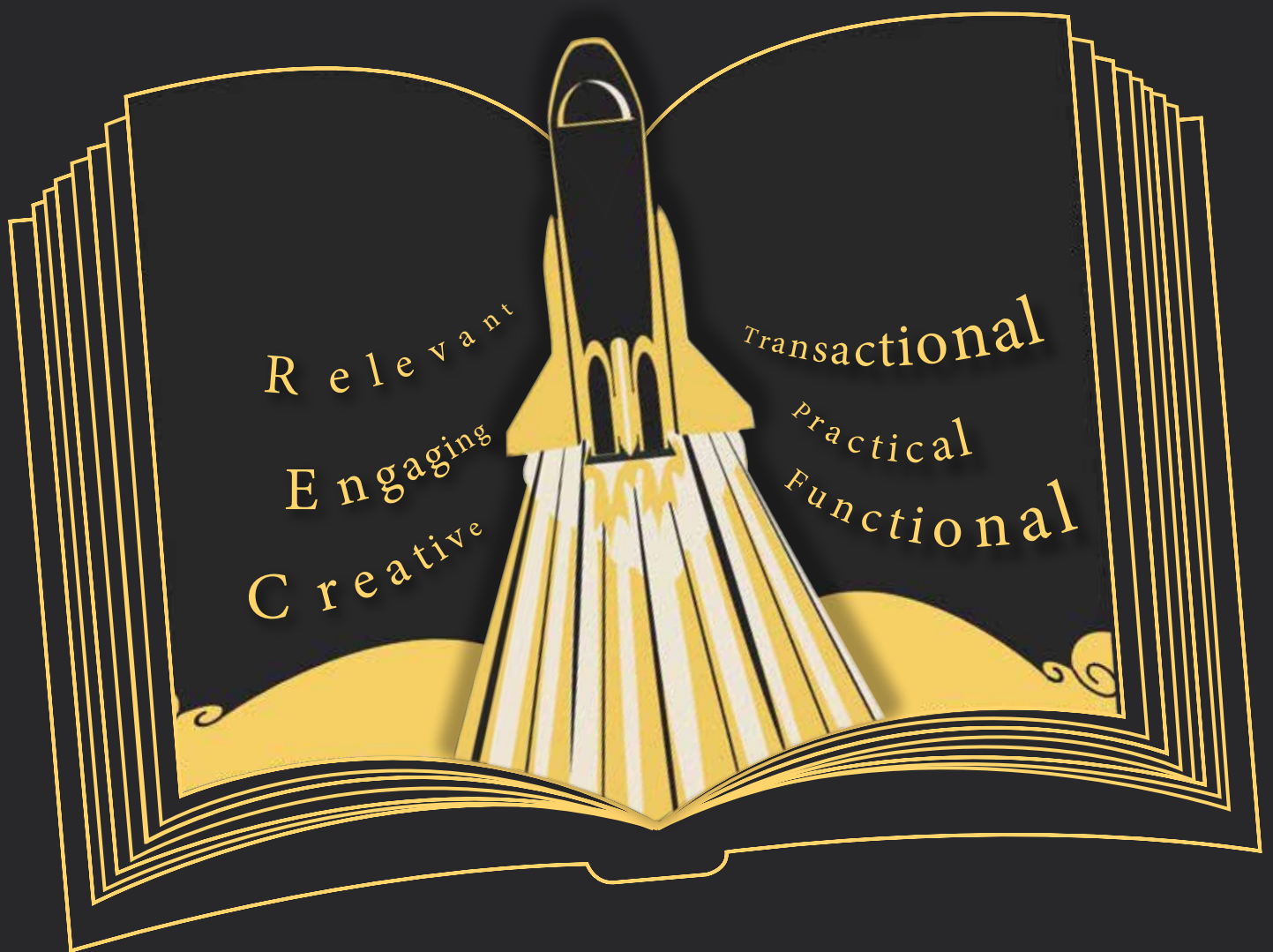


# GCSE (9–1) English Language 2.0

Your guide to our new qualification



# Enabling success for all students: what you can expect from us

We know that the learners who sit our qualifications come from a wide range of backgrounds and experiences, and differ in their levels of interest in English Language and English Literature.

After listening to feedback from the English teaching community last year, we recognised that a one-size fits all approach to GCSE English Language doesn't equally suit the needs, interests and progression of all learners.

And so we created our new, fully accredited, **Pearson Edexcel GCSE (9–1) English Language 2.0** qualification.

