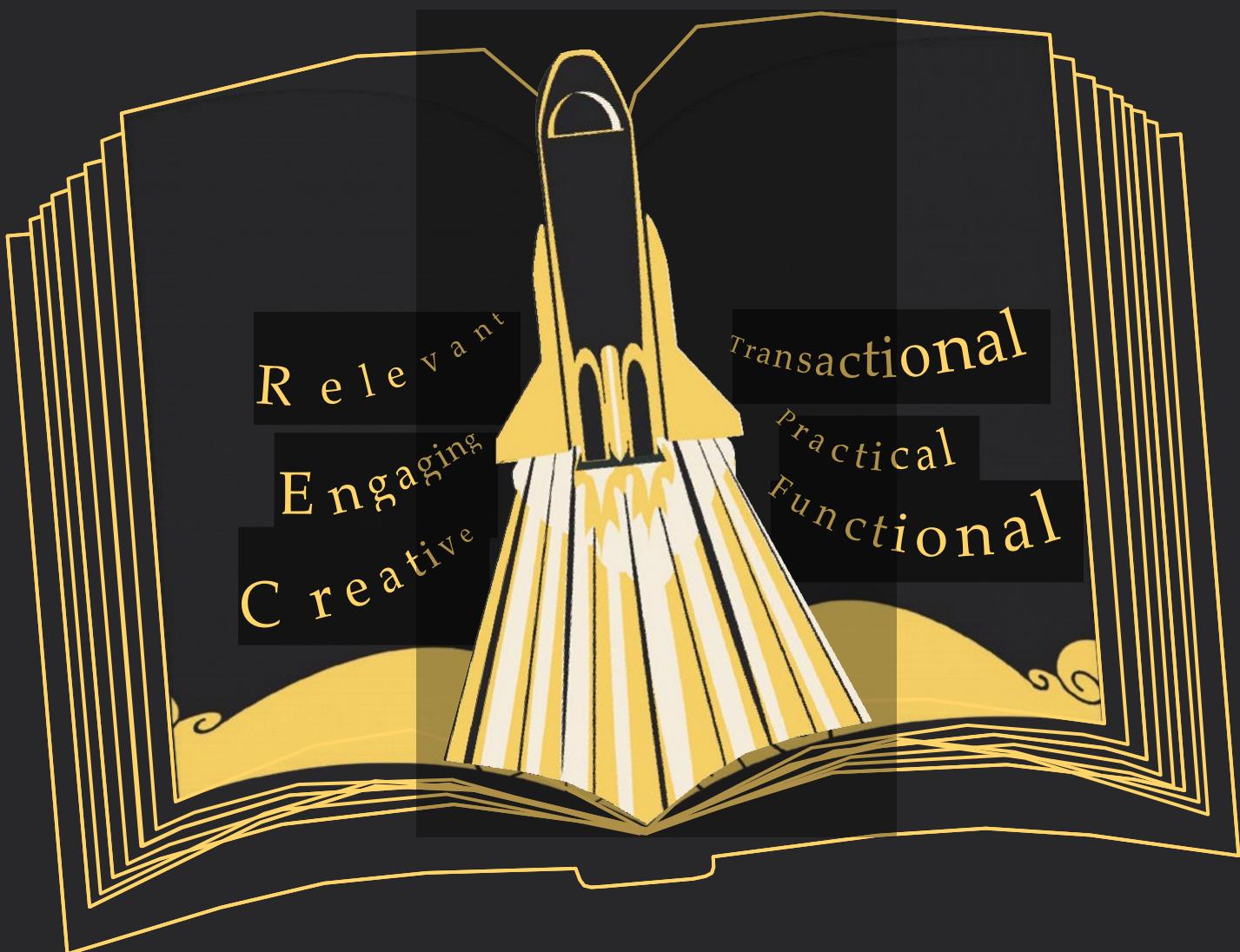


GCSE (9–1) English Language 2.0



Specification

Pearson Edexcel GCSE (9–1) English Language 2.0 (1EN2)

First certification June 2022

Issue 3

About Pearson

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

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Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language 2.0 specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
We have removed the phrase ‘and not with English Literature’ for clarification that this qualification can be taught alongside GCSE English Literature.	2

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.

