Draft Specification

Edexcel GCSE in English Studies: Digital Literacy

This is a Draft Specification submitted to QCA and subject to approval.

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Welcome

Dear English Colleague

On behalf of the Edexcel English Team, I'm pleased to introduce to you our new GCSE English specifications. Although these are *draft* submissions to QCA, we wanted you to see them straightaway.

How to raise achievement in English in your school

The key ideas in our new specifications have been thoroughly tested in a pilot that gives us four years experience. The many teachers working with us will tell you that their students have become more engaged, motivated and enthusiastic about English and we've taken much of what we've learned into our new specifications. Now you and your students can benefit from the experience and success of others.

Our simple structure keeps options open – far better for your students

You will be in the position of choosing either GCSE English or GCSE English Language with GCSE English Literature for your students. The content and structure of our specifications allows you to co-teach and delay this decision until you're sure which is best for them. The availability of both January and June assessments means you can enter your students for assessment when they are ready – not just at the end of their course.

Content that will engage all your students – not just the few

We're proud of our range of set texts which retains old favourites alongside new options. And with a selection of paper-based or digital pre-release texts, you can choose the non-fiction reading that really engages your students.

Supportive assessment to bring out the best in your students

Whether they are responding to an essay or to a structured three or four part question, your students can be sure that there will be no surprises in the exams. In controlled assessment, our range of tasks enables you to find the right one for each student and offers the option of a written, spoken or multimodal response.

Plus - an incredible range of support - so you can focus on teaching

Alongside free teacher resources (including schemes of work and sample student answers with examiner commentary), you will receive a free CD of teaching materials with our Poetry Anthology. In addition to the student textbooks and teachers' resources we're publishing for each specification, you'll also be able to get advice from our English experts by phone or email.

And finally, something unique: GCSE English Studies: Digital Literacy
- a second English GCSE that motivates girls and boys of all abilities

GCSE in English Studies builds on students' interests in digital texts to enable them to become critical users of these. Proven in our pilot to excite and engage both boys and girls, your students will analyse texts and produce their own. Untiered, this qualification can stand alone or make a second GCSE in combination with GCSE English.

Yours sincerely

Emma Clark
The Edexcel English Team

Find out more
We hope you'll want to find out more about this specification and all the support that we can offer you. All you need to do is sign up to our GCSE English10 Development Group at www.english10.co.uk

Unit overview

Unit 1: Analyse Texts

- Develop skills in the close reading of digital texts
- Understand and apply appropriate terminology for describing and analysing these texts
- Be able to comment on how the text conveys ideas, attitudes and values
- Understand the purpose of texts.

Unit 1: Analyse Texts Assessment

Examination: one hour and 45 minutes, available in January and June.

- Untiered
- Pre-release of digital texts
- Questions in the examination:
  - analysing digital texts
  - responding to different types of text.

40%
of the overall award

Unit 2: Produce Texts

- Develop skills in digital text production
- Work through the stages of planning, production and post-production
- Demonstrate skills in capturing, editing and organising content
- Use techniques appropriate to the chosen form to produce a text.

Unit 2: Produce Texts Assessment

Controlled Assessment: available in January and June.

- Untiered
- Produce one digital text individually or within a group

60%
of the overall award

Controlled Assessment:
how we make it simple and straightforward for you

What is it?

Controlled Assessment is the replacement for coursework and the main difference is simply that your students now produce their work in school under your supervision within a specified amount of time. We will always give clear guidance on each element: how you or we set the tasks, how students should complete the tasks (and what resources they can have access to), and how you should mark the tasks – so you'll know exactly what to do. Students can do the work when it suits your planning and you can 'bank' it for submission later in the year.

What support do Edexcel offer?

We'll give you plenty of advance information – wherever possible giving you the material at the start of the year so you can fully integrate it into your teaching plan. There are different levels of control for each element. On the tasks themselves, this can range from tasks that you set (perhaps adapted from exemplars we provide) so you can tailor them to your students, through to very specific tasks that we set (but usually with plenty of choice). You can prepare your students ahead of the assessment and they will usually be able to bring certain specified materials in with them such as notes and copies of texts etc. We make it clear how long students should spend on each task. You do the marking using clear and unambiguous assessment grids or criteria that we provide. We will moderate your assessment – as we did with coursework - to ensure that standards across the country are maintained.

