



# AS English Language and Literature

## Specification

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Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language and  
Literature (8EL0)

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*First teaching from September 2015*

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*First certification from 2016*

Issue 2

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

## Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
The 'Forbidden combinations and discount code' section has been updated.	16
Appendix 3: Codes  The 'Discount codes' and 'Qualifications framework' information has been updated.	31
We have added a new edition of <i>Goblin Market</i> , Christina Rossetti  This edition has been added as centres have informed us that the original prescribed edition is becoming difficult to source.  Both editions can be used by centres.	42–43

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](http://qualifications.pearson.com/en/support/contact-us.html).

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

**May 2014**

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

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications. We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

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

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

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

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

**Sir Michael Barber (Chair)**

Chief Education Advisor, Pearson plc

**Professor Lee Sing Kong**

Director, National Institute of Education, Singapore

**Bahram Bekhradnia**

President, Higher Education Policy Institute

**Professor Jonathan Osborne**

Stanford University

**Dame Sally Coates**

Principal, Burlington Danes Academy

**Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

**Professor Robin Coningham**

Pro-Vice Chancellor, University of Durham

**Professor Bob Schwartz**

Harvard Graduate School of Education

**Dr Peter Hill**

Former Chief Executive ACARA

All titles correct as of May 2014.

# Introduction

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

## Purpose of the specification

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This specification sets out:

- the objectives of the qualification
- any other qualification(s) that 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

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The Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language and Literature 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:

- provide evidence of students' achievements in a robust and internationally comparable post-16 course of study that is a sub-set of Advanced GCE content
- enable students to broaden the range of subjects they study.

### Qualification aims and objectives

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

- develop and apply their knowledge of literary analysis and evaluation
- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other
- engage creatively and critically with a wide range of texts
- explore the ways in which texts relate to each other and the contexts in which they are produced and received
- develop their skills as producers and interpreters of language.

## The context for the development of this qualification

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

We have developed and designed this qualification by:

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

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCE Qualification Level Conditions and Requirements* and *GCE Subject Level Conditions and Requirements for English Language and Literature documents*, 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*.





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## Qualification at a glance

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The Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language and Literature consists of two externally examined papers.

This qualification requires the study of **three** texts, including *Voices in Speech and Writing: An Anthology*.

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

### Component 1: Voices in Speech and Writing

**\*Paper code: 8EL0/01**

- Externally assessed
- Availability: May/June
- First assessment: 2016

**50% of the  
total  
qualification**

#### Overview of content

Students study:

- a variety of non-literary and digital texts in *Voices in Speech and Writing: An Anthology*.

#### Overview of assessment

- Written examination, lasting 1 hour 30 minutes.
- Copies of the anthology must not be taken into the exam. The assessed anthology text will be provided in the source booklet.
- Two sections – students answer the question from Section A and the question from Section B.
- Total of 50 marks available – 20 marks for Section A and 30 marks for Section B.
- Section A – Creation of Voice: **one** text transformation response to one text from *Voices in Speech and Writing: An Anthology* (AO3, AO5 assessed).
- Section B – Comparing Voices: **one** comparative essay question on one unseen extract selected from 20th- or 21st century texts and one text from the anthology (AO1, AO2, AO3, AO4 assessed).

## Component 2: Varieties in Language and Literature

\*Paper code: 8EL0/02

- Externally assessed
- Availability: May/June
- First assessment: 2016

**50% of the  
total  
qualification**

### Overview of content

Students study:

- one compulsory prose fiction anchor text from a choice of two and one other literary text selected from a chosen theme.

Themes:

- Society and the Individual
- Love and Loss
- Encounters
- Crossing Boundaries

### Overview of assessment

- Written examination, lasting 1 hour 30 minutes.
- Open book – clean copies of the prescribed texts can be taken into the exam.
- Total marks of 50 marks available: 25 marks for Section A and 25 marks for Section B.
- Two sections – students answer one question from a choice of eight in Section A and one question from a choice of four in Section B.
- Section A – Prose Fiction Extract: one essay question based on an extract from a chosen prose fiction anchor text (AO1, AO2, AO3 assessed).
- Section B – Exploring Text and Theme: one essay question based on the study of the other text selected from a chosen theme (AO1, AO2, AO3 assessed).