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1 Introduction

Why choose Pearson Edexcel GCSE English Language 2.0?

We've listened to feedback from the subject community and designed a new, alternative, GCSE English Language qualification that can be taken by students studying English Language as a stand-alone subject.

We have consulted English Language teachers in developing this new GCSE, which will equip students with lifelong skills and enable progression to further academic or vocational study and employment (please see progression section for more information).

This qualification is about offering a new and different opportunity for students that empowers them and gives them the skills needed for their chosen future pathway.

Our promises to benefit teachers and students:

- a functional, engaging GCSE suitable for students studying GCSE English Language as a standalone qualification
- non-fiction 19th-century texts that are functional with relevant contemporary themes
- engaging and contemporary fiction texts
- real-world applicable writing tasks
- equal weighting of papers and assessment time
- assessment of evaluation exclusively in Paper 1, on non-fiction texts.

Clear and coherent structure – our qualification has a straightforward structure and content, assessed through two externally-examined papers.

Continuous progression – students will read a wide range of texts fluently and with good understanding. They will read critically and use knowledge gained from wider reading to inform and improve their own writing. They will learn to:

- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language, and use spoken Standard English effectively.

Diversity and inclusion – our qualification is designed to reflect the diversity of the learners taking it. Texts will be chosen with an awareness of diversity, this includes gender, ethnicity and socioeconomic background.

Supporting you in planning and implementing this qualification

Planning

- Our **Getting Started** guide gives you an overview of the GCSE qualification to help familiarise you with the content, structure and assessment, and support you in delivering the qualification.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences and overlap between this new GCSE and the current 2015 GCSE English Language qualifications.

Teaching and learning

There will be free teaching and learning support to help you deliver the new qualification, including:

- Getting Ready to Teach training
- an anthology of unseen texts you can use in the classroom
- a six-week unit of work to get you started.

Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- additional assessment materials to support formative assessments and mock exams
- marked exemplars of student work with examiner commentaries.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support

Our subject advisor service, led by Clare Haviland, and our online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters from Clare Haviland to keep up to date with qualification updates and product and service news.

Telephone: 0333 016 4120

Twitter: @PearsonTeachEng

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) English Language 2.0 consists of two externally-examined papers and one endorsement for Spoken Language.

Students must complete all assessment in May/June or November* in any single year

Paper 1: Non-Fiction Texts

(**Paper code: 1EN2/01)

Written examination: 1 hour and 55 minutes

50% of the qualification

80 marks

Content overview

- Study a range of functional 19th-century non-fiction texts.
- Develop skills to analyse and evaluate non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Use spelling, punctuation and grammar accurately.

Assessment overview

Section A: Reading

- Short and open-response questions on two thematically linked, unseen non-fiction extracts.
- Assesses AO1, AO2 and AO4.

Section B: Writing

- Choice of two writing tasks that require an extended response from students.
- Assesses AO5 and AO6.

* See the *November resits* section for restrictions on November entry.

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

Paper 2: Contemporary Texts

(***Paper code: 1EN2/02**)

Written examination: 1 hour and 55 minutes

50% of the qualification

80 marks

Content overview

- Study a range of 20th- and 21st-century prose fiction and literary non-fiction.
- Develop skills to analyse and compare 20th- and 21st-century fiction and literary non-fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

Assessment overview

Section A: Reading

- Short and open-response questions on two thematically linked, unseen fiction and literary non-fiction extracts.
- Assesses AO1, AO2 and AO3.

Section B: Writing

- Choice of two writing tasks that require an extended response from students.
- Assesses AO5 and AO6.

Spoken Language Endorsement

(***Paper code: 1EN2/03**)

Internally assessed under controlled conditions

Externally monitored by Pearson

Pass, Merit or Distinction

Content overview

- Developing spoken language skills.

