



# Welcome to the GCSE English Language 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to provide you with the answers to key questions that will arise during the teaching and assessment of Controlled Assessment 5EH01: English Today and 5EN03: The Spoken Language.

The book is divided into seven sections. It contains content which is applicable for all options and some content which is specific to your chosen option.

## Expert advice from the people who know

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.



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**We look forward to working with you.**

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## Tasks

### What form do the controlled assessment tasks take?

We set up a choice of tasks each year which are then taken by your candidates in supervised stages that you mark and we moderate. Candidates can choose a task that they find appealing. They have unlimited preparation time for the task and then a set, supervised time in which to take the task.

### How often will the tasks change?

Tasks will be changed each year for each GCSE English specification.

### Will there be a choice of tasks available?

Yes. We always offer a choice of tasks to allow your candidates to choose content that they are confident with.

### Do all candidates have to do the same task?

No. This is your choice. Candidates are given a number of tasks to choose from and they can each do a different one if you wish.

## Availability and resources

### When are the tasks released?

The tasks are available for centres to download from the Edexcel website before the start of the academic year. The tasks will also be changed each year and are valid for one year only. Please ensure that your candidates do the correct task for the year that they are entering for the unit.

### Will more exemplar material and guidance on marking be available?

There are sample controlled assessment materials available on our website for each English unit as well as exemplar material and commentaries. There are also free standardisation events to help support you in teaching and delivering controlled assessment. To support you with the teaching and assessment of Speaking and Listening, there is a free DVD available to order by emailing [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com) with your details and quoting publications code **UG025603**.

## Preparation time

### Can candidates see the tasks and marking grids in advance?

Yes. You can give your candidates all of the set tasks and marking grids whenever you feel it is appropriate. It is useful for them to see what is expected of them and what they will be assessed on in their responses, and the assessment criteria does not change from year to year. Our grids and tasks are written in candidate-friendly language, but you may also want to talk through the grids in order to prepare your candidates for taking the task under controlled conditions. It is very useful for your candidates to think in terms of Bands as these do not change.

# Section 1: Information about controlled assessment

## Can I give candidates separate preparation time?

Yes. You have unlimited preparation time to allow candidates to prepare for the write-up session. Candidates can research and plan their responses to the chosen task and then start the write-up session when you think they are ready.

## How much time should be allocated to teaching and preparing for the controlled assessment tasks?

There is no prescribed preparation time for each controlled assessment task. You need to take into account the size of each controlled assessment task unit and allocate teaching time accordingly. For example, Unit 1 of English has two tasks, each worth 10% of the overall GCSE. Therefore, you would be advised to allocate 20% of your total GCSE teaching time for this unit. Your candidates can complete the controlled assessment at any time and keep this for when you make entries providing you complete the task for the correct year. For example, if you are completing a task in 2012 but will not be entering your candidates until 2014, you need to ensure that the task completed is the one for June 2013 to May 2014, **not** the one for June 2012 to May 2013.

## Can I give candidates feedback during the preparation time?

Yes. Candidates can be given feedback and general advice on their planning and research for the task. The advice must be general and offer broad approaches towards improvement.

## Can I give candidates feedback after the controlled assessment?

The benefits of controlled assessment are that the tasks are not drafted and redrafted, so it is not necessary to give written feedback on the controlled assessment pieces to your candidates. You may wish to give them some verbal feedback on how they did once the piece has been assessed and internally moderated, but once completed the controlled assessments should be kept securely and not given back to candidates. Candidates should not be given notional grades on their work — as the grade boundaries are set after each series giving them a grade could be misleading.

## Can candidates work in groups to prepare and research the task?

Yes. Candidates can discuss their ideas or share resources in groups in order to prepare for the task. Each candidate must produce their own individual response to the task.

## What if my candidates have particular needs?

Centres should follow the same procedures for applying for special consideration as they do for examinations. The controlled assessments should include JCQ coversheets and if there is a scribe for Writing tasks indicate whether the candidate has earned marks themselves for AO3(iii) (spelling, punctuation and grammar).

## Write-up sessions

**The task-taking guidelines for writing up the controlled assessment state that the level of control is 'high' for all the written tasks. What does this mean?**

It means that candidates must sit their tasks under formal supervision. This means that they must be in a room with the supervisor at all times. They must work alone and not talk to each other or be given any assistance by the supervisor or teacher. They are allowed to take some notes into the room with them. The guidelines for this are listed in our specifications.

**How are the write-up sessions organised?**

You can decide when the sessions are held and how long each one is, as long as candidates are supervised and all controlled assessment requirements are met, and they are within the time requirements. These requirements can be found in the specification. The write-up is completed under normal classroom supervision and you must retain the candidates work securely between sessions.

**Where can candidates take the controlled assessment tasks?**

Assessments can take place in the classroom or ICT suite in supervised sessions. These can be supervised by a teacher or an invigilator.

**Can candidates use a PC to write up their assessments?**

Yes. The tasks can be handwritten or word processed. Candidates are not allowed access to online dictionaries, the Internet, email or any external memory devices such as USB sticks. The work must be saved securely so that candidates cannot make any alterations or amendments outside of the allotted time. WordPad is a particularly good programme to use for doing this task.

**Can candidates take texts into the assessment?**

Yes. Candidates are allowed to take clean, un-annotated copies of the texts in with them.

**What notes can candidates take into the assessments?**

Candidates can take brief notes such as bullet or numbered points. They will not be allowed to take in detailed planning grids or pre-prepared drafts. The notes should be checked by the centre — some candidates in previous series have taken in bullet points which have full sentences or even paragraphs. The notes must not be structured by the teacher.

**If candidates prepare drafts within the set assessment time, can I give feedback on them?**

No. Once the assessment time has started, you cannot give any feedback on any work they have produced. All work produced in the set assessment time must be submitted for assessment and moderation.

