions of bias, subjectivity and objectivity.

### Language and Power

This topic will explore the way language use in society can create and enforce power relationships. Students will explore aspects such as instrumental and influential power, political discourse, discourses in unequal power relationships, persuasion, prestige and politeness.

### Regional Language Variation

This topic will explore English that varies regionally within the UK. Students will explore the historical aspects of regional variation, how and why language varies regionally, attitudes to regional variation, and variation within regional varieties.

### Synopticity in assessment

In this component, students are required to apply their learning from across the qualification.

In **Section A** students will respond to unseen data from their chosen subtopic.

Students will synthesise and reflect on the language knowledge and understanding drawn from the other components in this qualification and from their research and investigation for this component.

In **Section B** students will respond to an evaluative question on their chosen subtopic.

Students will also analyse data and apply language concepts and methods of analysis to a range of data. They will make connections with their research and the observations from their investigation, critically evaluating attitudes towards language and its users.

Please ensure that students are familiar with the English phonemic reference sheet in *Appendix 5* and the transcription mark key in *Appendix 6*. The reference sheet and the mark key will be given to students in the examination.

# Non-examination assessment – Crafting Language

## Overview

In the non-examination assessment, students will develop their research skills as they explore their selected writing genre and will demonstrate their skills as writers, crafting texts for different audiences and purposes. They will also reflect on their work in an accompanying commentary, making connections with their research.

## Learning outcomes

Students are required to appropriately and systematically:

- demonstrate expertise and creativity in the use of English to communicate in different ways, drawing on their knowledge of the forms and structures of spoken or written English for different audiences and purposes

- select and apply methods of language analysis in order to comment and reflect on their own writing using appropriate terminology and coherent, accurate written expression

- demonstrate critical understanding of concepts and issues relevant to language use, including register and style

- analyse and evaluate how contextual factors and language features are associated with the construction of meaning in stimulus texts and in their own writing

- explore connections between their research and their writing, informed by linguistic concepts

- synthesise and reflect on language knowledge and understanding drawn from different areas of their study of English Language

- critically evaluate language use in their own texts and style models.

## Content

Students will produce the following assignments:

- Assignment 1: **two** pieces of original writing from the same genre, differentiated by function and/or audience (1500-2000 words)

- Assignment 2: **one** commentary, reflecting on the two pieces they have produced and making connections with their research (1000 words).

## Assignment 1: Original writing

Students will select **one** genre to research for their assignment. They will produce **two** pieces of writing in this genre, differentiated by function and/or audience. Examples of genres they might choose include:

- feature articles
- journalist interviews
- speeches
- scripted presentations
- dramatic monologues
- short stories
- travel writing.

**Example 1**: a student could choose the genre of 'short stories' and produce the following **two** clearly differentiated texts for Assignment 1:

| Genre | Audience | Function | Text description |
|---|---|---|---|
| Short stories | Year 6 students | Entertain | A short story set in a fantasy world. |
| | Adults | Entertain | A short story set in a dystopian world. |

**Example 2**: a student could choose the genre of 'travel writing' and produce the following **two** clearly differentiated texts for Assignment 1:

| Genre | Audience | Function | Text description |
|---|---|---|---|
| Travel writing | Gap year students | Inform | A magazine feature on top travel destinations for your gap year. |
| | Pensioners | Persuade | A magazine article to encourage pensioners to explore the world. |

In preparation for this non-examination assessment, students will explore:

- distinctive features of a variety of genres
- texts that exemplify key features of their chosen genre (**style models**)
- the effect of language choices and discourse strategies for different contexts.

They will also develop:

- the skills of effective and accurate drafting and redrafting.

It is expected that students will undertake research in order to prepare for the writing assignments. While these preparatory stages are not assessed and are not required for submission, students will be expected to make connections between their research and their original writing in their commentary.

Students are encouraged to see their writing as work in progress. They should be prepared to draft and redraft as part of the writing process and to reflect on and critically evaluate this process in their commentary.

Assignment length should be appropriate to the selected genre and function. For example, it is likely that two short stories would require a higher word count than two speeches.

### Assignment 2: Commentary

In their commentary, students will reflect on the writing process. They should:

- discuss the findings of their initial research into their chosen genre

- make connections between the techniques used in the **style models** and those they have adopted in their own writing

- evaluate language choices they made, through the drafting process, to achieve effects appropriate to the chosen function and target audience

Students are expected to use a range of terminology accurately and ensure that any texts and other sources used are accurately referenced.