Assessment overview

- Students must undertake a prepared spoken presentation on a specific topic in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.
- There are no marks for the Spoken Language Endorsement. Students are awarded a grade (Pass, Merit or Distinction).
- Assesses AO7, AO8 and AO9.

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

2 Subject content and assessment information

The purposes of this qualification are to:

- provide evidence of students' achievements against demanding and fulfilling content, giving students confidence in the skills, knowledge and understanding that they will have acquired during the course of their study
- provide a strong foundation for further academic or vocational study and for employment
- provide a basis for schools and colleges to be held accountable for the performance of all of their students.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- read a wide range of texts fluently and with good understanding
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the student's certificate.

Paper 1: Non-Fiction Texts

Overview

The focus of this paper is:

- **Section A: Reading** – study and analyse a wide range of functional 19th-century non-fiction, such as newspaper and magazine articles and reviews, instructional texts, speeches, journals and reference book extracts
- **Section B: Writing** – explore and develop transactional writing skills, in the form of letters, articles, reports, speeches, reviews, formal emails or blogs.

Content

The learning outcomes below are drawn from the Ofqual ‘*GCSE Subject Level Conditions and Requirements for English Language and Certificate Requirements*’ document published July 2015 and available on the Ofqual website.

Learning outcomes	Students should:
1.1 Reading	1.1.1 read and understand a wide range of 19th-century non-fiction texts, including whole texts and unseen texts.
	1.1.2 <i>critical reading and comprehension</i> : identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text.
	1.1.3 <i>summary</i> : identifying the main theme or themes; summarising ideas and information from a single text.
	1.1.4 <i>evaluation of a writer’s choice of vocabulary, form, grammatical and structural features</i> : explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to

Learning outcomes	Students should:
	detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text.
1.2 Writing	<p>1.2.1 <i>produce clear and coherent text</i>: write accurately and effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively; use information provided by others to write in different forms; maintain a consistent point of view; maintain coherence and consistency across a text.</p> <p>1.2.2 <i>write for impact</i>: select, organise and emphasise facts, ideas and key points; cite evidence and quotation effectively and pertinently to support views; create emotional impact; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).</p>

Students should read a wide variety of high-quality, challenging non-fiction, in preparation to respond to unseen 19th-century non-fiction in the examination. They should be able to read substantial pieces of writing, including whole and extended texts, that make significant demands in terms of content, structure and the quality of the language.

Throughout the qualification, students should develop the skills of reading fluently and with good understanding, interpretation and evaluation. Students should have the opportunity to develop their language analysis skills, including developing their knowledge of subject terminology, to support their close reading of texts. For example, word choice, formal and informal language, tone, the use of dialogue, imagery or metaphor.

Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), instructional texts, speeches, journals and reference book extracts. Students should have opportunities to consider how successful transactional texts are in achieving their purposes, including opportunities to consider the writer's views within factual texts and how they use evidence to support such views. These text types also provide opportunities for discussion about Victorian views that are different from contemporary views, for example on gender roles.

Texts that are essentially transient in nature will not form part of the assessment – by transient we mean texts that are intended to be temporary such as adverts.

Students should use what they have learned about different text types to feed into their transactional writing and develop extended response writing skills. They should be introduced to, and be given the opportunity to practise, a range of non-fiction writing techniques planning and proofreading skills. The transactional text types that students will be asked to write are:

- article
- blog
- formal email
- letter
- report
- review
- text for a speech
- section for guide/textbook/leaflet/booklet.

The writing tasks may make reference to a digital location for such texts, such as a website.

The *Pearson Edexcel Level 1/Level 2 GCSE (9–1) English Language 2.0 Unseen Preparation Anthology* is a resource that supports teachers by providing different types of 19th-century non-fiction examples. Examples are indicative only and students should read widely.

Assessment information

- First assessment: May/June 2022.
- The assessment is 1 hour and 55 minutes.
- The assessment consists of six compulsory questions and one task:
 - in Section A, students answer six questions – three questions on the first unseen text and three questions on the second unseen text. These questions assess AO1, AO2 and AO4
 - in Section B, students respond to one extended writing task (from a choice of two) – this task assesses AO5 and AO6
 - this section will assess spelling, punctuation and grammar and will contribute 20%/16 marks towards the overall weighting/marks for this paper. This is the same weighting as in all other GCSEs in English Language.
- The assessment is out of 80 marks.
- Texts chosen for assessment will be selected to ensure they are appropriate for the student audience.