**Do candidates have to complete the task in one sitting?**

No. Most tasks have a set completion time of up to two hours. In previous series some teachers have found that splitting this into two one-hour sessions works well, while others prefer to offer one single two-hour session.

# Section 1: Information about controlled assessment

## What if one of my candidates misses one of the write-up sessions?

We have made certain that our controlled assessment is flexible for both you and your candidates. If candidates are unable to attend a write-up session, you can allow them to sit the task at a convenient time, as long as they are supervised and all controlled assessment requirements are met.

## What happens if candidates do not complete all of the tasks within the unit?

Candidates will be marked with a zero for any tasks that are missing. There will not be the need for any further mark reduction.

## What happens if the candidate goes over the word limit?

There is no penalty for exceeding the word limit, but candidates should try to keep their answers within the word limit to ensure that their responses are focused and to answer the task correctly. The word limit is a guide as to how much can reasonably be written in the time provided. Candidates should not waste time counting words.

## Submission of controlled assessment

### When does controlled assessment need to be submitted?

The controlled assessment unit marks will need to be entered at the same time as the candidate is 'cashing-in' the GCSE. Our controlled assessment tasks are changed each academic year. You will need to ensure that the candidates are using the appropriate task(s) for the year of GCSE entry. For example, if you are starting your two-year GCSE course in September 2012, you will be cashing in your candidates' results in June 2014. You will therefore need to ensure that the controlled assessment task is valid for the year that you are submitting. If you are submitting in summer 2014 for example, you will need to make sure that your candidates complete the tasks for June 2013 to May 2014.

This does not mean that the tasks have to be completed in the year of submission. Candidates can take the tasks throughout the two year course. It is just the marks that must be submitted at the end of the two year course and the correct task completed.

# Section 1: Information about controlled assessment

## How do I submit the controlled assessment for moderation?

Centre marks are submitted on Edexcel Online. On Edexcel Online you will find the details of candidates chosen for the controlled assessment sample and the name and address of the moderator where the samples will need to be sent. Before sending the controlled assessment samples to the moderator, you must ensure you include the:

- copy of the EDI printout
- controlled assessment samples for the candidates chosen by Edexcel (the ones with a \* next to their name)
- highest and the lowest scoring candidates (if not already included in the sample)
- Mark Record Sheet for each candidate, signed by both the candidate and the teacher to authenticate the work (blank copies are included in Section 7 of this book).

The lowest mark should be the lowest non-zero mark and should be for a complete folder. There is no need to use the old Coursework Authentication Forms any more as the coversheet signatures authenticate the work. Ensure you check the key dates section of the website so that controlled assessment samples are submitted on time.

Centres should ensure that the tasks completed by the candidates are clearly identified on the coversheet and reflect the tasks set. This is especially important in writing tasks as the candidates are assessed on their use of language for purpose and audience.

## Should the work be annotated?

There is no requirement for the work to have detailed annotations but there should be a summative comment which uses the Band criteria in order to demonstrate to the external moderator why marks were awarded. Annotations are however useful to show where candidates have been awarded marks in the controlled assessments you send to the external moderator. Comments and annotations should be written to the moderator.

## How should we show internal moderation?

You can demonstrate where the work has been internally moderated using your internal systems — there is not formal Edexcel process to demonstrate this. It could be a marking grid, comments on the work from different teachers or simply signatures on the work from different teachers.

## Can my candidates re-sit a unit?

Yes, but only once you have certificated. The results of these units will remain in Edexcel's unit bank and will have a shelf-life limited only by the shelf-life of the specification. These unit results may be carried forward after certification and put towards a subsequent retake of the whole qualification.

## Overview of assessment

Below is a summary of the units available on the specification. For a more detailed version please see the full specification document.

Unit	Percentage	Marks	Details	Assessment
Unit 1: English Today	20	40	Compulsory unit	Maximum time: 2 hours for reading task 2 hours for writing task
Unit 2: The Writer's Voice	40	64	Compulsory unit	Externally assessed (1 hour 45 minute examination)
Unit 3: The Spoken Language	40	96	Compulsory unit	Maximum time: 2 hours for the spoken language study task 2 hours for the spoken voice task

# 5EH01: English Today

## What will candidates actually do?

We set a choice of tasks each year which are taken by your candidates, in supervised stages, that you mark and we moderate. Candidates can choose a task that they find appealing. They have unlimited preparation time for the task, then a set, supervised time in which to take the task.

Candidates will complete two tasks — one reading task and one writing task. The focus of the tasks will be candidates' responses to themes that are relevant to them.

### Task one: Reading

For this task, candidates will be asked to comment on two texts from the chosen theme. Candidates must study two texts from the materials provided by Edexcel. Three are 'digital' texts (in the sense that they are intended to be read on a computer screen) and three are paper-based. The 'digital' texts can be printed out.

In response to the task, candidates will:

- make comparisons between texts
- select appropriate details from texts to support ideas
- explore how writers use presentation and language to communicate their ideas and perspectives in the two texts.

Candidates need to be aware that comparisons are the main part of the reading task and thus if they do not compare their marks are limited.

### Task two: Writing

Candidates will be asked to complete one task from a choice of two on the chosen theme. The task will ask candidates to write a type of text they will have been able to see in the reading task.

In their response to the task, candidates will demonstrate their ability to:

- make choices in their writing that are appropriate to audience and purpose
- make sure spelling, punctuation and grammatical structures are accurate and appropriate for purpose and effect.

When completing writing tasks, candidates need to ensure that the voice is appropriate for topic, audience and purpose.

## Assessment summary

This unit represents 20% of the total assessment weighting of the GCSE available in June and November. It is internally assessed under controlled conditions and is un-tiered.

### Assessment objectives

- AO2 – Reading: 10%
- AO3 – Writing: 10%

# Controlled assessment: reading task

## Task setting

### Level of control: high

A high level of control means that Edexcel will set the task for candidates to complete. Centres may contextualise the task through their choice of texts studied.