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

## Prescribed texts at a glance

This qualification requires students to study **three** texts – at least two from the genres of prose fiction, poetry and/or drama and one further text which must be non-literary.

These requirements are met in the following way.

Qualification structure	Studied texts	
Component 1	1. <i>Voices in Speech and Writing: An Anthology</i>	
Component 2	2. Prose fiction anchor text	3. Other prose fiction anchor text, other prose fiction, drama or poetry text

### Component 1: Voices in Speech and Writing

#### Section A: Creation of Voice and Section B: Comparing Voices

*Voices in Speech and Writing: An Anthology* offers examples of non-literary and digital texts from the 20th- and 21st century. This is provided by Pearson free of charge.

### Component 2: Varieties in Language and Literature

Students have to study one prose fiction anchor text and one other text from the chosen theme. Both anchor texts (indicated in bold below) may be studied if desired.

#### Theme: Society and the Individual

Prose fiction anchor texts	<b><i>The Great Gatsby</i></b> , F Scott Fitzgerald	and/ or	<b><i>Great Expectations</i></b> , Charles Dickens
<b>If both anchor texts are not selected, choose <i>one</i> text from the list below:</b>			
Prose fiction text	<i>The Bone People</i> , Keri Hulme		
Drama texts	<i>Othello</i> , William Shakespeare		<i>A Raisin in the Sun</i> , Lorraine Hansberry
Poetry texts	<i>The Wife of Bath's Prologue and Tale</i> , Geoffrey Chaucer		<i>The Whitsun Weddings</i> , Philip Larkin

Theme: Love and Loss			
<b>Prose fiction anchor texts</b>	<b><i>A Single Man</i></b> , Christopher Isherwood	and/ or	<b><i>Tess of the D'Urbervilles</i></b> , Thomas Hardy
<b>If both anchor texts are not selected, choose <i>one</i> text from the list below:</b>			
Prose fiction text	<i>Enduring Love</i> , Ian McEwan		
Drama texts	<i>Much Ado About Nothing</i> , William Shakespeare	<i>Betrayal</i> , Harold Pinter	
Poetry texts	<i>Metaphysical Poetry</i> , editor Colin Burrow	<i>Sylvia Plath Selected Poems</i> , Sylvia Plath	

Theme: Encounters			
<b>Prose fiction anchor texts</b>	<b><i>A Room with a View</i></b> , E M Forster	and/ or	<b><i>Wuthering Heights</i></b> , Emily Brontë
<b>If both anchor texts are not selected, choose <i>one</i> text from the list below:</b>			
Prose fiction text	<i>The Bloody Chamber</i> , Angela Carter		
Drama texts	<i>Hamlet</i> , William Shakespeare	<i>Rock 'N' Roll</i> , Tom Stoppard	
Poetry texts	<i>The Waste Land and Other Poems</i> , T S Eliot	<i>The New Penguin Book of Romantic Poetry</i> , editor Jonathan Wordsworth	

Theme: Crossing Boundaries			
<b>Prose fiction anchor texts</b>	<b><i>Wide Sargasso Sea</i></b> , Jean Rhys	and/ or	<b><i>Dracula</i></b> , Bram Stoker
<b>If both anchor texts are not selected, choose <i>one</i> text from the list below:</b>			
Prose fiction text	<i>The Lowland</i> , Jhumpa Lahiri		
Drama texts	<i>Twelfth Night</i> , William Shakespeare	<i>Oleanna</i> , David Mamet	
Poetry texts	<i>Goblin Market, The Prince's Progress, and Other Poems</i> , Christina Rossetti	<i>North</i> , Seamus Heaney	

## Assessment Objectives and weightings

<b>Students must:</b>		<b>% in GCE</b>
<b>A01</b>	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression	21.5
<b>A02</b>	Analyse ways in which meanings are shaped in texts	21.5
<b>A03</b>	Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received	30
<b>A04</b>	Explore connections across texts, informed by linguistic and literary concepts and methods	15
<b>A05</b>	Demonstrate expertise and creativity in the use of English to communicate in different ways <i>Note: this Assessment Objective must be targeted with at least one of A02, A03, or A04, either in the same task or in two or more linked tasks.</i>	12
<b>Total</b>		<b>100%</b>





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# Knowledge, skills and understanding

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## Component 1: Voices in Speech and Writing

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### Overview

This component has an explicit focus on the concept of 'voice'. Students will study how spoken voices are formed and how written voices created in non-literary and digital texts. They will study how texts are formed for specific audiences, purposes and genres and learn how to craft their written work for a range of contexts.

