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# English Language

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**PEARSON**

# Pearson
# Edexcel Level 3
# Advanced Subsidiary GCE
# in English Language (8EN0)

## Specification

First certification 2016

**Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

**About Pearson**

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the student at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your students at: www.pearson.com/uk

# From Pearson's Expert Panel for World Class Qualifications

"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 Sing Kong Lee**
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

# Introduction

The Pearson Edexcel Level 3 Advanced Subsidiary 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 Subsidiary 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 *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 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, and
- 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[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 GCE Advanced Subsidiary in English Language consists of two externally examined components.

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

| Component 1: Language: Context and Identity          *Paper code: 8EN0/01 | |
| --- | --- |
| <ul><li>Externally assessed</li><li>Availability: May/June</li><li>First assessment: 2016</li></ul> | **50% of the total qualification** |
| **Overview of content**<br>Students will explore:<ul><li>the range of contexts in which language is produced and received</li><li>how the contexts of production and reception affect language choices</li><li>how writers/speakers present themselves to their audience in a variety of modes</li><li>how the language of writers/speakers reflects and constructs their identity or identities.</li></ul> | |
| **Overview of assessment**<ul><li>Written examination, lasting 1 hour 30 minutes.</li><li>Two sections: students answer the question in Section A and the question in Section B.</li><li>Total of 50 marks available – 25 marks per section.</li><li>Section A – Language and Context: **one** question on a small set of thematically linked unseen data. Students produce an extended comparative response (AO1, AO3, AO4 assessed).</li><li>Section B – Language and Identity: **one** question on unseen 21st-century data. Students produce an extended response (AO1, AO2, AO3 assessed).</li></ul> | |

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

| Component 2: Child Language | *Paper code: 8EN0/02 |
| --- | --- |
| • Externally assessed<br>• Availability: May/June<br>• First assessment: 2016 | **50% 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

• appropriate theories of children's language development

• producing original writing for different functions and audiences.

**Overview of assessment**

• Written examination, lasting 1 hour 30 minutes.

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

• Question 1: creative response to **one** short piece of unseen written data (AO2 and AO5 assessed).

• Question 2: extended response to **one** longer set of unseen spoken data (AO1, AO2, AO3 assessed).

*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 | 26 |
| **AO2** | Demonstrate critical understanding of concepts and issues relevant to language use | 28 |
| **AO3** | Analyse and evaluate how contextual factors and language features are associated with the construction of meaning | 26 |
| **AO4** | Explore connections across texts, informed by linguistic concepts and methods | 10 |
| **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.* | 10 |
| **Total** | | **100%** |

# Knowledge, skills and understanding

## Component 1: Language: Context and Identity

### Overview

This component introduces students to how language is used in data from a range of sources. Students will explore how the contexts of production and reception affect language choices.

Students will also explore how writers and speakers present themselves to their audiences, constructing identities through their language choices.

By concentrating on what language does and how it varies to perform different functions, teaching can build on students' prior knowledge from GCSE and on their experience as language users.

### Learning outcomes

Students are required to appropriately and systematically:

- apply concepts relating to contextual language variation to data drawn from written, spoken and multimodal discourse
- apply language concepts and methods of analysis relevant to the representation of self to data
- apply critical skills to description, analysis and evaluation of a range of data and discourses
- use and apply linguistic terminology accurately
- make accurate references to data and sources.

### 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 (including social and historical variation)
- **syntax**: the relationships between words in sentences.

Please ensure that students are familiar with the English phonemic reference sheet in *Appendix 4* and the transcription mark key in *Appendix 5*. The reference sheet and the mark key will be given to students in the examination.

## Language and Context

Students will explore how contexts of production and reception affect the language choices made by writers and speakers.

Students will apply appropriate methods of language analysis to a range of written, spoken or multimodal data taken from 19th-, 20th- and 21st-century sources, using the key language frameworks and levels.

## Language and Identity

Students will explore how language reflects and constructs the identity or identities of the user and varies 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.

# Component 2: Child Language

## Overview

In this component, students will explore 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.

Students will be able to analyse child language and apply the appropriate theories of children's language development, in both creative and essay responses.

## Learning outcomes

Students are required to appropriately and systematically:

- describe and analyse examples of children's language
- apply relevant theories associated with the development of spoken and written language
- analyse how language development is influenced by the function and context of the language used
- apply critical and creative skills in the production of texts.

## Content

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 apply appropriate methods of language analysis and demonstrate critical understanding of concepts and issues whilst responding to examples of spoken language.

Students will 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 learned reading strategies on spelling (**morphology**)
- the vocabulary choices (**lexis**) and sentence structures (**syntax**) in early writing
- the development of narrative and descriptive skills (**discourse**).

Students will demonstrate a critical understanding of concepts and issues whilst responding creatively to examples of children's written language. They will develop their ability to craft their writing for different forms, functions and audiences.

Some examples of forms, functions and audiences that students might explore are:

- forms: articles, talks, reports
- functions: inform, explain, persuade
- audiences: students, parents, non-linguists.

Please ensure that students are familiar with the English phonemic reference sheet in *Appendix 4* and the transcription mark key in *Appendix 5*. The reference sheet and the mark key will be given to students in the examination.