The task must be answered on two texts from a chosen theme.

Two themes with digital (it might be a podcast, for example) and paper-based texts will be set every year.

The task, with the two themes and their texts, will be made available for centres before the start of the academic year. They will be available to download from the Edexcel website.

The themes and texts for the tasks will be changed each year.

Candidates should have access to the tasks and texts as soon as they are suitably prepared.

## Task taking

### Level of control: high

Candidates' preparation for the task should include the development of reading skills. Preparation may take place under informal supervision.

- **Feedback:** teachers may offer formative assessment advice during the preparation period.
- **Collaboration:** candidates' preparation may include working in groups, but they must provide an individual response to the task.
- **Resources:** when preparing, candidates should use the range of appropriate resources available to the centre. The same range of resources must be made available to all candidates within a centre. These should include the Internet, on-screen and paper-based texts on the chosen theme and any notes made in class.

A high level of control means that the completion of the task must be done under controlled conditions. This means that candidates should be supervised whilst they are completing their responses.

## Task marking

### Level of control: medium

Teachers mark the controlled assessment task using the assessment criteria provided in the specification.

Edexcel will externally moderate the marking.

Teachers will need to fill in a Controlled Assessment Record Sheet for each candidate to show where marks were awarded. These sheets will need to be signed by both the teacher and candidates to authenticate the work. Edexcel will ask for a sample of the tasks to moderate, including work with the highest and lowest marks in the cohort.

CPD courses on assessment will be available to help you mark the work effectively. Our specification experts can also provide support: just contact [www.edexcel.com](http://www.edexcel.com) and follow links to 'Ask the Expert'.

### Controlled conditions

Candidates must not prepare a draft response in advance of the controlled assessment. They will be able to complete the task only when supervised. If this takes place over more than one session, candidates' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.

The task must be collected at the end of the controlled assessment.

Candidates must complete their tasks individually, without intervention or assistance from others.

Candidates may have access to:

- texts without any annotation
- notes, which must be checked to ensure they do not include a pre-prepared draft. Notes can include bullet or numbered points on themes, ideas and linguistic features. Notes must not include continuous paragraphs or complete sentences which could constitute a draft response. Please see Edexcel support materials for further guidance.

Candidates must not have access to:

- a draft of their response
- a dictionary or thesaurus
- grammar or spell-check programs.

### Information and communication technology

Candidates may use ICT equipment to complete their controlled assessment but centres must ensure that candidates' ICT equipment does not have Internet, dictionaries, thesauri, grammar or spell-check program access, and that there is no access to any pre-prepared materials on the hard drive.

### Time

Centres should allow up to **two hours** for candidates to complete the reading task. This time may be distributed over one or more sessions at the centres' discretion.

### Authentication

Candidates' work must be authenticated.

### Assessment criteria for reading task

<b>Assessment Objective:</b> <b>*English – A02(i), (ii) and (iii)/English Language - A03(i), (ii) and (iii)</b>		
<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>
0	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
1	1-4	<ul style="list-style-type: none"> <li>Limited (or no) comparisons.</li> <li>Limited (or no) exploration of the ideas of the writer(s).</li> <li>Comments on images, presentation and language are brief and partial.</li> <li>The selection of examples is limited and / or irrelevant.</li> </ul>
2	5-8	<ul style="list-style-type: none"> <li>Some comparisons.</li> <li>Some exploration of the ideas of the writers.</li> <li>Comments on images, presentation and language are included but undeveloped.</li> <li>The selection of examples is valid but undeveloped.</li> </ul>
3	9-12	<ul style="list-style-type: none"> <li>Some comparisons.</li> <li>Clear exploration of the ideas and perspectives of the writers.</li> <li>Comments on images, presentation and language are sound.</li> <li>The selection of examples is appropriate; shows some support of the points being made.</li> </ul>
4	13-16	<ul style="list-style-type: none"> <li>Specific and detailed comparisons.</li> <li>Thorough exploration of the ideas and perspectives of the writers.</li> <li>Comments on images, presentation and language are detailed.</li> <li>The selection of examples is detailed, appropriate and supports the points being made.</li> </ul>
5	17-20	<ul style="list-style-type: none"> <li>Discriminating comparisons showing insight.</li> <li>Perceptive exploration of the ideas and perspectives of the writers.</li> <li>Comments on images, presentation and language are perceptive.</li> <li>The selection of examples is discriminating; fully supports the points being made.</li> </ul>

\*This is a shared unit so the Assessment Objectives reference both the GCSE English and the GCSE English Language. Only the Assessment Objectives for English Language are applicable.

# Controlled assessment: writing task

## Task setting

### Level of control: high

A high level of control means that Edexcel will set the task for candidates to complete.

Two tasks will be set on a chosen theme, from which candidates must complete one.

The tasks will be made available for centres before the start of the academic year. They will be available to download from the Edexcel website.

The tasks will be changed each year.

Candidates should have access to the tasks as soon as they are suitably prepared.

## Task taking

### Level of control: high

Candidates' preparation for the task should include the development of writing skills. Preparation may take place under informal supervision.

- **Feedback:** teachers may support candidates through the preparation process.
- **Collaboration:** candidates' preparation may include working in groups, but they must provide an individual response to the task.
- **Resources:** when preparing, candidates should use the range of appropriate resources available to the centre. The same range of resources must be made available to all candidates within a centre. These should include the Internet, on-screen and paper-based texts on the chosen theme and any notes made in class.

A high level of control means that the completion of the task must be done under controlled conditions. This means that candidates should be supervised whilst they are writing up their responses.

## Task marking

### Level of control: medium

Teachers mark the controlled assessment task using the assessment criteria provided in the specification.

Edexcel will externally moderate the marking.