Synoptic assessment

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

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

This paper assesses synopticity as the skills it assesses – focused on reading and writing – require students to draw on knowledge and understanding from both components.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) English Language 2.0 Sample Assessment Materials (SAMs)* document.

Paper 2: Contemporary Texts

Overview

The focus of this paper is:

- **Section A: Reading** – study and analyse a wide range of prose fiction and literary non-fiction, such as novels, autobiographies, biographies, memoirs, letters, speeches and travel writing
- **Section B: Writing** – explore and develop imaginative writing skills.

Content

The learning outcomes below are drawn from the Ofqual ‘*GCSE Subject Level Conditions and Requirements for English Language and Certificate Requirements*’ document published July 2015 and available on the Ofqual website.

Learning outcomes	Students should:
1.1 Reading	1.1.1 read and understand a wide range of 20th- and 21st-century prose fiction and literary non-fiction, including unseen texts.
	1.1.2 <i>critical reading and comprehension</i> : identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; reflect critically and evaluatively on text; reflect critically and evaluatively on text use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text.
	1.1.3 <i>summary and synthesis</i> : identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text.
	1.1.4 <i>comparing texts</i> : comparing two or more texts critically with respect to the above.

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

Students should read selections from a wide range of high-quality, challenging prose fiction and literary non-fiction, in preparation for responding to unseen 20th- and 21st-century extracts in the examination. They should be able to read substantial pieces of writing (extended texts) that make significant demands on them in terms of content, structure and the quality of language.

Students should engage with texts where the writer is the narrative voice, for example autobiography, memoir, and those where the writer is not, for example fiction texts.

In fiction, students are not expected to analyse the writer's ideas distinctly from the perspectives of the narrator and/or other characters. They only need to consider, for example, how the character (including where this character is an 'I') is presented or to consider the writer's ideas as they are presented in the text.

Throughout the qualification, students should develop the skills of reading fluently and with good understanding, inference, analysis and comparison through a range of contemporary fiction and literary non-fiction texts. Knowledge and understanding gained should be firmly rooted in the text (and not representations of the text in other media, such as film or television adaptations). Students should have the opportunity to develop their language and structure analysis skills, including developing their knowledge of subject terminology, to support their close reading of texts. For example: word choice, formal and informal language, tone, the use of dialogue, imagery or metaphor, narrative voice, characterisation, word order, sentence type, and paragraphing.

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

The *Pearson Edexcel Level 1/Level 2 GCSE (9–1) English Language 2.0 Unseen Preparation Anthology* is a resource that supports teachers by providing different types of 20th-and 21st-century fiction and literary non-fiction examples. Examples are indicative only and students should read widely.

Assessment information

- First assessment: May/June 2022.
- The assessment is 1 hour and 55 minutes.
- The assessment consists of six compulsory questions and one task:
 - in Section A, students answer – two questions on the first unseen text, two questions on the second unseen text and then two questions on both unseen texts. These questions assess AO1, AO2 and AO3
 - in Section B, students respond to one extended writing task (from a choice of two) – this task assesses AO5 and AO6
 - this section will assess spelling, punctuation and grammar and will contribute 20%/16 marks towards the overall weighting/marks for this paper. This is the same weighting as in all other GCSEs in English Language.
- The paper is out of 80 marks.
- Texts chosen for assessment will be selected to ensure they are appropriate for the student audience.

Synoptic assessment

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

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

This paper assesses synopticity as the skills it assesses – focused on reading and writing – require students to draw on knowledge and understanding from both components.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) English Language 2.0 Sample Assessment Materials (SAMs)* document.

Spoken Language Endorsement

Overview

The focus of this component is on developing spoken language skills.