## Assignment setting, taking and marking

### Assignment setting

When deciding on the assignments they will produce, students should be encouraged to draw on their own interests and skills, as well as applying what they have learned about language. The choice of assignments should be made with teacher guidance to ensure that the assignments are of an appropriate standard.

It is advised that because of the personal nature of assignment selection each year, students complete different assignments from previous years.

### Assignment use

Teachers should ensure that assignments chosen by students are relevant and appropriate to the student's course of learning. Students should have the opportunity to choose sources/interpretations/texts as appropriate.

# Assignment research

### Teaching and learning

Teachers should provide students with a short course of study that covers:

- research and study skills
- editing and proofreading skills
- referencing and bibliography skills.

### Collaboration

Students may work together on their research.

### Feedback

Teachers may help students to understand rubrics, assessment criteria and controls. Teachers must not provide students with solutions. For example, teachers may provide a simplified student friendly version of the assessment criteria, but this must not be specific to the work of individual students or a group of students (see the Joint Council for Qualifications (JCQ) *Instructions for conducting non-examination assessments (new GCE and GCSE specifications*) on the JCQ website: www.jcq.org.uk). Any additional feedback must be recorded in the *Non-examination Assessment Authentication Sheet* (see *Appendix 4*).

### Resources

Students must have equal access to IT resources. Students should have access to a range of resources/texts to enable them to make choices as required for their assignments.

# Assignment writing

### Authenticity

Students and teachers must sign the *Non-examination Assessment Authentication Sheet (*see *Appendix 4)*. Teachers must review at least one draft to offer support and to ensure they can verify that the student's final work is their own. This support may take the form of **general** advice only and work may not be provisionally assessed. Please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* on the JCQ website (www.jcq.org.uk) for further information on the level of feedback permitted.

Students must ensure that all quotations and citations are referenced using an established referencing system, such as Harvard, and produce a bibliography citing reference texts.

### Collaboration

Students must not work with others when writing their assignments. Centres must ensure that the same teacher has reviewed all work from a class in order to be able to verify on the *Non-examination Assessment Authentication Sheet* that students' work is their own.

### Feedback

Teachers may help students to understand rubrics, assessment criteria and controls. Any additional feedback must be recorded on the *Non-examination Assessment Authentication Sheet* (see *Appendix 4*). Please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* on the JCQ website: www.jcq.org.uk for further information.

### Word count

It is strongly recommended that students write between 1500–2000 words for the original writing and 1000 words for the commentary. The advisory total word count for the non-examination assessment is between 2500–3000 words. This does not include footnotes and bibliographies.

It is advisable that the upper word limit is adhered to by students to enable them to satisfy the requirement to produce a concise and coherently structured response.

## Assignment marking

Teachers should mark the assignments using the assessment criteria on the following pages. Teachers may annotate students' work. The marks awarded should be justified and teachers should add comments to the *Non-examination Assessment Authentication Sheet* (see *Appendix 4*).

# Assessment criteria

Teachers must mark students' work using the assessment criteria on *pages 20–22*.

## Marking guidance

- All candidates must receive the same treatment. Teachers must mark the last candidate in exactly the same way as they mark the first.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.

- All the marks on the mark scheme are designed to be awarded. Teachers should always award full marks if deserved, i.e. if the answer matches the mark scheme. Teachers should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

The marking grids have been designed to assess student work holistically. The grids identify which Assessment Objective is being targeted by each bullet point within the level descriptors. Each bullet point is linked to one Assessment Objective, however please note that the number of bullet points in the level descriptors does not directly correlate to the number of marks in the level descriptor.

When deciding how to reward an answer using a levels-based mark scheme, the 'best fit' approach should be used. To do this teachers should:

- first decide which level descriptor most closely matches the candidate answer and place it in that band

- decide on the mark awarded within the band based on quality of the answer and modify according to how securely all bullet points are displayed at that level

- remember that in cases of uneven performance, all the above points still apply. Candidates are to be placed in the band that best describes their answer according to each of the Assessment Objectives described in the level. Marks are to be awarded towards the top or bottom of that band depending how they have evidenced each of the descriptor bullet points

- remember that all Assessment Objectives within a level are equally weighted and take this into consideration when making their judgements.