Teachers will need to fill in a Controlled Assessment Record Sheet for each candidate to show where marks were awarded. These sheets will need to be signed by both the teacher and candidates to authenticate the work. Edexcel will ask for a sample of the tasks to moderate, including work with the highest and lowest marks in the cohort.

CPD courses on assessment will be available to help you mark the work effectively. Our specification experts can also provide support: just contact [www.edexcel.com](http://www.edexcel.com) and follow links to 'Ask the Expert'.

### Quality of Written Communication

Quality of Written Communication descriptors are embedded within the assessment grid. Teachers must assess the response to live performance and then adjust the mark given to reflect the accuracy of the candidates' QWC. Teachers must ensure candidates understand that QWC will be assessed in this unit.

This includes the ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

### Controlled conditions

Candidates must not prepare a draft response in advance of the controlled assessment. They will be able to write their responses only when supervised. If this writing takes place over more than one session, candidates' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.

The task must be collected at the end of the controlled assessment.

Candidates must complete their responses individually, without intervention or assistance from others.

Candidates may have access to:

- notes, which must be checked to ensure they do not include a pre-prepared draft. Notes can include bullet or numbered points on themes, ideas and linguistic features. Notes must not include continuous paragraphs or complete sentences which could constitute a draft response.

Candidates must not have access to:

- a draft of their response
- a dictionary or thesaurus
- grammar or spell-check programs.

### Information and communication technology

Candidates may use ICT equipment to complete their controlled assessment but centres must ensure that candidates' ICT equipment does not have Internet, dictionaries, thesauri, grammar or spell-check program access, and that there is no access to any pre-prepared materials on the hard drive.

### Time

Centres should allow up to **two hours** for candidates to complete the reading task. This time may be distributed over one or more sessions at the centres' discretion.

### Authentication

Candidates' work must be authenticated.

### Assessment criteria for writing task

<b>Assessment Objective: *English – A03(i) and (ii)/English Language - A04(i) and (ii)</b>		
<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>
0	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>Expresses ideas at a basic level.</li> <li>Little awareness of the purpose and audience.</li> <li>Basic vocabulary; little variety of sentence structure; little evidence of control.</li> <li>Organisation is simple with little success in introducing and developing a response.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>Expresses ideas that are sometimes appropriate.</li> <li>Some grasp of the purpose and audience.</li> <li>Some evidence of control in the choice of vocabulary and sentence structures.</li> <li>Organisation shows some grasp of text structure, with opening and development, and some appropriate paragraphing.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>Expresses and develops ideas appropriately.</li> <li>A clear sense of the purpose of the writing and audience.</li> <li>Well-chosen vocabulary, and shows some evidence of crafting in the construction of sentences.</li> <li>Organisation is sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices.</li> </ul>
4	9-11	<ul style="list-style-type: none"> <li>Effectively presents ideas in a sustained way.</li> <li>A secure sustained realisation of the purpose of the writing task and its intended audience.</li> <li>Aptly chosen vocabulary and well-controlled variety in the construction of sentences.</li> <li>Organisation is secure, with a well-judged text structure, effective paragraphing and use of cohesive devices between and within paragraphs.</li> </ul>
5	12-13	<ul style="list-style-type: none"> <li>Achieves precision and clarity in presenting compelling and fully developed ideas.</li> <li>A strong, consistent fulfilment of the writing task sharply focused on the writer's purpose and audience.</li> <li>An extensive vocabulary in the construction of varied sentence forms.</li> <li>Organisation is convincing, with sophisticated control of text secure, skilfully sustained paragraphing and the effective application of cohesive devices.</li> </ul>

\*This is a shared unit so the Assessment Objectives reference both the GCSE English and the GCSE English Language. Only the Assessment Objectives for English Language are applicable. More information on the Assessment Objectives can be found in the full specification.

## Section 3: Assessment information

### 5EH01 English Today

<b>Assessment Objective:</b> <b>*English – A03(iii)/English Language - A04(iii)</b>		
<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>
0	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
1	1	<ul style="list-style-type: none"> <li>Spelling is at times inaccurate which hinders meaning.</li> <li>Punctuation devices are used with basic control; little success in conveying intended emphasis and effects.</li> <li>Sentences show a basic attempt to structure and control expression and meaning.</li> </ul>
2	2-3	<ul style="list-style-type: none"> <li>Spelling is often accurate.</li> <li>Punctuation devices are used with some control which helps to convey intended effects.</li> <li>Sentences show some attempt at controlling expression and meaning.</li> </ul>
3	4-5	<ul style="list-style-type: none"> <li>Spelling is mostly accurate.</li> <li>Punctuation devices are used with sound control, mostly enabling intended emphasis and effects to be conveyed.</li> <li>Sentences are clearly structured, with sound control of expression and meaning.</li> </ul>
4	6	<ul style="list-style-type: none"> <li>Spelling is almost always accurate.</li> <li>Punctuation devices are used with precision and support the effects which are intended.</li> <li>Sentences are well-structured, with effective control of expression and meaning.</li> </ul>
5	7	<ul style="list-style-type: none"> <li>Spelling is consistently accurate.</li> <li>Punctuation devices are used with sophistication, enabling intended emphasis to be conveyed effectively.</li> <li>Sentences are convincingly structured, with sophisticated control of expression and meaning.</li> </ul>

\*This is a shared unit so the Assessment Objectives reference both the GCSE English and the GCSE English Language. Only the Assessment Objectives for English Language are applicable. More information on the Assessment Objectives can be found in the full specification.

# 5EN03: The Spoken Language

## Speaking and listening tasks

Candidates will be assessed on three speaking and listening tasks throughout this GCSE:

- Communicating and Adapting Language
- Interacting and Responding
- Creating and Sustaining Roles

The tasks for Speaking and Listening are set and marked by centres.

Marks will be submitted with those for the Spoken Language Study and Writing for the Spoken Voice.