Content

The learning outcomes below are drawn from the Ofqual ‘*GCSE Subject Level Conditions and Requirements for English Language and Certificate Requirements*’ document published July 2015 and available on the Ofqual website.

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

Content

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

Presentation

The spoken language presentation is to be completed individually by a student and may take a variety of forms, including:

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

In all cases, the presentation should be prepared and last no longer than 10 minutes per student and this includes questions and answers.

Centres should be mindful of the comparability of presentations they allow students to undertake. They are encouraged to take steps to ensure that all tasks undertaken in their centre are of comparable demand.

Audience

Students must give their presentations to an audience, which must always include the teacher and we recommend the audience consist of at least two people as this gives greater opportunities for students to demonstrate the necessary knowledge, skills and understanding for this assessment. **The composition of the audience must** also provide students with opportunities to respond to appropriate questions and feedback.

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

Assessment criteria

Students should be assessed either live or from recordings.

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

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

For more information on grading see the Awarding and Reporting section.

General criteria

To be awarded a Pass, Merit or Distinction a student must:

- be audible, and
- use spoken Standard English which, for the purposes of the spoken language assessment, means that a Learner must:
 - be intelligible, and
 - generally use language appropriate to the formal setting of the presentation.

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

Re-use (carry forward) of Spoken Language grades

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

The result for the Spoken Language Endorsement may be transferred even if the overall grade at GCSE achieved is unclassified.

External monitoring

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

For further information, please see the *Instructions for conducting non-examination assessments* document, which is available on the [JCQ website](#) and Pearson's *Administrative Support Guide (ASG): Instructions for the Conduct of Spoken Language Endorsement* available on our website: qualifications.pearson.com.

Head of Centre Declaration

Heads of centres are required to complete the declaration in *Appendix 2* and submit this at the same time as their students' recordings. Failure by a centre to provide a Head of Centre Declaration may be treated as malpractice or maladministration (see Section 3 *Administration and general information* section for more information).

Assessment record sheet

An assessment record sheet (see *Appendix 1*) should be completed for each student and kept securely by the centre. The assessment record sheets of the students in the sample must be sent to Pearson.

Guidance on making and submitting audio-visual recordings for the Spoken Language Endorsement

1. Recording of the presentation

The presentation should be saved digitally. Each recording must be saved individually and not as one long recording of multiple students. The recording must be made under controlled conditions¹. It must be a complete, unedited recording of each performance. The presentations can be undertaken by students and recorded by the centre at any time during the course. Recordings should then be securely stored until it is time to submit the work to Pearson's monitor, whose responsibility it will be to ensure that the centre's assessment is in line with the national standard.

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

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

At the start of each performance the candidate must state their full name. There is a requirement for an audience of at least one person, which can be the teacher, to be present during the recording. The audience must include the teacher.

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

Recordings should then be securely stored until it is time to submit the sample to Pearson. Once the sample is submitted, a monitor, whose responsibility it will be to ensure that the centre's assessment is in line with the national standard, will review the centre's submission.

2. Preparation of material

Presentation recordings

You must submit the recording of the presentation/s digitally to Pearson. Each recording file must be created in the following way:

- create a file for each student.
- name each file according to the following naming convention:
[centre #]_[candidate number #]_[surname]_[first letter of first name]_[grade]
Example: Joshua Smith with candidate number 7890 at centre 12345 would a recording titled, '12345_7890_Smith_J_Merit'

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

- the files submitted play on all computers/operating systems. For instance, if the recording was created on an Apple Mac computer, you must check that they can be opened on a Microsoft Windows computer.

Assessment sheets

Centres are provided with an assessment record sheet for use in assessing students' performances.

One record sheet should be completed for each student.

All forms should be retained securely, and the sampled students' sheets must be sent to Pearson.

Head of Centre declaration

The Head of Centre Declaration (see *Appendix 2: Spoken Language Endorsement: Head of Centre Declaration*) should be submitted at the same time as the sampled students' recordings.

The form must be named according to the following naming convention:

- [centre #]_[SLE head of centre declaration]
- example: centre 12345 would have a declaration titled, '12345_SLE head of centre declaration'.