Students will develop their understanding of how writers and speakers shape and craft language to create a sense of voice in their work, and will look at connections between texts as well as the significance and influence of context.

### Learning outcomes

Students are required to:

- apply relevant methods for text analysis, drawing on linguistic and literary fields
- apply varied strategies for reading and listening according to text type and purpose for study
- identify and describe how meanings and effects are created and conveyed in texts
- apply linguistic and literary methodologies and concepts to inform their responses to and interpretations of texts
- explore connections across a range of non-literary and digital texts
- show awareness of the different language levels, as appropriate, drawn from: phonetics, phonology and prosodics, lexis and semantics, grammar and morphology, pragmatics, and discourse
- use English appropriately, accurately and creatively
- use a range of techniques to evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening
- make accurate reference to texts and sources.

### Content

Students will study a range of non-literary and digital texts from the 19th-, 20th- and 21st centuries.

Teaching will be supported by *Voices in Speech and Writing: An Anthology* provided by Pearson. The anthology has been designed to introduce students to the ways in which 'voices' are used or crafted in a variety of non-literary and digital genres, encouraging the analysis of linguistic and literary features and generic conventions in a range of non-literary and digital forms.

The anthology contains a variety of non-literary and digital texts, such as interviews, broadcasts, podcasts, blogs, screenplays and travelogues. Students will study how the texts have been created for specific audiences, purposes and contexts and learn how to craft their own writing, using the anthology forms as stimulus.

Students should study the generic conventions of each of the anthology text types in preparation for a re-creative writing task which will require them to transform the content of one anthology text into the form of another, i.e. transform a speech into a drama script; transform a diary entry into an interview transcript.

*Voices in Speech and Writing: An Anthology* constitutes a non-literary set text for this qualification and will be assessed in the examination.

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## Component 2: Varieties in Language and Literature

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### Overview

This component focuses on the ways in which different writers convey their thoughts or ideas towards a theme in literary texts. Teaching and wider reading will develop students' understanding of how writers use language techniques and literary devices to craft their pieces and communicate ideas or issues.

Students will also explore the conventions and characteristics of their chosen genre(s) and will look at the significance and influence of the contexts in which texts were produced and received.

### Learning outcomes

Students are required to:

- apply relevant methods for text analysis, drawing on linguistic and literary fields
- apply varied strategies for reading and listening according to text type and purpose for study
- identify and describe how meanings and effects are created and conveyed in texts
- apply linguistic and literary methodologies and concepts to inform their responses to and interpretations of texts
- show awareness of the different language levels, as appropriate, drawn from: phonetics, phonology and prosodics, lexis and semantics, grammar and morphology, pragmatics, and discourse
- use a range of techniques to evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening
- make accurate reference to texts and sources.

### Content

Students will study one theme from a choice of four. Each theme will offer the choice of two prose fiction anchor texts and a choice of five other texts from the genres of prose fiction, drama and poetry. The two studied texts will be assessed in the examination.

Teaching will cover the study of one prose fiction anchor text and one other text from a prescribed list within a chosen theme. Both anchor texts (indicated in bold) may be studied if desired.

## Themes and texts

Theme: Society and the Individual			
<b>Prose fiction anchor texts</b>	<b><i>The Great Gatsby</i>,</b> F Scott Fitzgerald	and/ or	<b><i>Great Expectations</i>,</b> Charles Dickens
<b>If both anchor texts are not selected, choose <i>one</i> text from the list below:</b>			
Prose fiction text	<i>The Bone People</i> , Keri Hulme		
Drama texts	<i>Othello</i> , William Shakespeare		<i>A Raisin in the Sun</i> , Lorraine Hansberry
Poetry texts	<i>The Wife of Bath's Prologue and Tale</i> , Geoffrey Chaucer		<i>The Whitsun Weddings</i> , Philip Larkin