Please refer to the marking guidance on *page 19* when applying this grid.

| Level | Mark | Non-examination assessment: Crafting Language – Original Writing |
|---|---|---|
| | | **Descriptor (AO5)** |
| | 0 | No rewardable material |
| **Level 1** | 1–6 | **Low skill level**<br><br>• Writing has frequent errors and technical lapses. Limited control of genre and mode, with inappropriate style used for audience and function.<br><br>• Writing is formulaic and predictable. |
| **Level 2** | 7–12 | **General/imprecise skills**<br><br>• Writing has some errors and technical lapses. Shows general understanding of genre, mode and the requirements of audience and function.<br><br>• Writing attempts an individual voice. Makes obvious, though not always successful, attempts at crafting language for effect. |
| **Level 3** | 13–18 | **Clear skills**<br><br>• Writing has minor errors and technical lapses. Applies clear understanding of genre, mode and the requirements of audience and function.<br><br>• Writing has an individual voice, with clear engaging attempts at crafting language. |
| **Level 4** | 19–24 | **Controlled skills**<br><br>• Writing is precisely edited and controlled. Demonstrates effective understanding of genre, mode and the requirements of audience and function.<br><br>• Writing uses an effective individual voice, that crafts an engaging response. Displays a skilful selection of techniques for effect. |
| **Level 5** | 25–30 | **Assured skills**<br><br>• Writing is assured, accurate and highly effective. Displays an assured control of genre, mode and the requirements of audience and function.<br><br>• Writing employs a sophisticated individual voice that differentiates in terms of audience and/or function. Crafts a highly-engaging response, with sophisticated selection of techniques. |

Please refer to the marking guidance on *page 19* when applying this grid.

| | | Non-examination assessment: Crafting Language – Commentary | | | |
|---|---|---|---|---|---|
| | | AO1 – bullet point 1 | AO2 – bullet point 2 | AO3 – bullet point 3 | AO4 – bullet point 4 |
| Level | Mark | Descriptor (AO1, AO2, AO3, AO4) | | | |
| | 0 | No rewardable material | | | |
| Level 1 | 1–4 | **Descriptive**<br><br>• Knowledge of methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.<br><br>• Has a descriptive approach with little awareness of concepts and issues. Makes simple comments on how and why language is used in own writing and style models.<br><br>• Shows limited understanding of contextual factors. Able to show in simple ways how audience and function can affect the construction of meaning in own writing and style models.<br><br>• Makes limited links between style models and own writing. Shows limited understanding of relevant concepts and methods. | | | |
| Level 2 | 5–8 | **General understanding**<br><br>• Recalls methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.<br><br>• Shows general understanding of concepts and issues. Able to apply some of this understanding when describing language use in own writing and style models.<br><br>• Has general understanding of contextual factors. Can explain effect of audience and function on construction of meaning in own writing and style models, though not always securely applied.<br><br>• Describes general links between style models and own writing. Shows general understanding of relevant concepts and methods. | | | |
| Level 3 | 9–12 | **Clear relevant application**<br><br>• Applies relevant methods of analysis to texts with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology.<br><br>• Clear understanding and application of some concepts and issues. Able to explain language use in own writing and style models.<br><br>• Able to show clear awareness of contextual factors. Able to explain how audience and function affect construction of meaning in own writing and style models.<br><br>• Explains clear links between style models and own writing. Explains relevant concepts and methods. | | | |

| | | Non-examination assessment: Crafting Language – Commentary | | | |
|---|---|---|---|---|---|
| | | AO1 – bullet point 1 | AO2 – bullet point 2 | AO3 – bullet point 3 | AO4 – bullet point 4 |
| Level | Mark | Descriptor (AO1, AO2, AO3, AO4) | | | |
| Level 4 | 13–16 | **Discriminating controlled approach**<br><br>• Applies controlled discussion of methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology.<br><br>• Discriminating selection and application of a range of concepts and issues. Able to analyse language use in own writing and style models.<br><br>• Makes inferences about contextual factors. Discriminating approach to explaining how audience and function affect the construction of meaning in own writing and style models.<br><br>• Discriminating connections made between style models and own writing. Examines in a controlled way links to concepts and methods. | | | |
| Level 5 | 17–20 | **Critical evaluative approach**<br><br>• Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology.<br><br>• Critical application of a wide range of concepts and issues. Evaluates language use in own writing and style models.<br><br>• Exhibits a sophisticated awareness of complex contextual factors. Evaluates how contextual factors affect the construction of meaning in own writing and style models.<br><br>• Evaluates connections made between style models and own writing. Critically examines links to concepts and methods. | | | |

# Marking, standardisation and moderation

The assignments are marked by teachers. Where marking for this qualification has been carried out by more than one teacher in a centre, there must be a process of internal standardisation to ensure that there is a consistent application of the assessment criteria.