All materials – recordings of all student presentations and assessment sheets and the Head of Centre Declaration – should be stored securely until after the review of marking period.

3. Submission of work

All the sampled students' presentation recordings and assessment sheets, and the Head of Centre Declaration, must be submitted digitally. Documents can be submitted in either Word or PDF formats.

Recordings of student presentations and assessment sheets should be stored securely until you are required to submit them.

Submission checklist:

- files named as described above
- recording files checked on Apple/PC (as appropriate) for audio-visual quality
- backup copies made and stored securely
- assessment record sheet completed correctly for each student sampled
- Head of Centre Declaration completed correctly.

Submission requirements

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

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

⁺ All students at a grade if the centre has fewer than the stated minimum. Students assessed as Not Classified should not be included.

⁺⁺ For example, if a centre has 15 D students, 11 M students and 3 P students, all of these students will be in the sample.

***For example:

- (a) if a centre has 21 D students, 14 M students and 3 P students, the sample will consist of 10 of the D students, 10 of the M students and all of the P students, with 7 additional students (from D and/or M) to make the overall sample up to 30.
- (b) if a centre has no D students, 7 M students and 60 P students, the sample will consist of all of the M students and 23 of the P students.

Assessment Objectives

Students must:			% in GCSE
READING	AO1	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts 	10
	AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	15
	AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	10
	AO4	Evaluate texts critically and support this with appropriate textual references	15
WRITING	AO5	<ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts 	30
	AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	20
*SPOKEN LANGUAGE	*AO7	Demonstrate presentation skills in a formal setting	N/A
	*AO8	Listen and respond appropriately to spoken language, including to questions and feedback to presentations	N/A
	*AO9	Use spoken Standard English effectively in speeches and presentations	N/A
		Total	100%

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

Breakdown of Assessment Objectives

Paper	Assessment Objectives (%)						Total for all Assessment Objectives (%)
	AO1	AO2	AO3	AO4	AO5	AO6*	
Paper 1: Non-fiction Texts	5	5	–	15	15	10	50%
Paper 2: Contemporary Texts	5	10	10	–	15	10	50%
Total for GCSE	10%	15%	10%	15%	30%	20%	100%

Breakdown of Assessment Objectives by Component

Component	Assessment Objectives (marks)						Total
	AO1	AO2	AO3	AO4	AO5	AO6	
Component 1: Non-Fiction Texts							
Question 1	4						4
Question 2				6			6
Question 3		8					8
Question 4(a)	2						2
Question 4(b)	2						2
Question 5				6			6
Question 6				12			12
Question 7 or 8					24	16	40
Component 2: Contemporary Texts							
Question 1	1						1
Question 2		6					6
Question 3	1						1
Question 4		10					10
Question 5	6						
Question 6			16				16
Question 7 or 8					24	16	40
Total marks for this qualification	16	24	16	24	48	32	160
Total % Assessment Objectives for qualification	10%	15%	10%	15%	30%	20%	100%

3 Administration and general information

Entries

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: qualifications.pearson.com

Private candidates

Private candidates can be entered for this qualification. The centre accepting the entry must be willing to undertake the Spoken Language Endorsement with the private candidate.

It is the centre's responsibility to ensure such candidates can complete a presentation and that the centre can mark this work, so the private candidate receives a grade.

The centre is also still required to complete the declaration in *Appendix 2* to confirm all candidates entered at a centre had the opportunity to undertake the Spoken Language Endorsement.

Discount code and performance tables

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see *Appendix 3: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

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

Please note it is a forbidden combination to make entries for both GCSE (9–1) English Language (1EN0) and GCSE (9–1) English Language 2.0 (1EN2).

November resits

This qualification is available in both summer and November series. Entry to the November series is restricted. Students who take GCSE English Language in a November series must be at least 16 years of age on the preceding 31 August. Please go to our website qualifications.pearson.com for further information.

Access arrangements, reasonable adjustments, special consideration and malpractice

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.