Theme: Love and Loss			
<b>Prose fiction anchor texts</b>	<b><i>A Single Man</i>,</b> Christopher Isherwood	and/ or	<b><i>Tess of the D'Urbervilles</i>,</b> Thomas Hardy
<b>If both anchor texts are not selected, choose <i>one</i> text from the list below:</b>			
Prose fiction text	<i>Enduring Love</i> , Ian McEwan		
Drama texts	<i>Much Ado About Nothing</i> , William Shakespeare		<i>Betrayal</i> , Harold Pinter
Poetry texts	<i>Metaphysical Poetry</i> , editor Colin Burrow		<i>Sylvia Plath Selected Poems</i> , Sylvia Plath

Theme: Encounters			
<b>Prose fiction anchor texts</b>	<b><i>A Room with a View</i>,</b> E M Forster	and/ or	<b><i>Wuthering Heights</i>,</b> Emily Brontë
<b>If both anchor texts are not selected, choose <i>one</i> text from the list below:</b>			
Prose fiction text	<i>The Bloody Chamber</i> , Angela Carter		
Drama texts	<i>Hamlet</i> , William Shakespeare		<i>Rock 'N' Roll</i> , Tom Stoppard
Poetry texts	<i>The Waste Land and Other Poems</i> , T S Eliot		<i>The New Penguin Book of Romantic Poetry</i> , editor Jonathan Wordsworth

<b>Theme: Crossing Boundaries</b>			
<b>Prose fiction anchor texts</b>	<b><i>Wide Sargasso Sea</i>, Jean Rhys</b>	and/ or	<b><i>Dracula</i>, Bram Stoker</b>
<b>If both anchor texts are not selected, choose <i>one</i> text from the list below:</b>			
Prose fiction text	<i>The Lowland</i> , Jhumpa Lahiri		
Drama texts	<i>Twelfth Night</i> , William Shakespeare	<i>Oleanna</i> , David Mamet	
Poetry texts	<i>Goblin Market, The Prince's Progress, and Other Poems</i> , Christina Rossetti	<i>North</i> , Seamus Heaney	

The prescribed editions and lists of poems to be studied can be found in *Appendix 4: Prescribed texts*.



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# Assessment

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## Assessment summary

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### Summary of table of assessment

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

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.

### Paper 1: Voices in Speech and Writing

**\*Paper code: 8EL0/01**

Written examination consisting of **two** sections.

Copies of the anthology must not be taken into the exam. The assessed anthology text will be provided in the source booklet.

**50% of the  
total  
qualification**

#### Section A: Creation of Voice

**One** text transformation response to one text from *Voices in Speech and Writing: An Anthology* (AO3, AO5 assessed).

#### Section B: Comparing Voices

**One** comparative essay question on one unseen extract selected from 20th- or 21st century texts and one text from the anthology (AO1, AO2, AO3, AO4 assessed).

- First assessment: May/June 2016.
- The assessment is 1 hour 30 minutes.
- The assessment consists of two questions – one per section.
- The assessment consists of 50 marks – 20 marks for Section A and 30 marks for Section B.

## Paper 2: Varieties in Language and Literature

\*Paper code: 8EL0/02

Written examination consisting of **two** sections. Open book examination – clean copies of the prescribed texts can be taken into the exam.

**50% of the  
total  
qualification**

### **Section A: Prose Fiction Extract**

**One** essay question based on an extract from a chosen prose fiction anchor text (AO1, AO2, AO3 assessed).

### **Section B: Exploring Text and Theme**

**One** essay question based on the study of the other text selected from a chosen theme (AO1, AO2, AO3 assessed).

- First assessment: May/June 2016.
- The assessment is 1 hour 30 minutes.
- The assessment consists of twelve questions – eight questions in Section A and four questions in Section B. Students answer **one** question from each section.
- The assessment consists of 50 marks – 25 marks for Section A and 25 marks for Section B.