> The Edexcel pilot has been a great testing ground for trying out innovative and exciting new ways to assess GCSE English candidates. The invaluable knowledge that has been gained from years of development work has been instrumental in enabling us to make the new Edexcel GCSE English a cutting edge approach to assessment.
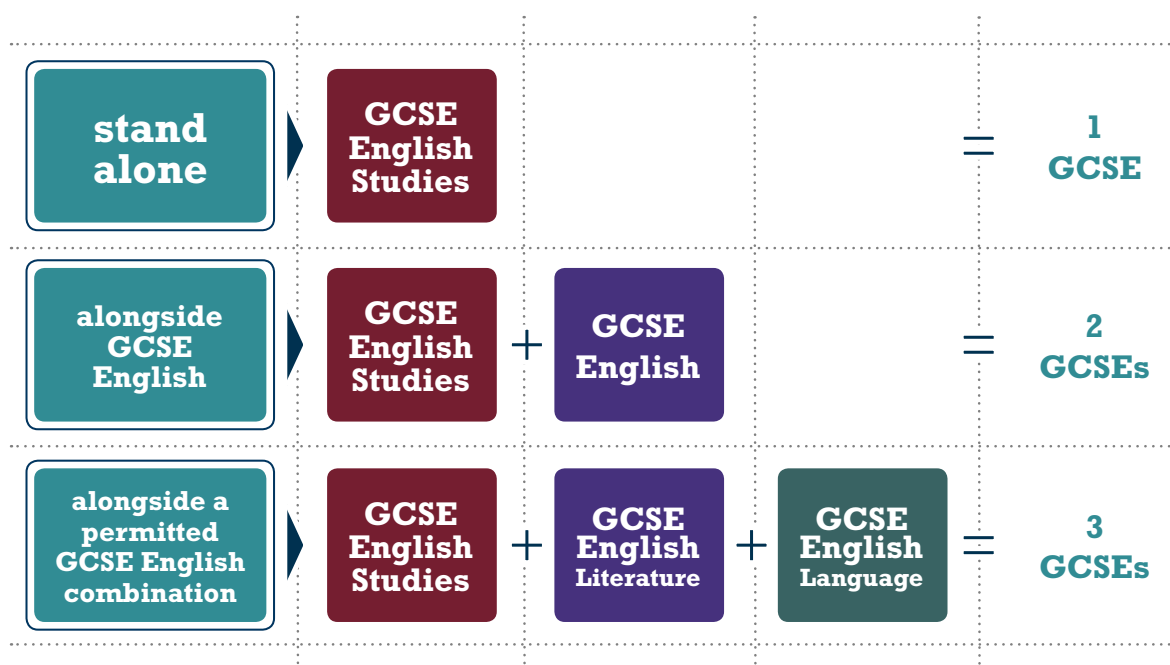>
> **Martin Phillips, Advisor to Local Authorities & Senior Examiner**

GCSE English Studies: Digital Literacy

Key features

✓ **Flexible** – a stand alone qualification which can be taken alongside English or English Language & Literature, giving you the option of another GCSE for all your students

✓ **Choice** – you can choose to produce one digital text from a choice provided by Edexcel. This enables your students to work in a media that best suits their interests

✓ **Engagement** – the contemporary texts will enthuse and motivate your students to succeed

✓ **Structure** – two unit untiered qualification, with the opportunity for staged assessment in January and June

✓ **Comprehensive support** – extensive free support for teaching and learning with schemes of work, detailed lesson plans and exemplar materials trialled by teachers and students across the country.

How it can be taught

stand alone ▶	**GCSE English Studies**		=	**1 GCSE**
alongside GCSE English ▶	**GCSE English Studies** +	**GCSE English**	=	**2 GCSEs**
alongside a permitted GCSE English combination ▶	**GCSE English Studies** +	**GCSE English Literature** + **GCSE English Language**	=	**3 GCSEs**

Support

From real people

- **Email** English experts at english10@edexcel.com for direct contact or our Subject Advisor at EnglishSubjectAdvisor@edexcelexperts.co.uk
- **Call** the English Subject Advisor team on 0844 372 2188
- **Call Customer Services** for general administrative enquiries about delivering our English qualifications on 0844 576 0027
- **Discussion forum:** the English forum can be found at www.edexcel.com/communities
- **Submit a question online** to 'Ask Edexcel' service at www.edexcel.com/ask
- **Training:** an extensive programme of training events to support you in teaching the new specifications throughout the year
- **Face-to-face support** from your Curriculum Development Manager (CDM), who will provide:
  - advice, guidance and support
  - curriculum and quality updates
  - policy and curriculum planning for senior managers
  - professional development training.