Providing you with:

- **Teaching and learning materials** that we know will have a genuine impact, including a choice of contemporary texts and relatable modern themes that reflect the diversity of our learners, and skills-based writing tasks.
- **Additional assessment materials** to support mock examinations plus our free Access to Scripts service and **ResultsPlus** analysis tool to help you evaluate your candidates' performance.
- **A comprehensive programme** of Pearson Edexcel online training and network events to ensure you have everything you need to get started straight away.

Most of all, we'll be here to **listen**: at the end of a phone, on email or at our online training events, for as long as you and your learners need us.

## What's in this guide?

GCSE (9–1) English Language 2.0: key features and specification at a glance.....	<b>2–3</b>
Sample assessment materials.....	<b>4–9</b>
How we're supporting you.....	<b>10–11</b>

Learn more and get involved at [quals.pearson.com/relaunch](https://quals.pearson.com/relaunch)

# GCSE (9–1) English Language 2.0

## Key features

### An engaging choice of contemporary texts, relatable modern themes and skills-based writing tasks.

- An engaging range of text types with contemporary themes and relatable content, including newspaper and magazine articles and reviews, biographies, letters, travel writing and more, to demonstrate English Language in real-world contexts.
- As part of our new partnership with Penguin and The Runnymede Trust, we'll be providing you with an additional **Lit in Colour Unseen Text Anthology** featuring engaging, accessible texts by writers of colour.
- Real-world, applicable writing tasks.

### An alternative route to success.

- A fresh, new English Language course to motivate learners required to re-sit or to support KS4 students considering a less traditionally literary and more functional pathway.
- A functional 19th-century non-fiction text element requiring no co-teaching of literature. However, there is no reason why this GCSE should not be co-taught with GCSE English Literature.
- A comparable qualification in terms of status and grading.

### Clear, accessible paper structure.

- Clearly identified requirements in each paper (Paper 1 – Non-fiction; Paper 2 – Contemporary Texts) and are equally weighted at 50%. Assessment of evaluation exclusively in Paper 1, on non-fiction texts.
- Inclusion of more scaffolding in the writing tasks to support students, and a longer assessment time on both papers.

### Comprehensive training and resources.

- Our new **Unseen Preparation Anthology** will provide exemplar texts for you to use plus suggested questions and tasks.
- A full programme of online training events to ensure you are supported every step of the way.

Learn more and get involved at [quals.pearson.com/relaunch](https://quals.pearson.com/relaunch)

## Assessment at a glance

Paper 1	1hr 55 mins (50%)	Paper 2	1hr 55 mins (50%)
Non-Fiction Texts		Contemporary Texts	
<b>Section A:</b> <b>Reading</b> <ul style="list-style-type: none"> <li>• Two short, thematically linked 19th-century non-fiction texts.</li> <li>• A selection of short- and open-response questions.</li> </ul>		<b>Section A:</b> <b>Reading</b> <ul style="list-style-type: none"> <li>• Questions on two thematically linked, unseen 20th- and 21st-century fiction and literary non-fiction extracts.</li> <li>• A selection of short- and open-response questions, including a synthesis and a comparison question.</li> </ul>	
<b>Section B:</b> <b>Writing</b> <ul style="list-style-type: none"> <li>• Writing – choice of two non-fiction writing tasks.</li> <li>• Includes more scaffolding to support students (opening of the response is provided as a prompt, as well as bullet point prompts of what to include).</li> <li>• Planning box provided at the start of student response space for support.</li> </ul>		<b>Section B:</b> <b>Writing</b> <ul style="list-style-type: none"> <li>• Choice of two imaginative writing tasks.</li> <li>• Includes more scaffolding to support students (opening line/images provided as a prompt).</li> <li>• Planning box provided at the start of student response space for support.</li> </ul>	
<b>Spoken Language endorsement</b> <ul style="list-style-type: none"> <li>• Same requirements as exist currently in GCSE English Language.</li> <li>• Presenting, listening to questions and responding, and the use of standard English.</li> <li>• Teacher set and assessed.</li> <li>• Reported as a separate grade on the certificate.</li> </ul>			

# GCSE English Language 2.0 sample assessment materials

## Paper 1: Section A 19th-century non-fiction


**SECTION A**  
**Reading**

**Read Text 1 below and then answer Questions 1–3 on the Question Paper.**

*This is an extract from a household guide written in the 1880s that gives information to women about a new type of exercise called calisthenics.*

The object of calisthenic exercises<sup>1</sup> is to secure physical beauty by developing the limbs and muscles of the human frame, and make the joints flexible, thereby giving strength and power, and ensuring a graceful carriage, erect bearing, and freedom to the figure.