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

\*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
<b>A01</b>	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression	21.5
<b>A02</b>	Analyse ways in which meanings are shaped in texts	21.5
<b>A03</b>	Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received	30
<b>A04</b>	Explore connections across texts, informed by linguistic and literary concepts and methods	15
<b>A05</b>	Demonstrate expertise and creativity in the use of English to communicate in different ways <i>Note: this Assessment Objective must be targeted with at least one of A02, A03, or A04, either in the same task or in two or more linked tasks.</i>	12
<b>Total</b>		<b>100%</b>

## Breakdown of Assessment Objectives

Paper	Assessment Objectives					Total for all Assessment Objectives
	A01	A02	A03	A04	A05	
Paper 1: Voices in Speech and Writing	5%	5%	13%	15%	12%	50%
Paper 2: Varieties in Language and Literature	16.5%	16.5%	16.5%	0%	0%	50%
<b>Total for this qualification</b>	<b>21.5%</b>	<b>21.5%</b>	<b>30%</b>	<b>15%</b>	<b>12%</b>	<b>100%</b>

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

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## Entry and assessment information

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### Student entry

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

### Forbidden combinations and discount code

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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*).

Please note that there are two codes for AS GCE qualifications; one for Key Stage 4 (KS4) performance tables and one for 16–19 performance tables. If a KS4 student achieves both a GCSE and an AS with the same discount code, the AS result will be counted over the GCSE result.

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](http://www.jcq.org.uk).

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

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

We are committed to making sure that:

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

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

## **Synoptic assessment**

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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.

Students draw together skills synoptically in their analysis and evaluation of texts. This occurs throughout the qualification and assessment.

## **Awarding and reporting**

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

The Advanced Subsidiary GCE qualification will be graded and certificated on a five-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 Subsidiary GCE in English Language and Literature will be 2016.

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

## **Language of assessment**

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

## **Grade descriptions**

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The grade descriptions for this qualification are published by Ofqual and will be available on their website.



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## Other information

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### Student recruitment

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

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

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### Prior learning and other requirements

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

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

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### Progression

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Students can progress from this qualification to:

- the Advanced GCE in English Language and Literature
- higher education courses such as degrees in English, English literature, creative writing or in related subjects such as journalism, media, teaching, drama, history
- a wide range of careers either directly related to English language or literature, such as teacher, editor, writer, or in areas such as publishing, journalism, the media, advertising, marketing, public relations, arts administration, record offices, libraries, national and local government and the civil service.

## **Relationship between GCSE and Advanced Subsidiary GCE**

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Students will combine the skills developed in the separate qualifications of GCSE English Literature and GCSE English Language and learn to apply these to texts in an integrated approach.

## **Progression from GCSE to Advanced Subsidiary GCE**

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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 and Literature as a discipline and allow them to develop higher English Language and Literature skills.

## **Relationship between Advanced Subsidiary GCE and Advanced GCE**

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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.



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# Appendix 1: Transferable skills

## The need for transferable skills

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

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

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

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

### Cognitive skills

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

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

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

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

### **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.

### **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 are the skills that 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 university study or employment. The qualification:

- is recognised by higher education for the skills it develops
- is worth half of an Advanced GCE qualification at grades 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 coursework 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:
  - a taught 40-GLH element that includes teaching the technical skills (for example research skills)
  - 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 the Extended Project with English Language and Literature**

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace. It does this through students exploring an area of personal interest or a topic of interest from the English Language and Literature qualification content. For example, English Language and Literature students could work on a dissertation that explores an aspect of English Language and Literature.

### **Skills developed**

Through what they are taught and from their work on other 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 the ability to consider and to 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

Students are not expected to study specified material. In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through working on it. English Language and Literature students should demonstrate that they have extended themselves in some significant way by means of their Extended Project. It is important that students show at the outset how their work involves significant extension beyond what they have been studying in English Language and Literature. Students can use the Extended Project to demonstrate *extension* in one or more dimensions:

- **deepening understanding:** this is where a student explores a topic in greater depth than in the specification content. A student of English Language and Literature could choose to carry out a deeper, more analytic, exploration of a concept that can be explored through the lens of textual or linguistic study. For example, questions about the nature of language and literature or exploration of a concept such as identity or meaning
- **broadening skills:** this is where a student learns a new skill, for example performance skills
- **widening perspectives:** this is where a student's project spans different subjects and involves cross-curricular exploration that looks at, for example, political, social, philosophical and psychological aspects of the question.

## Choosing topics and narrowing down to a question

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

As an example of an English Language and Literature related project, consider a student who, having studied Hamlet, decided to explore the question of how identity is defined, using the text of the play as a central source. The student's dissertation contained a literature review, examining the way in which the concept of identity figures in Hamlet and exploring it through engagement with commentaries on the play. In the discussion section, the student critically examined some philosophical aspects of the question of identity, using points from Hamlet to exemplify them. The project concluded with a review of the research process and an oral presentation of the main findings.