Marks awarded by the centre will be subject to external moderation by Pearson. Moderation will ensure consistency with national standards and will review assignments to ensure that the assignment-setting rules have been correctly applied by centres. Pearson will notify centres of the students whose responses have been selected for moderation. This sample will take cohort size into account.

If the moderation indicates that centre assessment does not reflect national standards, an adjustment will be made to students' final marks to compensate.

Please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* on the JCQ website: www.jcq.org.uk for further information. The assessment in this qualification will comply with these instructions.

# Security and backups

It is the responsibility of the centre to keep the work that students have submitted for assessment secure.

Secure storage is defined as a securely-locked cabinet or cupboard.

# Malpractice

## 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). The form should be emailed to 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). The form, supporting documentation and as much information as possible should be emailed to 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.

## Further information

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

# Assessment

## Assessment summary

**Summary of table of assessment**

It is expected that students use a range of terminology accurately in the examination and make accurate reference to texts and data.

Centres are reminded that the marks given are raw marks and as such for results purposes will be scaled to reflect the appropriate component weighting.

Students must complete all assessment in May/June in any single year.

| **Component 1: Language Variation** | ***Paper code: 9EN0/01*** |
|---|---|
| Written examination consisting of **two** sections.<br><br>**Section A: Individual Variation**<br><br>**One** question on two unseen 21st-century linked texts/data. Students produce an extended comparative response (AO1, AO2, AO3, AO4 assessed).<br><br>**Section B: Variation over Time**<br><br>**One** question on two unseen texts/data, from two different periods. Students produce an extended comparative response (AO1, AO2, AO3, AO4 assessed).<br><br>• First assessment: May/June 2017.<br><br>• The assessment is 2 hours 15 minutes.<br><br>• The assessment consists of two questions – one per section.<br><br>• The assessment consists of 60 marks – 30 marks per section. | **35% of the total qualification** |

| **Component 2: Child Language** | ***Paper code: 9EN0/02*** |
|---|---|
| Written examination.<br><br>Students answer **one** question based on a set of unseen data – *either* spoken *or* written. Students produce an extended response (AO1, AO2, AO3 assessed).<br><br>• First assessment: May/June 2017.<br><br>• The assessment is 1 hour 15 minutes**.<br><br>• The assessment consists of one question.<br><br>• The assessment consists of 45 marks. | **20% of the total qualification** |

**the change to the assessment time will be for the examination in summer 2020 and for all other examinations thereafter.

## Component 3: Investigating Language         *Paper code: 9EN0/03

Subtopics pre-released on 1 December*** before examination.

Written examination consisting of **two** sections. Students answer **two** questions on their chosen subtopic.

**25% of the total qualification**

**Section A:**

**One** question on unseen data. Students must answer the question on the subtopic they have researched (AO1, AO2, AO3 assessed.)

**Section B:**

**One** evaluative question. Students must answer the question on the subtopic they have researched and also make connections with data from their investigation. Students produce an extended response (AO1, AO2, AO3, AO4 assessed).

- First assessment: May/June 2017.

- The assessment is 1 hour 45 minutes.

- The assessment consists of 45 marks – Section A is 15 marks and Section B is 30 marks.

***the change to the pre-release materials date will first come into effect for the 2021 paper: the subtopics for this paper will be released on 1 December 2020. All subsequent series of this paper will also have a 1 December pre-release date.

## Non-examination assessment: Crafting Language     *Code: 9EN0/04

Assessment consists of **two** assignments.

**20% of the total qualification**

Assignment 1: **two** pieces of original writing from the same genre, differentiated by function and/or audience (AO5 assessed).

Assignment 2: **one** commentary, reflecting on the two pieces of original writing produced and making connections with research undertaken (AO1, AO2, AO3, AO4 assessed).

Advisory word counts:

Total for assessment – 2500–3000 words.

Assignment 1 – 1500–2000 words.