Language of assessment

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

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, including:

- 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 or affects time frames or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Students who have been granted an exemption from taking the Spoken Language Endorsement on grounds of disability will have on their certificates a '(+)' added to the end of the subject description, for example ENGLISH (+), with any endorsement grade already in the system not appearing

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 their 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.

Malpractice

Candidate malpractice

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

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

Malpractice and/or maladministration also includes a centre that fails to provide a spoken language statement in a timely manner.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

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

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

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

The result of the Spoken Language Endorsement will be reported separately from a student's English Language result, and where a certificate is issued, be recorded as a separate line on the certificate.

A pass, merit or distinction result will be recorded on a certificate when a student also achieves a 9–1 grade for the GCSE.

Students who do not receive a pass, merit, distinction result for the Spoken Language Endorsement, but achieve a 9–1 grade for GCSE, will be awarded a 'not classified' and this is what will be recorded separately on their certificate.

If a student achieves the required standard for the Spoken Language Endorsement but does not achieve a 9–1 grade for GCSE, both results will be issued, but no certificates will be issued. However, the result for the Spoken Language Endorsement may be transferred even if the overall grade at GCSE achieved is unclassified.

The first certification opportunity for this qualification will be 2022.

Student recruitment and progression

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.

Progression

Students can progress from this qualification to:

- Level 3 academic and vocational qualifications in similar disciplines such as English literature, drama, theatre studies, performing arts, media studies and film studies, and to other qualifications that require literacy skills, knowledge and understanding
- English Language at AS and A level and to the study of AS and A level English Language and Literature.

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Appendix 1: Spoken Language Endorsement: Assessment record sheet



GCSE English Spoken Language Endorsement	
Centre number:	Recorded?
Candidate number:	Candidate name:
Details of task:	

Assessment criteria	
Pass criteria	
Is audible	P
Uses Spoken Standard English*	P
Expresses straightforward ideas/information/ feelings	P
Makes an attempt to organise and structure their presentation	P
Makes an attempt to meet the needs of the audience	P
Listen to questions/feedback and provides an appropriate response in a straightforward manner	P
Merit criteria	
Is audible	M
Uses Spoken Standard English*	M
Expresses challenging ideas/information/feelings using a range of vocabulary	M
Organises and structures their presentation clearly and appropriately to meet the needs of the audience	M
Achieves the purpose of their presentation	M

Assessment criteria

✓

Listens to questions/feedback responding formally and in some detail	M
--	---

Assessment criteria		✓
Distinction criteria		
Is audible		D
Uses Spoken Standard English*		D
Expresses sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary		D
Organises and structures their presentation using an effective range of strategies to engage the audience		D
Achieves the purpose of their presentation		D
Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information		D

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

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

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

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

Teacher Declaration

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

Teacher signature: _____ Date: _____

Candidate Declaration

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

Candidate signature: _____ Date: _____



Appendix 2: Spoken Language Endorsement: Head of Centre Declaration

GCSE English Spoken Language Endorsement	
GCSE (9–1) English Language 2.0	
Head of centre declaration	
Centre name:	Centre number:
Exams series and year (for example, May/June 2022):	
Name of head of centre (please print in block capitals)*:	
Declaration: I hereby confirm that reasonable steps have been taken to ensure that all candidates entered for GCSE (9–1) English Language 2.0 have undertaken the Spoken Language Endorsement. I hereby confirm that the sample is representative of the various teaching groups within our centre.	
Signature of head of centre: _____	
Date: _____	

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

Please submit the completed form to Pearson along with the sample student audio-visual recordings.

Appendix 3: Codes

Type of code	Use of code	Code
Discount codes	<p>Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs.</p> <p>Discount codes are published by DfE.</p>	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	<p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.</p>	<p>The QN for this qualification is:</p> <p>603/7223/0</p>
Subject codes	<p>The subject code is used by centres to enter students for a qualification.</p> <p>Centres will need to use the entry codes only when claiming students' qualifications.</p>	1EN2
Paper codes	<p>These codes are provided for reference purposes. Students do not need to be entered for individual papers.</p>	<p>Paper 1: 1EN2/01</p> <p>Paper 2: 1EN2/02</p>

* <https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores>

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