Examples of dissertation titles:

- Does the work of Christopher Marlowe illustrate the idea that works of art reflect rather than initiate social changes?
- Is it possible to produce tragedy in the modern era?
- Is poetry essential to religious literature?
- Is authorial intent irrelevant when we are seeking to interpret a text?
- 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?

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. They wrote a literature review that contained research into genre, influences and 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 annotated to show the development of ideas and the creative decisions they made during the development of the work, including reflection on alternative possibilities and evaluation of their relative merits.

There is scope for English Language and Literature based performance Extended Projects. For example, a student might perform scenes from a text they are studying.



## 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. Discount codes are published by the DfE.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF)	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student’s final certification documentation.	The QN for the qualification in this publication is: 601/4913/9
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.	Advanced Subsidiary GCE – 8EL0
Paper code	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 8EL0/01 Paper 2: 8EL0/02

\*<https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores>



## Appendix 4: Prescribed texts

Texts will be reviewed throughout the lifetime of the qualification to ensure that all prescribed texts remain fit for purpose. In the event that a change of set texts is required, centres will be notified and the appropriate alternative(s) will be provided on our website ([www.edexcel.com](http://www.edexcel.com)).

We have not prescribed specific editions of the named texts for this qualification except where the text is used for extract-based questions in examinations or where the text is a poetry anthology.

Centres may select text editions that best suit their needs but must adhere to the following guidelines when selecting editions of texts for use in open book examination:

- editions that offer a paraphrase of the original text are not allowed, for example editions of plays that offer a modern 'translation' on the facing page
- editions that offer study notes are not allowed.

Centres can source inexpensive editions such as Wordsworth Classics and Dover Thrift.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation at any time. A list of appropriate alternatives will be provided on our website ([www.edexcel.com](http://www.edexcel.com)) in the event that a named edition goes out of print.

## **Prescribed texts for Component 2: Varieties in Language and Literature**

The prescribed editions for prose fiction texts that are used for extract-based questions in the examinations for this component are listed below.

### **Society and the Individual**

*The Great Gatsby*, F Scott Fitzgerald (Penguin Classics, 2000)  
ISBN 9780141182636

*Great Expectations*, Charles Dickens (Vintage Classics, 2008)  
ISBN 9780099511571

### **Love and Loss**

*A Single Man*, Christopher Isherwood (Vintage Books, 2010)  
ISBN 9780099541288

*Tess of the D'Urbervilles*, Thomas Hardy (Vintage Classics, 2011)  
ISBN 9780099560692

### **Encounters**

*A Room with a View*, E M Forster (Penguin English Library, 2012)  
ISBN 9780141199825

*Wuthering Heights*, Emily Brontë (Penguin Classics, 2003)  
ISBN 978 0141439556.

### **Crossing Boundaries**

*Wide Sargasso Sea*, Jean Rhys (Penguin Modern Classics, 2000)  
ISBN 9780141182858

*Dracula*, Bram Stoker (Penguin Classics, 2003) ISBN 9780141439846

## Prescribed texts for Component 2: Varieties in Language and Literature

The list of prescribed poems for each literary period and each named poet appears below. Page numbers refer to those used in the studied anthology/collection.

### Society and the Individual

#### ***The Wife of Bath's Prologue and Tale*, editor James Winny (Cambridge, 1994) ISBN 9780521466899**

Poem title	Poet	Page number
The Wife of Bath's Prologue	Geoffrey Chaucer	35
The Wife of Bath's Tale		63

#### ***The Whitsun Weddings*, Philip Larkin (Faber, 2001) ISBN 9780571097104**

Poem title	Poet	Page number
Here	Philip Larkin	3
Mr Bleaney		5
Nothing To Be Said		7
Love Songs in Age		8
Naturally the Foundation will Bear Your Expenses		9
Broadcast		10
Faith Healing		11
For Sidney Bechet		13
Home is so Sad		14
Toads Revisited		15
Water		17
The Whitsun Weddings		18
Self's the Man		21
Take One Home for the Kiddies		23
Days		24
MCMXIV		25
Talking in Bed		27
The Large Cool Store		28
A Study of Reading Habits		29
As Bad as a Mile		30
Ambulances	31	
The Importance of Elsewhere	33	