# 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 data.

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

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

| Component 1: Language: Context and Identity | *Paper code: 8EN0/01 |
|---|---|
| Written examination consisting of **two** sections.<br><br>**Section A: Language and Context**<br>**One** question on a small set of thematically linked unseen data. Students produce an extended comparative response (AO1, AO3, AO4 assessed).<br><br>**Section B: Language and Identity**<br>**One** question on unseen 21st-century data. Students produce an extended response (AO1, AO2, AO3 assessed).<br><ul><li>First assessment: May/June 2016.</li><li>The assessment is 1 hour 30 minutes.</li><li>The assessment consists of two questions – one per section.</li><li>The assessment consists of 50 marks – 25 marks each section.</li></ul> | **50% of the total qualification** |

| Component 2: Child Language | *Paper code: 8EN0/02 |
|---|---|
| Written examination consisting of **two** questions.<br>**Question 1**: creative response to **one** short piece of unseen written data (AO2 and AO5 assessed).<br>**Question 2**: extended response to **one** longer set of unseen spoken data (AO1, AO2, AO3 assessed).<br><ul><li>First assessment: May/June 2016.</li><li>The assessment is 1 hour 30 minutes.</li><li>The assessment consists of 2 questions.</li><li>The assessment consists of 50 marks – question 1 is 20 marks and question 2 is 30 marks.</li></ul> | **50% of the total qualification** |

The sample assessment materials can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language 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 |
|---|---|---|
| **AO1** | Apply appropriate methods of language analysis, using associated terminology and coherent written expression | 26 |
| **AO2** | Demonstrate critical understanding of concepts and issues relevant to language use | 28 |
| **AO3** | Analyse and evaluate how contextual factors and language features are associated with the construction of meaning | 26 |
| **AO4** | Explore connections across texts, informed by linguistic concepts and methods | 10 |
| **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.* | 10 |
| **Total** | | **100%** |

# Breakdown of Assessment Objectives

| Paper | Assessment Objectives | | | | | Total for all Assessment Objectives |
|---|---|---|---|---|---|---|
| | AO1 | AO2 | AO3 | AO4 | AO5 | |
| Paper 1: Language: Context and Identity | 16% | 8% | 16% | 10% | 0% | 50% |
| Paper 2: Child Language | 10% | 20% | 10% | 0% | 10% | 50% |
| **Total for this qualification** | **26%** | **28%** | **26%** | **10%** | **10%** | **100%** |

# 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 at: www.edexcel.com/iwantto/Pages/uk-information-manual.aspx

## Forbidden combinations and discount code

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 – normally the better grade (please see *Appendix 3: Codes*).

Students should be advised that, if they take two qualifications with the same discount code, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCEs. 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 to which they wish to progress 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.

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

# 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 Subsidiary GCE qualification will be graded and certificated on a five-grade scale from A to E using the total subject mark. Individual components/papers are not graded.

The first certification opportunity for the Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language 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

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

# Grade descriptions

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

# Other information

## Student recruitment

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 Subsidiary 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:

- Pearson Edexcel Level 3 Advanced GCE in English Language
- 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 and the civil service.

### Relationship between GCSE and Advanced Subsidiary GCE

Students will build on the GCSE 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 Subsidiary 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.

## 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.

# 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 (2012), Better Skills, Better Jobs, Better Lives (2012): http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf

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

[3] PISA (2011) The PISA Framework for Assessment of ICT Literacy, PISA

**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 university study or employment. The qualification:

- is recognised by universities 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 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 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 e.g. 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 which 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 which 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 is assigned to a discount code indicating the subject area to which it belongs. This code may change. Please go to our website (www.edexcel.com) for details of any changes. | For KS4 performance table: FK2A<br><br>For 16–18 performance tables: 5030 |
| National Qualifications Framework (NQF) codes | Each qualification title is allocated an Ofqual National Qualifications Framework (NQF) code.<br><br>The NQF 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:<br>601/4849/4 |
| 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 – 8EN0 |
| Paper/component code | These codes are provided for reference purposes. Students do not need to be entered for individual papers/components. | Paper 1: 8EN0/01<br>Paper 2: 8EN0/02 |

# Appendix 4: 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 | | | | | |
|---|---|---|---|---|---|
| kit | dress | trap | lot | strut | foot |
| ɪ | e | æ | ɒ | ʌ | ʊ |
| letter | fleece | bath | thought | goose | nurse |
| ə | i: | ɑ: | ɔ: | u: | ɜ: |
| Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case. | | | | | |

| Diphthongs | | | | | | | |
|---|---|---|---|---|---|---|---|
| face | goat | price | mouth | choice | near | square | cure |
| eɪ | əʊ | ɑɪ | ɑʊ | ɔɪ | ɪə | eə | ʊə |

| Consonants | | | | | |
|---|---|---|---|---|---|
| pip | bid | tack | door | cake | good |
| p | b | t | d | k | g |
| chain | jam | fly | vase | thing | this |
| tʃ | dʒ | f | v | θ | ð |
| say | zoo | shoe | treasure | house | mark |
| s | z | ʃ | ʒ | h | m |
| not | sing | lot | rose | yet | witch |
| n | ŋ | l | r | j | w |
| Glottal stop | | Syllabic /l/ bottle | | Syllabic /n/ fatten | |
| ʔ | | l̩ | | n̩ | |

# Appendix 5: 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 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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