Helplessness and inactivity are no longer looked upon as feminine virtues. Exercise is now recognised to be as great a necessity in woman's education as in man's; more especially in youth, when the frame is growing. 5



Nine women out of twenty have one shoulder larger than the other, many pursuits, such as reading, writing, and drawing, tending towards this; and physical exercise is absolutely necessary to counteract such tendencies, curing as it does many deformities of mind and person, rendering the soft, flexible tissues firm and strong, and making weak, delicate constitutions robust. 10

Such exercises must, however, be carried out under a system; irregularly conducted, they do more harm than good. The constitution must be coaxed, not strained; the strength not unduly taxed, no over-fatigue ensuing; for exercise is necessary for the young and old. 15

Two shorter extracts, including one with an image, on a contemporary, relatable theme.

**Read Text 2 below and answer Questions 4–6 on the Question Paper.**

*In this article from a family magazine in 1877, a doctor gives readers advice on how to improve their health through exercise.*

It is curious how many persons one meets, almost daily, who seem entirely ignorant that a great difference exists between adipose tissue – fat, in fact – and muscular flesh.

I was fishing on the Thames, a few days ago, in company with a well-to-do City merchant. It was with a feeling of pride that nearly made his eyes water, that this gentleman, having had occasion to take off his coat and roll up his sleeves, slapped himself on the forearm and made the remark – 5

“Look there, doctor. You don’t see the like of that every morning – eh? There’s flesh for you. There is solidity.”

It would have been a thankless task on my part to have striven to convince him of his error. But there was positively not more solidity in his arm, strong though it looked, than there is in a bladder of lard, or a prime Yorkshire ham. 10

And still my friend is not an obese man; not more so, at all events, than tens of thousands of people we see flattering themselves with the idea that, so long as their bodies are in good condition, so long as they have something to show, they are in excellent health. Were men of this sort to attempt to carry a sack of potatoes up an ordinary flight of stairs, the truth, I think, would soon manifest itself to them. 15

**Read Text 2 in the Source Booklet provided and answer Questions 4–6.**  
**Write your answers in the spaces provided.**

4 (a) From lines 15–22, identify **two** signs that a person might be unhealthy. (2)

1 .....

2 .....

(b) Read this extract.

It would have been a thankless task on my part to have striven to convince him of his error. But there was positively not more solidity in his arm, strong though it looked, than there is in a bladder of lard, or a prime Yorkshire ham.

And still my friend is not an obese man; not more so, at all events, than tens of thousands of people we see flattering themselves with the idea that, so long as their bodies are in good condition, so long as they have something to show, they are in excellent health.

From the extract, identify **two** mistakes people make about how healthy their bodies are. (2)

1 .....

2 .....

**(Total for Question 4 = 4 marks)**

Specific line references and clear indication of the number of points required.

Straightforward retrieval questions.

Reprinted sub-sections of the texts, building to a full text question.

# Paper 1: Section B

Non-fiction writing

## SECTION B

### Writing

Answer ONE question. You should spend about 45 minutes on this section.

Write your answer in the space provided.

#### EITHER

- \*7 Write a speech for 16-year-old students with the title 'How daily activity can make you happier and healthier'.

A student has started a response to this task.

*Nowadays, it is more important than ever to look after your physical and mental health. But where do you start? I would advise you look at how you can make small changes to your everyday life.*

Continue this speech using your own ideas (do not copy information from Texts 1 and 2).

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 7 = 40 marks)

Opening to the response, to get learners started.

#### OR

- \*8 Write a letter of application to a local sports centre applying for a part-time job.

You should include:

- what job you are applying for
- why you want the job
- the skills and experience you have to offer the sports centre.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)

Supportive scaffolding.

Real-world, applicable writing tasks.

BEGIN YOUR ANSWER ON PAGE X

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 7 ☒ Question 8 ☒

Plan your answer to Section B here:

A planning space, to encourage students to plan their writing response.

# Paper 2

Engaging Contemporary Texts

Diverse and engaging texts.

## SECTION A

### Reading

Read Text 1 (fiction) below and then answer Questions 1–2 on the Question Paper.