Moderation of Speaking and Listening will be through a programme of visits to centres by accredited moderators on a three-year rolling programme.

All tasks are equally weighted.

**Speaking and Listening** gives candidates the opportunity to:

- present and listen to information and ideas
- respond appropriately to the questions and the views of others
- participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
- select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

## Creating and Sustaining Roles

For 'Creating and Sustaining Roles' the key is creating a character using drama skills. Candidates should have the opportunity to engage with a character that they can relate to. Centres should avoid task-focused roles which require little consideration of character, e.g. a Youth Worker as part of a discussion on developing community facilities. Centres should remember that context requires candidates to both create and sustain a role and they should consider the extent to which the task set genuinely requires candidates to 'become someone else'.

## Interacting and Responding

In 'Interacting and Responding' candidates should be reminded to engage others in participation and that listening is as much a part of the assessment as speaking. Interacting and Responding Band 5 must show 'understanding of complex ideas through interrogating what is said'. It is therefore necessary for the task the group is set to contain sufficiently challenging material for development.

Centres should keep a record of the task, context, comments from the bullet points and the mark for the purposes of moderation.

## Spoken language study tasks

### Spoken Language Study task

Candidates will submit a response to one spoken language task set by Edexcel. They will present two examples of spoken language they have studied and comment on their findings.

In their response to the task, candidates will:

- show how spoken language changes depending on the context
- understand some of the choices people make when they are speaking.

Candidates will study two examples of spoken language taken from:

- everyday spoken language
- candidates' own selection which could be taken from sources such as YouTube, TV or radio interviews, radio phone-ins, soap operas or the British Library audio archives
- centres' own recorded materials
- CD-ROM of spoken language provided by Edexcel.

Sources that you use, other than the ones provided by Edexcel, should be included with the moderation sample. Centres should make sure that candidates analyse two examples of spontaneous spoken language and reward analysis not description. Candidates must consider specific examples but avoid 'feature-spotting' without analysing why these features are used and their effects.

When selecting examples to use for analysis avoid:

- examples of speech that are too similar
- examples of scripted speech
- monologues that do not allow discussion of interaction.

### Writing for the Spoken Voice task

Candidates will submit a response to one writing task from a choice of three tasks provided by Edexcel. These tasks will include speeches, stories with a focus on dialogue, and scripts.

When completing the writing task, candidates should:

- demonstrate an understanding of how the different media work in different ways
- make the audience and purpose clear
- consider the conventions of different genre
- make sure they demonstrate an understanding of the conventions of writing for spoken voice.

## Assessment summary

This unit represents 40% of the total assessment weighting of the GCSE available in June and November. It is internally assessed under controlled conditions and is un-tiered.

### Assessment Objectives:

- AO1 – Speaking and Listening: 20%
- AO2 – Study of Spoken Language: 10%
- AO4 – Writing: 10%

# Controlled assessment: speaking and listening tasks

## Task setting

### Level of control: limited

A limited level of control means that Edexcel will provide exemplar tasks which teachers can adapt to suit their own assessment purposes.

Candidates must complete three speaking and listening tasks.

## Task taking

### Level of control: high

Opportunities to develop speaking and listening skills can be found in all units of this GCSE qualification.

A high level of control means that assessment of the speaking and listening tasks must be completed under controlled conditions. This means that candidates should be supervised during assessment.

- **Feedback:** teachers may support candidates through the preparation process.
- **Collaboration:** candidates' preparation may include working in groups, but they must be assessed individually.
- **Resources:** when preparing, candidates should use the range of appropriate resources available to the centre. The same range of resources must be made available to all candidates within a centre.

Each individual's assessed contribution to the task should last for approximately 3—5 minutes.

Candidates' work must be authenticated.

## Task marking

### Level of control: medium

A medium level of control means that teachers mark the controlled assessment task using the assessment criteria provided in this unit.

Teachers will need to fill in a Controlled Assessment Record Sheet for each candidate to show where marks were awarded. These sheets will need to be signed by both the teacher and candidates to authenticate the work. Record sheets must be retained by the centre.

Edexcel will arrange a moderation visit for a sample of centres each academic year. Centres will be notified if they have been selected for a moderation visit.

CPD courses on assessment will be available to help you mark the work effectively. Our specification experts can also provide support: just contact [www.edexcel.com](http://www.edexcel.com) and follow links to 'Ask the Expert'.

# Section 5: Assessment information

## 5EN03 The Spoken Language

### Assessment criteria for speaking and listening tasks

#### Communicating and Adapting Language task

Assessment Objective: *English/English Language A01		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
1	1-3	Candidates: <ul style="list-style-type: none"> <li>briefly express points of view, ideas and feelings</li> <li>sometimes develop detail to add interest to accounts, narratives and information, supported by appropriate non-verbal features</li> <li>use straightforward vocabulary and grammar, showing awareness of some main features of standard English.</li> </ul>
2	4-6	Candidates: <ul style="list-style-type: none"> <li>convey straightforward information and ideas, coherent accounts and narratives in extended turns</li> <li>begin to adapt talk and non-verbal features to meet the needs of different audiences</li> <li>use a variety of vocabulary and structures for different purposes, including appropriate features of standard English with reasonable accuracy.</li> </ul>
3	7-9	Candidates: <ul style="list-style-type: none"> <li>effectively communicate information, ideas and feelings, promote issues and points of view</li> <li>adapt talk to a variety of situations and audiences, using non-verbal features to add impact</li> <li>use a range of well-judged vocabulary and sentence structures to achieve different purposes, including competent and appropriate use of standard English.</li> </ul>
4	10-12	Candidates: <ul style="list-style-type: none"> <li>confidently convey and interpret information, ideas and feelings, emphasising significant points and issues</li> <li>adapt and shape talk and non-verbal features to meet the demands of different situation, contexts and purposes</li> <li>make appropriate, controlled, effective use of standard English vocabulary and grammar.</li> </ul>
5	13-16	Candidates: <ul style="list-style-type: none"> <li>highlight priorities and essential detail when communicating complex and demanding subject matter</li> <li>use a sophisticated repertoire of strategies to meet challenging contexts and purposes</li> <li>show an assured choice and flexibility of standard English vocabulary and grammar in appropriate situations.</li> </ul>

\*The Assessment Objectives reference both GCSE English and GCSE English Language as the Speaking and Listening grids are common to both. Only the Assessment Objectives for English Language are applicable. More information on Assessment Objectives can be found on page 34 of the specification.