***The Whitsun Weddings, Philip Larkin (Faber, 2001)***  
**ISBN 9780571097104**

<b>Poem title</b>	<b>Poet</b>	<b>Page number</b>
Sunny Prestatyn	Philip Larkin	34
First Sight		35
Dockery and Son		36
Ignorance		38
Reference Back		39
Wild Oats		40
Essential Beauty		41
Send No Money		43
Afternoons		44
An Arundel Tomb		45

## Love and Loss

<b>Metaphysical Poetry, editor Colin Burrow (Penguin, 2006)</b> <b>ISBN 9780140424447</b>		
Poem title	Poet	Page number
The Good Morrow	John Donne	5
Song		6
Woman's Constancy		7
The Sun Rising		8
The Canonization		9
The Anniversary		14
A Valediction: Forbidding Mourning		23
The Relic		28
Elegy: To his Mistress Going to Bed		29
'Batter my Heart'		33
Elegy over a Tomb		Edward, Lord Herbert of Cherbury
Redemption	George Herbert	67
Easter Wings		68
Jordan (I)		69
Jordan (II)		76
The Collar		78
The Forerunners		82
Perseverance		87
The Vow-breach	Owen Felltham	104
The Reconcilement		105
Constancy	Sidney Godolphin	128
A Letter to her Husband, Absent upon Public Employment	Anne Bradstreet	135
The Enjoyment	Abraham Cowley	170
The Coronet	Andrew Marvell	191
Bermudas		192
The Nymph Complaining for the Death of her Fawn		195
To His Coy Mistress		198
Damon the Mower		204

***Metaphysical Poetry*, editor Colin Burrow (Penguin, 2006)  
ISBN 9780140424447**

Poem title	Poet	Page number
To My Excellent Lucasia, on Our Friendship	Katherine Philips	240
A Dialogue of Friendship Multiplied		241

***Sylvia Plath Selected Poems* (Faber, 2003) ISBN 9780571135868**

Poem title	Poet	Page number
Miss Drake Proceeds to Supper	Sylvia Plath	3
Spinster		4
Maudlin		6
Resolve		7
Full Fathom Five		9
Suicide off Egg Rock		11
The Hermit at the Outermost House		12
The Manor Garden		15
The Stones (from 'Poem for a Birthday')		16
You're		20
Face Lift		21
Morning Song		23
Tulips		24
Wuthering Heights		29
Finisterre		31
The Moon and the Yew Tree		33
Mirror		34
The Babysitters		35
Little Fugue		38
An Appearance		40
Crossing the Water	41	
Among the Narcissi	42	
Elm	43	
Poppies in July	45	
A Birthday Present	46	
The Bee Meeting	49	



**Sylvia Plath Selected Poems (Faber, 2003) ISBN 9780571135868**

Poem title	Poet	Page number
Daddy	Sylvia Plath	52
Lesbos		55
Cut		58
By Candlelight		60
Ariel		62
Poppies in October		64
Nick and the Candlestick		65
Letter in November		67
Death & Co.		69
Mary's Song		71
Winter Trees		72
Sheep in Fog		73
The Munich Mannequins		74
Words		76
Edge		77

## Encounters

<b><i>The Waste Land and Other Poems, T S Eliot (Faber, 2002)</i></b> <b>ISBN 9780571097128</b>		
Poem title	Poet	Page number
The Love Song of J. Alfred Prufrock	T S Eliot	3
Preludes		9
Gerontion		15
Sweeney Among the Nightingales		18
The Waste Land:		
I. The Burial of the Dead		23
II. A Game of Chess		26
III. The Fire Sermon		30
IV. Death by Water		35
V. What the Thunder Said		36
Ash-Wednesday		47
Journey of the Magi		61
Marina		63
Landscapes:		
I New Hampshire		67
II Virginia		68
III Usk		69