*In this extract from a novel, Peter, a doctor in a psychiatric prison in the 1950s, is visiting Stella, who has been moved to part of the prison where prisoners have more freedom. Peter wants Stella to talk about what happened with her son Charlie.*

Downstairs they were allowed to wear their own clothes. This made a big difference to Stella. I remarked on it as soon as I saw her. She was in a dark skirt and an elegant cream blouse with a high neck and an attractive brooch pinned to the breast. She was slower and more deliberate in all her movements and expressions now, there was a quality of stillness to her that rather dramatically heightened the effect of her beauty, which had always tended to the stately. She thanked me warmly for having her transferred; she was aware that most patients spent far longer on the admissions ward than she had. I waved away her gratitude.

'I couldn't see that it would serve any useful purpose keeping you up there,' I said.

She was watching me carefully. I had come to the ward and she'd taken me to her new room. It was larger than her room upstairs, it had no bars on the window and no grille on the door. There was a rug on the floor by the bed, a table and chair, and a cupboard for her clothes. It was the sort of room you'd give a senior girl at a boarding school.

'No, but...?' I said. 'No knock-knocks, nothing personal?'

Read Text 2 (non-fiction) below and answer Questions 3–4 on the Question Paper.

*In this extract from his memoir, Bryan Stevenson, an African American lawyer, remembers one of the first times he visited a prison in the early 1980s.*

The visitation room was twenty feet square with a few stools bolted to the floor. Everything in the room was made of metal and secured. In front of the stools, wire mesh ran from a small ledge up to a ceiling twelve feet high. The room was an empty cage until I walked into it. For family visits, inmates and visitors had to be on opposite sides of the mesh interior wall; they spoke to one another through the wires of the mesh. Legal visits, on the other hand, were "contact visits" – the two of us would be on the same side of the room to permit more privacy. The room was small and, although I knew it couldn't be true, it felt like it was getting smaller by the second. I began worrying again about my lack of preparation. I'd scheduled to meet with the client for one hour, but I wasn't sure how I'd fill even fifteen minutes with what I knew. I sat down on one of the stools and waited. After fifteen minutes of growing anxiety, I finally heard the clanging of chains on the other side of the door.

The man who walked in seemed even more nervous than I was. He glanced at me, his face screwed up in a worried wince, and he quickly averted his gaze when I looked back. He didn't move far from the room's entrance, as if he didn't really want to enter the visitation room. He was a young, neatly groomed African American man with short hair – clean-shaven, medium frame and build – wearing bright, clean prison whites. He looked immediately familiar to me, like everyone I'd grown up with, friends from school, people I played sports or music with, someone I'd talk to on the street about the weather. The guard slowly unchained him, removing his handcuffs and the shackles around his ankles,

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Reprinted sub-sections of the texts, building to a full text question.

2 Read this extract.

Downstairs they were allowed to wear their own clothes. This made a big difference to Stella. I remarked on it as soon as I saw her. She was in a dark skirt and an elegant cream blouse with a high neck and an attractive brooch pinned to the breast. She was slower and more deliberate in all her movements and expressions now, there was a quality of stillness to her that rather dramatically heightened the effect of her beauty, which had always tended to the stately. She thanked me warmly for having her transferred; she was aware that most patients spent far longer on the admissions ward than she had.

In the extract, how does the writer use language to present Stella?

Use examples from the extract and relevant subject terminology.

(6)

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Read Text 2 in the Source Booklet provided and answer Questions 3–4.

Write your answers in the spaces provided.

3 Read this extract.

The visitation room was twenty feet square with a few stools bolted to the floor. Everything in the room was made of metal and secured. In front of the stools, wire mesh ran from a small ledge up to a ceiling twelve feet high. The room was an empty cage until I walked into it. For family visits, inmates and visitors had to be on opposite sides of the mesh interior wall; they spoke to one another through the wires of the mesh.

From the extract, identify **one** feature of the room which shows the prisoners could be dangerous.

(1)

.....

.....

(Total for Question 3 = 1 mark)

Questions 5–6 are on both Text 1 and Text 2.

Remember to refer to both texts in your answers.

Write your answer in the space provided.

5 Text 1 and Text 2 both show meetings between two people. The meetings are different, but they share similarities.

Write a summary giving **three** separate ways the meetings are similar.

Support **each separate similarity** with evidence from **both** texts.

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Learners are asked for a specific number of points.

6 Compare the writers' ideas and perspectives about prison life.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

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Supportive scaffolding.