# Section 5: Assessment information

## 5EN03 The Spoken Language

### Interacting and Responding task

Assessment Objective: *English/English Language A01		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
1	1-3	Candidates: <ul style="list-style-type: none"> <li>respond to what they hear, showing some interest, including non-verbal reactions</li> <li>make brief, occasional contributions and general statements in discussion</li> <li>follow central ideas and possibilities in what they hear and raise straightforward questions.</li> </ul>
2	4-6	Candidates: <ul style="list-style-type: none"> <li>respond positively to what they hear, including helpful requests for explanation and further detail</li> <li>make specific, relevant contributions to discussion</li> <li>allow others to express ideas or points of view that may differ from their own and respond appropriately.</li> </ul>
3	7-9	Candidates: <ul style="list-style-type: none"> <li>listen closely and attentively, engaging with what is heard through perceptive responses</li> <li>make significant contributions that move discussions forward</li> <li>engage with others' ideas and feelings, recognising obvious bias or prejudice and referring to precise detail.</li> </ul>
4	10-12	Candidates: <ul style="list-style-type: none"> <li>challenge, develop and respond to what they hear in thoughtful and considerate ways, seeking clarification through apt questions</li> <li>analyse and reflect on others' ideas to clarify issues and assumptions and develop the discussion</li> <li>identify useful outcomes and help structure discussion through purposeful contributions.</li> </ul>
5	13-16	Candidates: <ul style="list-style-type: none"> <li>sustain concentrated listening, showing understanding of complex ideas through interrogating what is said</li> <li>shape direction and content of talk, responding with flexibility to develop ideas and challenge assumptions</li> <li>initiate, develop and sustain discussion through encouraging participation and interaction, resolving differences and achieving positive outcomes.</li> </ul>

\*The Assessment Objectives reference both GCSE English and GCSE English Language as the Speaking and Listening grids are common to both. Only the Assessment Objectives for English Language are applicable. More information on Assessment Objectives can be found on page 34 of the specification.

# Section 5: Assessment information

## 5EN03 The Spoken Language

### Creating and Sustaining Roles task

Assessment Objective: *English/English Language A01		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
1	1-3	Candidates: <ul style="list-style-type: none"> <li>draw on obvious and sometimes stereotypical ideas to create simple characters</li> <li>react to situations in predictable but appropriate ways, demonstrating some understanding of relationships and familiar ideas.</li> </ul>
2	4-6	Candidates: <ul style="list-style-type: none"> <li>show understanding of characters by creating straightforward roles using speech, gesture and movement</li> <li>engage with situations and ideas, showing understanding of issues and relationships.</li> </ul>
3	7-9	Candidates: <ul style="list-style-type: none"> <li>develop and sustain roles and characters through appropriate language and effective gesture and movement</li> <li>make contributions to the development of situations and ideas, showing understanding and insight into relationships and significant issues.</li> </ul>
4	10-12	Candidates: <ul style="list-style-type: none"> <li>create convincing characters and roles using a range of carefully selected verbal and non-verbal techniques</li> <li>respond skilfully and sensitively in different situations and scenarios, to explore ideas and issues and relationships.</li> </ul>
5	13-16	Candidates: <ul style="list-style-type: none"> <li>create complex characters and fulfil the demands of challenging roles through insightful choice of dramatic approaches</li> <li>explore and respond to complex ideas, issues and relationships in varied formal and informal scenarios.</li> </ul>

\*The Assessment Objectives reference both GCSE English and GCSE English Language as the Speaking and Listening grids are common to both. Only the Assessment Objectives for English Language are applicable. More information on Assessment Objectives can be found on page 34 of the specification.

# Controlled assessment: spoken language study task

## Task setting

### Level of control: high

A high level of control means that Edexcel will set the task for candidates to complete.

Two tasks will be set. Candidates must complete one task on two examples of spoken language they have researched.

The tasks will be made available for centres before the start of the academic year. These will be available to download from the Edexcel website.

The tasks will be changed each year.

Candidates should have access to the task as soon as they are suitably prepared.

## Task taking

### Level of control: high

Candidates' preparation for the task should include the development of appropriate skills. Preparation may take place under informal supervision.

- **Feedback:** teachers may support candidates through the preparation process.
- **Collaboration:** candidates' preparation may include working in groups, but they must provide an individual response to the task.
- **Resources:** when preparing, candidates should use the range of appropriate resources available to the centre. The same range of resources must be made available to all candidates within a centre. These could include the Internet and any notes made in class.

A high level of control means the completion of the task must be under controlled conditions. This means that students are supervised whilst they are completing their responses.

### Task marking

#### Level of control: medium

A medium level of control means that teachers mark the controlled assessment task using the assessment criteria provided in this unit.

Markers must confirm that candidates have drawn on evidence of spoken language.

Edexcel will externally moderate the marking.

Teachers will need to fill in a Controlled Assessment Record Sheet for each candidate to show where marks were awarded. These sheets will need to be signed by both the teacher and candidates to authenticate the work. Edexcel will ask for a sample of the tasks to moderate, including work with the highest and lowest marks in the cohort.

CPD courses on assessment will be available to help you mark the work effectively. Our specification experts can also provide support: just contact [www.edexcel.com](http://www.edexcel.com) and follow links to 'Ask the Expert'.