Assignment 2 – 1000 words.

- First moderation: May/June 2017.

- This assessment is internally assessed, externally moderated.

- The assessment consists of 50 marks – Assignment 1 is 30 marks and Assignment 2 is 20 marks.

- Assignments must be submitted at the end of the course.

*See *Appendix 3: Codes* for a description of this code and all other codes relevant to this qualification.

The sample assessment materials can be found in the *Pearson Edexcel Level 3 Advanced GCE in English Language Sample Assessment Materials* document.

# Assessment Objectives and weightings

| | Students must: | % in GCE |
|---|---|---|
| **AO1** | Apply appropriate methods of language analysis, using associated terminology and coherent written expression | 24.4 |
| **AO2** | Demonstrate critical understanding of concepts and issues relevant to language use | 24.4 |
| **AO3** | Analyse and evaluate how contextual factors and language features are associated with the construction of meaning | 24.4 |
| **AO4** | Explore connections across texts, informed by linguistic concepts and methods | 15 |
| **AO5** | Demonstrate expertise and creativity in the use of English to communicate in different ways<br><br>*Note: This Assessment Objective must be targeted with at least one of AO2, AO3 or AO4, either in the same task or in two or more linked tasks.* | 12 |
| **Total** | | **100** |

*NB: total has been rounded down*

# Breakdown of Assessment Objectives

| Paper/component | Assessment Objectives | | | | | Total for all Assessment Objectives |
|---|---|---|---|---|---|---|
| | **AO1** | **AO2** | **AO3** | **AO4** | **AO5** | |
| Paper 1:<br>Language Variation | 8.8% | 8.8% | 8.8% | 8.8% | 0% | 35% |
| Paper 2:<br>Child Language | 6.6% | 6.6% | 6.6% | 0% | 0% | 20% |
| Paper 3:<br>Investigating Language | 7% | 7% | 7% | 4% | 0% | 25% |
| Non-examination assessment:<br>Crafting Language | 2% | 2% | 2% | 2% | 12% | 20% |
| **Total for this qualification** | **24.4%** | **24.4%** | **24.4%** | **15%** | **12%** | **100%** |

*NB: totals have been rounded either up or down*

# Entry and assessment information

## Student entry

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 (www.edexcel.com).

## Forbidden combinations, discount code and performance tables

There are no forbidden combinations with this qualification.

Centres should be aware that students who enter for more than one GCE qualification with the same discount code will have only one of the grades they achieve counted for the purpose of the school and college performance tables. This will be the grade for the larger qualification (i.e. the A Level grade rather than the AS grade). If the qualifications are the same size, then the better grade will be counted (please see *Appendix 3: Codes*).

Students should be advised that if they take two GCE qualifications with the same discount code, colleges, universities and employers they wish to progress to are likely to take the view that this achievement is equivalent to only one GCE. The same view may be taken if students take two GCE 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

### 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'.

### 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.

# Equality Act 2010 and Pearson equality policy

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).

# Synoptic assessment

Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

This qualification assesses synoptically through the following assessment, Component 3: Investigating Language and in the Non-examination assessment: Crafting Language. Students draw together skills synoptically in their analysis and evaluation of texts.

# Awarding and reporting

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 Advanced GCE qualification will be graded and certificated on a six-grade scale from A* to E using the total subject mark. Individual components are not graded.

The first certification opportunity for the Pearson Edexcel Level 3 Advanced GCE 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

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

# Other information

## Student recruitment

Students are advised against making entries for more than one A level in English. Examinations for A level English Language and A level English Language and Literature are timetabled at the same time.

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.

## Prior learning and other requirements

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

Students who would benefit most from studying an Advanced GCE in English Language are likely to have a Level 2 qualification such as a GCSE in English Language or a GCSE in English Literature.

## Progression

Students can progress from this qualification to:

• higher education courses such as degrees in English, English language, linguistics, creative writing or in related subjects such as English literature, law, journalism, media, speech and language therapy, teaching, drama, history

• a wide range of careers either directly related to English language, such as speech and language therapist, teaching, editor, writer or in areas such as publishing, journalism, the media, advertising, marketing, public relations, arts administration, record offices, libraries, national and local government, civil service.

## Relationship between Advanced Subsidiary GCE and Advanced GCE

The Advanced Subsidiary GCE is a discrete linear qualification and comprises two examined components; these are built from content that is common with the Advanced GCE but they have different assessments that take place at the end of the course.