Question clearly points to what is required.

# How we're supporting you

We're committed to giving you the support and materials you need to **plan and implement** the **Pearson Edexcel GCSE (9-1) English Language 2.0** qualification successfully.

We'll be providing:

## Help with preparing for the exams

- An **online anthology of unseen practice texts** to complement your current teaching materials and help you prepare students for the kinds of texts they will encounter in their exams.

## Support for understanding the new GCSE

- A Getting Started Guide, Getting Ready to Teach events, FAQs, mapping documents from other awarding bodies, and a Scheme of Work and One-Year and Two-Year Planners.

## Support for tracking learner progress

- Additional **Sample Assessment Materials** and mock papers.

## Personal support

- **English Subject Advisor:** Clare Haviland is your dedicated English Subject Advisor. Clare and her team are on hand for you to ask questions about the content or teaching of the specifications, whenever you need. Follow her on Twitter: **@PearsonTeachEng**.
- 1:1 support from our team of FE and Schools English specialists to ensure you have everything you need to deliver the qualification with confidence.

# Lit in Colour

**Together with Penguin Random House UK and The Runnymede Trust, we want to highlight the importance of a diverse English curriculum.**

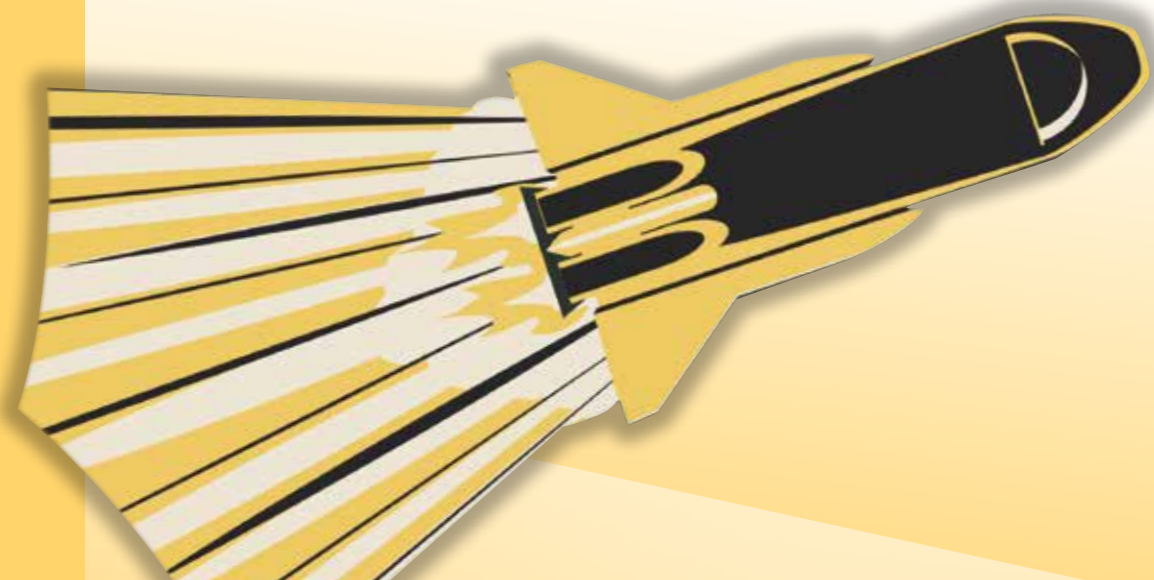
It's essential that students across the UK are given access to books by Black, Asian and Minority Ethnic writers and those from a range of backgrounds, to ensure a better reflection of contemporary culture and society, and to provide students with both experiences beyond their own and experiences that may resonate with them.

We know that learners who study GCSE English Language as a standalone qualification may not benefit from the changes we have made to diversify the English curriculum. However, we are fully committed to ensuring that every learner has the chance to experience the benefits that a diverse curriculum brings.

As part of students' preparation for **GCSE English Language 2.0**, we are developing a new **Unseen Text Anthology** with Penguin Random House UK and The Runnymede Trust which will:

- include a range of fiction and non-fiction extracts from writing by British writers and writers from around the world
- focus on contemporary writing, featuring characters and writers from a wide range of backgrounds, ethnicities, genders and sexualities
- include thematically paired texts to mirror the assessment framework.

To find out more about **Lit in Colour** visit [go.pearson.com/litincolour](https://go.pearson.com/litincolour)



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