# Section 5: Assessment information

## 5EN03 The Spoken Language

### Assessment criteria for spoken language study task

Assessment Objective: A02		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
1	1-5	<ul style="list-style-type: none"> <li>Limited awareness of the ways spoken language works.</li> <li>Limited awareness of the ways spoken language changes according to the relevant context.</li> <li>Little or no relevant exemplification.</li> <li>Little awareness of the ways in which language use may influence other speakers and listeners.</li> </ul>
2	6-10	<ul style="list-style-type: none"> <li>Some awareness/understanding of the ways spoken language works.</li> <li>Some awareness/understanding of the ways spoken language changes according to the relevant context.</li> <li>Response is supported by some general exemplification.</li> <li>Some awareness of the ways in which language use may influence other speakers and listeners.</li> </ul>
3	11-15	<ul style="list-style-type: none"> <li>Clear understanding of the ways spoken language works.</li> <li>Clear understanding of the ways in which spoken language changes according to context and why these changes occur.</li> <li>Response is supported by sound exemplification.</li> <li>Clear understanding of the ways in which language use may influence other speakers and listeners and why this occurs.</li> </ul>
4	16-20	<ul style="list-style-type: none"> <li>Thorough understanding of the ways spoken language works.</li> <li>Assured understanding of the ways spoken language changes according to the relevant context and why these changes occur.</li> <li>Response is supported by thorough exemplification.</li> <li>Thorough understanding of the language choices speakers may make, the influence these may have on other speakers and listeners and why this occurs.</li> </ul>
5	21-24	<ul style="list-style-type: none"> <li>Perceptive understanding of the way spoken language works.</li> <li>Perceptive understanding of the ways spoken language changes according to context and why these changes occur.</li> <li>Response is supported by relevant exemplification and a sustained focus.</li> <li>Sustained focus, which shows a perceptive understanding of the language choices speakers make, the influence these may have on other speakers and listeners and why this occurs.</li> </ul>

# Controlled assessment: writing for the spoken voice (writing) task

## Task setting

### Level of control: high

A high level of control means that Edexcel will set the task for candidates to complete.

Candidates will complete one task from a choice of three.

The tasks will be made available for centres before the start of the academic year. They will be available to download from the Edexcel website. The tasks will be valid for both the June and November examination series.

The tasks will be changed each year.

Candidates should have access to the tasks as soon as they are suitably prepared.

## Task taking

### Level of control: high

Candidates' preparation for the task should include the development of writing skills. Preparation may take place under informal supervision.

- **Feedback:** teachers may support candidates through the preparation process.
- **Collaboration:** candidates' preparation may include working in groups, but they must provide an individual response to the task.
- **Resources:** when preparing, candidates should use the range of appropriate resources available to the centre. The same range of resources must be made available to all candidates within a centre. These could include the Internet and any notes made in class.

A high level of control means that the completion of the task must be completed under controlled conditions. This means that candidates should be supervised whilst they are writing up their responses.

## Task marking

### Level of control: medium

A medium level of control means that teachers mark the controlled assessment task using the assessment criteria provided in this unit.

Edexcel will externally moderate the marking.

# Section 5: Assessment information

## 5EN03 The Spoken Language

### Assessment criteria for writing for the spoken voice (writing) task

Assessment Objective: A04 (i) and (ii)		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
1	1-3	<ul style="list-style-type: none"> <li>Expresses ideas at a basic level.</li> <li>Little awareness of the purpose and audience.</li> <li>Basic vocabulary; little variety of sentence structure; little evidence of control.</li> <li>Organisation is simple with little success in introducing and developing a response.</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>Expresses ideas that are sometimes appropriate.</li> <li>Some grasp of the purpose and audience.</li> <li>Some evidence of control in the choice of vocabulary and sentence structures.</li> <li>Organisation shows some grasp of text structure, with opening and development, and some appropriate paragraphing.</li> </ul>
3	7-9	<ul style="list-style-type: none"> <li>Expresses and develops ideas appropriately.</li> <li>A clear sense of the purpose of the writing and audience.</li> <li>Well-chosen vocabulary, and shows some evidence of crafting in the construction of sentences.</li> <li>Organisation is sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>Effectively presents ideas in a sustained way.</li> <li>A secure sustained realisation of the purpose of the writing task and its intended audience.</li> <li>Aptly chosen vocabulary and well-controlled variety in the construction of sentences.</li> <li>Organisation is secure, with a well-judged text structure, effective paragraphing and use of cohesive devices between and within paragraphs.</li> </ul>
5	13-16	<ul style="list-style-type: none"> <li>Achieves precision and clarity in presenting compelling and fully developed ideas.</li> <li>A strong, consistent fulfilment of the writing task sharply focused on the writer's purpose and audience.</li> <li>An extensive vocabulary in the construction of varied sentence forms.</li> <li>Organisation is convincing, with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of cohesive devices.</li> </ul>

## Section 5: Assessment information

### 5EN03 The Spoken Language

Assessment Objective: A04 (iii)		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
1	1	<ul style="list-style-type: none"> <li>Spelling is at times inaccurate which hinders meaning.</li> <li>Punctuation devices are used with basic control; little success in conveying intended emphasis and effects.</li> <li>Sentences show a basic attempt to structure and control expression and meaning.</li> </ul>
2	2-3	<ul style="list-style-type: none"> <li>Spelling is often accurate.</li> <li>Punctuation devices are used with some control which helps to convey intended effects.</li> <li>Sentences show some attempt at controlling expression and meaning.</li> </ul>
3	4-5	<ul style="list-style-type: none"> <li>Spelling is mostly accurate.</li> <li>Punctuation devices are used with sound control, mostly enabling intended emphasis and effects to be conveyed.</li> <li>Sentences are clearly structured, with sound control of expression and meaning.</li> </ul>
4	6-7	<ul style="list-style-type: none"> <li>Spelling is almost always accurate.</li> <li>Punctuation devices are used with precision and support the effects which are intended.</li> <li>Sentences are well-structured, with effective control of expression and meaning.</li> </ul>
5	8	<ul style="list-style-type: none"> <li>Spelling is consistently accurate.</li> <li>Punctuation devices are used with sophistication, enabling intended emphasis to be conveyed effectively.</li> <li>Sentences are convincingly structured, with sophisticated control of expression and meaning.</li> </ul>

# Section 5: Assessment information

## 5EN03 The Spoken Language

### Controlled conditions

Candidates must not prepare a draft response in advance of the controlled assessment. They will be able to complete the task/write their responses only when supervised. If this takes place over more than one session, candidates' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The task must be collected at the end of the controlled assessment.