<b><i>The New Penguin Book of Romantic Poetry, editor</i></b> <b>Jonathan Wordsworth (Penguin Classics, 2005) ISBN 9780140435689</b>		
Poem title	Poet	Page number
To the South Downs	Charlotte Smith	4
To a Mountain Daisy	Robert Burns	5
Kubla Khan	Samuel T Coleridge	8
Lucy Poems	William Wordsworth	11
To the Skylark	Percy B Shelley	26
Lines of Life	Laetitia E Landon	35
The Discharged Soldier	William Wordsworth	157
The Leech-Gatherer		173
The London Beggar	William Wordsworth	177
The Ancient Mariner	Samuel T Coleridge	178
Pains of Sleep		197

***The New Penguin Book of Romantic Poetry*, editor  
Jonathan Wordsworth (Penguin Classics, 2005) ISBN 9780140435689**

or

***Goblin Market and Other Poems*, Christina Rossetti (Penguin Pocket Poetry, 2017) ISBN 9780241303061**

Poem title	Poet	Page number
To a Mouse, On Turning Her Up in Her Nest with the Plough	Robert Burns	254
Ode to a Nightingale	John Keats	341
Ode to the West Wind	Percy B Shelley	347
The Chimney Sweeper	William Blake	362
London		368
The Tyger		369
Daffodils	William Wordsworth	385
The Solitary Reaper		387
The Maid of Athens	Lord Byron	395
On This Day I Complete My Thirty-Sixth Year		400
Westminster Bridge	William Wordsworth	432
When I Have Fears that I May Cease to Be	John Keats	440
Christabel, Part I	Samuel T Coleridge	481
La Belle Dame Sans Merci	John Keats	516
Slavery: A Poem	Hannah More	620
Death of Luco (from On the Inhumanity of the Slave Trade)	Ann Yearsley	622
The Farmer's Boy (from Summer)	Robert Bloomfield	636
Lamentations of Round-Oak Waters (lines 157–96)	John Clare	649
The Factory	Laetitia E Landon	675
Written between Dover and Calais, July 1792	Mary Robinson	690

## Crossing Boundaries

***Goblin Market, The Prince's Progress, and Other Poems,*  
Christina Rossetti (Hard Press, 2006) ISBN 9781406950519**

or

***Goblin Market and Other Poems,* Christina Rossetti (Penguin Pocket Poetry, 2017) ISBN 9780241303061**

Poem title	Poet	Page number
Goblin Market	Christina Rossetti	9
In the Round Tower at Jhansi		22
Dream Land		23
At Home		24
Love from the North		26
Cousin Kate		28
Spring		32
A Birthday		34
Remember		35
After Death		36
An End		37
My Dream		38
Song ('Oh roses for the flush of youth')		40
A Summer Wish		43
Maude Clare		46
Echo		48
Another Spring		50
A Peal of Bells		51
Fata Morgana		52
'No, Thank You, John'		52
Three Seasons		59
Shut Out		60
Song ('When I am dead my dearest')		63
Dead before Death		64
Rest		67
The Convent Threshold		69

***Goblin Market, The Prince's Progress, and Other Poems,*  
Christina Rossetti (Hard Press, 2006) ISBN 9781406950519**

Poem title	Poet	Page number
from Devotional Pieces:	Christina Rossetti	
'The Love of Christ which passeth Knowledge'		74
A Better Resurrection		76
Christian and Jew		83
Sweet Death		85
The World		88
Amen		103

***North, Seamus Heaney (Faber, 1975) ISBN 9780571108138***

Poem title	Poet	Page number
Antaeus	Seamus Heaney	3
Belderg		4
Funeral Rites		6
North		10
Viking Dublin: Trial Pieces		12
The Digging Skeleton		17
Bone Dreams		19
Come to the Bower		24
Bog Queen		25
The Grauballe Man		28
Punishment		30
Strange Fruit		32
Kinship		33
Ocean's Love to Ireland		40
Aisling		42
Act of Union		43
The Betrothal of Cavehill		45
Hercules and Antaeus		46
The Unacknowledged Legislator's Dream		51
Whatever You Say Say Nothing		52
Freedman	56	

**North, Seamus Heaney (Faber, 1975) ISBN 9780571108138**

Poem title	Poet	Page number
Singing School:	Seamus Heaney	
1. The Ministry of Fear		58
2. A Constable Calls		61
3. Orange Drums, Tyrone		63
4. Summer 1969		64
5. Fosterage		66
6. Exposure		67



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