## Relationship between GCSE and Advanced GCE

This qualification provides progression from GCSE building on skills of analysing, evaluating and comparing texts and transactional writing skills, including accurate spelling, punctuation and grammar. It can, for example, allow students to develop a broader and deeper understanding of English language as a discipline and allow them to develop higher English language skills.

## Progression from GCSE to Advanced GCE

There is a distinct step up from GCSE in terms of content and skills to study English Language as a subject at Advanced GCE.

# Appendices

# 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.'[1]

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: [2]

**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[3].

**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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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

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

[3] 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: Level 3 Extended Project qualification

**What is the Extended Project?**

The Extended Project is a standalone qualification that can be taken alongside GCEs. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be higher education or employment. The qualification:

- is recognised by higher education for the skills it develops

- is worth half of an Advanced GCE qualification at grade A*–E

- carries UCAS points for university entry.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice (which may or may not be related to a GCE subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example, an investigation based on predominately secondary research)

- an investigation/field study (for example, a practical experiment)

- a performance (for example, in music, drama or sport)

- an artefact (for example, a creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is non-examination assessment based and students are assessed on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

**Students: what they need to do**

The Extended Project qualification requires students to:

- select a topic of interest for an in-depth study and negotiate the scope of the project with their teacher

- identify and draft an objective for their project (for example in the form of a question, hypothesis, challenge, outline of proposed performance, issue to be investigated or commission for a client) and provide a rationale for their choice

- produce a plan for how they will deliver their intended objective

- conduct research as required by the project brief, using appropriate techniques

- carry out the project using tools and techniques safely

- share the outcome of the project using appropriate communication methods, including a presentation.

**Teachers: key information**

- The Extended Project has 120 guided learning hours (GLH) consisting of:

  o a taught 40-GLH element that includes teaching the technical skills (for example research skills)

  o a guided 80-GLH element that includes mentoring students through the project work.

- Group work is acceptable, however it is important that each student provides evidence of their own contribution and produces their own report.

- 100% externally moderated.

- Four Assessment Objectives: manage, use resources, develop and realise, review.

- Can be run over 1, 1½ or 2 years.

- Can be submitted in January or June.

**How to link Extended Project with English Language**

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace, through the exploration of either an area of personal interest or a topic of interest within the English Language qualification content. For example, English Language students could work on the writing of a dissertation exploring an aspect of English Language.

**Skills developed**

Through teaching and work on projects, it is expected that Extended Project students will develop skills in the following areas.

- Independent research skills, including skills in primary research and the selection of appropriate methods for data collection.

- Extended reading and academic writing, including reading academic articles.

- Planning/project management, including the refining of research questions.

- Source handling and evaluation.

- Evaluation of arguments and processes, including arguments in favour of alternative interpretations of sources and evaluation of the research process.

- Critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments.

The Extended Project is an ideal vehicle to develop the transferable skills identified in *Appendix 1*.

**Using the Extended Project to support breadth and depth**

There is no specified material that students are expected to study and, in the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. A student of English Language should demonstrate that they have extended themselves in some significant way by means of their Extended Project. It is important that the student shows, at the outset, how their work involves significant extension beyond what they have been studying in English Language. Students can use the Extended Project to demonstrate *extension* in one or more dimensions:

- ***Deepening understanding***: where a student explores a topic in greater depth than in the specification content. A student of English Language could choose to carry out a deeper, more analytic exploration of a concept which can be explored through the lens of linguistic study. For example, questions about the nature of language or exploration of a concept such as meaning or translation.

- ***Broadening skills***: where a student learns a new skill, for example performance or creative writing skills

- ***Widening perspectives***: where the student's project spans different subjects. Cross-curricular exploration which involves examining, for example political, social, philosophical or psychological aspects of the question.

**Choosing topics and narrowing down to a question**

Topics or titles linked to the themes from the English Language course could inspire a choice of Extended Project topic.

Students who wish to extend their creative writing skills can produce an artefact. The emphasis in the assessment criteria is on the process leading up to the finished piece of work. Consider a student who wished to write a short science fiction-story. The student wrote a literature review that contained research into genre, influences, source materials for the story and the processes and techniques of creative writing. As well as submitting the finished story, the student included extracts from drafts, which were annotated to show the development of ideas and the creative decisions the student took during the development of the work, including reflection on alternative possibilities and evaluation of their relative merits.