Candidates must complete their responses individually, without intervention or assistance from others.

Candidates may have access to:

- notes, which must be checked to ensure they do not include a pre-prepared draft. Notes can include bullet or numbered points on themes, ideas and linguistic features. Notes must not include continuous paragraphs or complete sentences which could constitute a draft response. Please see Edexcel support materials for further guidance.

Candidates must not have access to:

- a draft of their response
- a dictionary or thesaurus
- grammar or spell-check programs.

### Information and communication technology

Candidates may use ICT equipment to complete their controlled assessment but centres must ensure that candidates' ICT equipment does not have Internet, dictionaries, thesauri, grammar or spell-check program access, and that there is no access to any pre-prepared materials on the hard drive.

### Time

Centres should allow up to **two hours** for candidates to complete the task/write up their responses. This time may be distributed over one or more sessions at the centres' discretion.

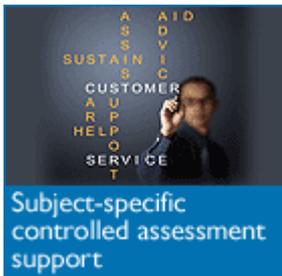
### Authentication

Candidates' work must be authenticated.

# Supporting you with controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...

Email your [Subject Advisor, Clare Haviland](mailto:TeachingEnglish@pearson.com), directly at [TeachingEnglish@pearson.com](mailto:TeachingEnglish@pearson.com)



Call **0844 372 2188** to speak a member of the Subject Advisor team for business

Visit the [English Community Forum](#) to speak to other teachers, ask advice and see documents and links that Clare Haviland has posted

Get the latest English news, advice and reminders straight to your inbox - [sign up for email updates](#).

[Ask the Expert](#), our free email service, puts you in direct contact with a senior examiner who will help answer any subject-specific questions concerning the teaching of business. They will email you within two working days of receiving your question.



You can find documents relating to controlled assessment below (as well as on the main **GCSE English** page).

You should also refer to the [JCO controlled assessment guidance document](#).

Here's an indication of what you'll see in some of the document categories:

### Assessment forms and guidance

You'll find the necessary forms for controlled assessment here, with additional guidance to help you with administration.

### Teaching and learning

We've updated the controlled assessment Teacher Support Book with answers to FAQs from you.

# Section 7: Controlled assessment sheets

## Controlled Assessment Record Sheet

GCSE English/GCSE English Language: Unit 1 English Today (5EH01)

<b>Centre name:</b>	<b>Examination session:</b>
<b>Centre number:</b>	<b>Candidate name:</b>
	<b>Candidate number:</b>

<b>Theme chosen:</b>			
<b>Task one – Reading</b>			
Task title:			
Text one:			
Text two:			
			Task one – Reading /20
<b>Task two – Writing</b>			
Task title:			
Task two – Writing Grid one: (i) and (ii) /13	Task two – Writing Grid two: (iii) /7	Task two – Writing Overall /20	
			<b>TOTAL MARK for unit:</b> /40

### Declaration by candidate

I have produced this controlled assessment task without assistance, apart from any which is acceptable under the scheme of assessment.

Signed (candidate): \_\_\_\_\_ Date: \_\_\_\_\_

### Declaration by teacher

I declare that the candidate's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment.

Signed (teacher): \_\_\_\_\_ Date: \_\_\_\_\_

Name of teacher: \_\_\_\_\_

By signing the above declaration you agree to your controlled assessment task(s) being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please contact [coursework@edexcel.com](mailto:coursework@edexcel.com)

## Controlled Assessment Record Sheet

### GCSE English Language: Unit 3 Spoken Language (5EN03)

<b>Centre name:</b>	<b>Examination session:</b>
<b>Centre number:</b>	<b>Candidate name:</b>
	<b>Candidate number:</b>

<b>Speaking and Listening tasks</b>	
Task one — Communicating and Adapting Language Details of task:	
	Communicating and Adapting Language  /16
Task two — Interacting and Responding Details of task:	
	Interacting and Responding  /16
Task three — Creating and Sustaining Roles Details of task:	
	Creating and Sustaining Roles  /16
<b>TOTAL MARK for Speaking and Listening</b>	
<b>/48</b>	

## Section 7: Controlled assessment sheets

Spoken Language task	
Task title:	
Spoken Language /24	

Writing for the Spoken Voice (Writing) task		
Task title:		
Writing Grid one: (i) and (ii) /16	Writing Grid two: (iii) /8	Writing Overall /24

<b>TOTAL MARK for Spoken Language and Writing Tasks</b>  /48
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### Declaration by candidate

I have produced this controlled assessment task without assistance, apart from any which is acceptable under the scheme of assessment.

Signed (candidate): \_\_\_\_\_ Date: \_\_\_\_\_

### Declaration by teacher

I declare that the candidate's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment.

Signed (teacher): \_\_\_\_\_ Date: \_\_\_\_\_

Name of teacher: \_\_\_\_\_

By signing the above declaration you agree to your controlled assessment task(s) being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please contact [coursework@edexcel.com](mailto:coursework@edexcel.com)