Example dissertation titles include:

- How far are we products and how far are we masters of language?

- Can people think and express themselves without language?

- Is femininity socially or biologically constructed?

There is also scope for English Language-based Performance Extended Projects. For example, a student might perform a play to explore problems with the concept of interpretation of language.

# Appendix 3: 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.<br><br>Discount codes are published by DfE. | Please see the GOV.UK website |
| Regulated Qualifications Framework (RQF) codes | Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.<br><br>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:<br><br>601/5009/9 |
| 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. | GCE – 9EN0 |
| Paper/component code | These codes are provided for reference purposes. Students do not need to be entered for individual papers/components. | Paper 1: 9EN0/01<br><br>Paper 2: 9EN0/02<br><br>Paper 3: 9EN0/03<br><br>Non-examination assessment: 9EN0/04 |

# Appendix 4: Non-examination Assessment Authentication Sheet

| Pearson Edexcel Level 3 Advanced GCE in English Language | | 9EN0/04 |
|---|---|---|
| Centre name: | Centre number: | |
| Candidate name: | Candidate number: | |

| Assignment | Marks awarded | Comments |
|---|---|---|
| 1. Original Writing<br><br>Text 1 description:<br><br><br>Text 2 description: | /30 | |
| 2. Commentary | /20 | |
| **TOTAL** | /50 | |

**Teacher declaration**

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification. I certify that to the best of my knowledge the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I have not solely used AI to mark the learner's work. I understand that false declaration is a form of malpractice.

| Assessor name: | | | |
|---|---|---|---|
| Assessor signed: | | Date: | |

**Candidate declaration**

I certify that the work submitted for this assessment is my own. I have clearly referenced any sources and any AI tools used in the work. I understand that false declaration is a form of malpractice. I acknowledge that Pearson may use candidate work for the purposes of standardisation, training, and exemplar material.

| Candidate signed: | | Date: | |
|---|---|---|---|

# Appendix 5: English phonemic reference sheet

These tables will be available in the examination when data has been transcribed to show phonetic pronunciation.

Centres should make students aware of these tables as they will be given to them in the examinations.

| Vowels | | | | | |
|---|---|---|---|---|---|
| k**i**t | dr**e**ss | tr**a**p | l**o**t | str**u**t | f**oo**t |
| ɪ | e | æ | ɒ | ʌ | ʊ |
| lett**er** | fl**ee**ce | b**a**th | th**ou**ght | g**oo**se | n**ur**se |
| ə | iː | ɑː | ɔː | uː | ɜː |
| Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case. | | | | | |

| Diphthongs | | | | | | | |
|---|---|---|---|---|---|---|---|
| f**a**ce | g**oa**t | pr**i**ce | m**ou**th | ch**oi**ce | n**ear** | sq**ua**re | c**u**re |
| eɪ | əʊ | ɑɪ | ɑʊ | ɔɪ | ɪə | eə | ʊə |

| Consonants | | | | | |
|---|---|---|---|---|---|
| **p**ip | **b**id | **t**ack | **d**oor | **c**ake | **g**ood |
| p | b | t | d | k | g |
| **ch**ain | **j**am | **f**ly | **v**ase | **th**ing | **th**is |
| tʃ | ʤ | f | v | θ | ð |
| **s**ay | **z**oo | **sh**oe | trea**s**ure | **h**ouse | **m**ark |
| s | z | ʃ | ʒ | h | m |
| **n**ot | si**ng** | **l**ot | **r**ose | **y**et | **w**itch |
| n | ŋ | l | r | j | w |
| Glottal stop | | Syllabic /l/ bott**le** | | Syllabic /n/ fatt**en** | |
| ʔ | | ļ | | ņ | |

# Appendix 6: Transcription mark key

These are common marks that will be used on any data that has the transcription of speech in the examinations.

There are different and more varied transcription marks available but those given below will always be used to ensure a consistent student experience in examinations.

Centres should make students aware of this transcription mark key as it will be given to them in the examinations.

| **bold** | emphatic stress |
|----------|-----------------|
| [ _ ]    | paralinguistic features |
| /_ /     | key phonemic transcription |
| //       | overlapping/simultaneous speech |
| (.)      | micro pause (less than a second) |
| (3)      | longer pause (number of seconds indicated) |
| ?        | rising intonation |

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