Your nearest Regional Office will put you in touch with your CDM.
You can contact them using the following numbers:
Birmingham 0121 616 2585 **Bristol** 0117 950 1908 **Cardiff** 0292 079 4865 **Manchester** 0161 855 7560

Comprehensive Teaching Resources

Written by an expert team of senior examiners and practising teachers

FREE to all centres:

- **Teachers' Guide to the specification** including curriculum models, schemes of work, teaching tips for new aspects of the specification, student work with examiner commentary.

Published resources also available:

- accessible **Student Books** to help all students make progress
- **Digital Resources** to engage all students.

To evaluate these resources for free, please register your interest by contacting Pearson Education on 0845 630 33 33, quoting the ISBN: 978-1-84690-640-4.

Easy to find supporting documents

Visit our dedicated website **www.english10.co.uk** where you'll find mark schemes, resources and comprehensive guidance, support and up to date information all in one central place.

For further details of our comprehensive support package turn to section C.

Edexcel GCSE in English Studies: Digital Literacy (2ED01)

Draft Specification

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Contents

A   Qualification content

National Qualifications Framework (NQF) criteria

This specification complies with the requirements of the common criteria and the GCSE qualification criteria which are prescribed by the regulatory authorities.

Key subject aims

This GCSE aims to enable students to develop the skills to analyse digital text, and to produce digital text.

Knowledge, skills and understanding

This Edexcel GCSE in English Studies: Digital Literacy qualification requires students to:

- analyse digital texts

- produce texts to meet a set brief.

Draft specification   Edexcel GCSE in English Studies: Digital Literacy

Unit 1: Analysing Digital Texts

Externally assessed unit

Content overview

The focus of this unit is on two areas of study:

- developing students' critical readings of digital texts

- developing students' ability to plan digital texts.

Students will study a wide range of contemporary text types. They will explore the ways in which these address their audience and convey their meaning.

Students will:

- develop skills in the close reading of digital texts

- understand and apply appropriate terminology for describing and analysing these texts

- be able to comment on how the text conveys ideas, attitudes and values

- understand the purpose of texts.

Assessment summary

This unit represents 40% of the total assessment weighting of the GCSE. It is externally assessed and will be available in January and June. This examination is untiered.

The examination will be 1 hour 45 minutes.

Assessment Objectives:

- AO1 – Analyse, interpret and critique digital text.   30%

- AO2 – Produce digital texts.   10%

Details of examination

- Candidates answer all the questions.
- There are 64 marks available.
- Candidates will receive a question paper and a separate resources booklet.

The examination is divided into two sections.

Section A

- Section A will include questions on two unseen digital texts. There are 26 marks available for this section.
- Section A will require candidates to read and critique the two digital texts, exploring audience, purpose, meaning and register. Candidates will also be asked to comment on the components of digital texts and compare digital texts.

Section B

- Section B will include questions on one of the six pre released digital texts. There are 38 marks available.
- Section B will require candidates to critique a prereleased text exploring audience, purpose, meaning and register. Candidates will also be asked on the effectiveness of a digital text, and the authors intentions. Candidates will be asked to produce a plan for a new digital text related in to the pre release material.

Detailed unit content

Students must understand that:

- digital texts may be multimodal and comprise word, image, audio and visual aspects
- digital texts are structured differently, dependent on the medium used
- users interact with digital texts in different ways including actively and passively
- digital texts are both user generated and imposed.

Students must be able to read, analyse, critique and plan the following types of text.

Industry made or user generated examples of:

1   advertising

2   audio podcasts

3   video/moving image

4   websites

5   social networks

6   wikis and blogs.

In developing their ability to read and critique a range of texts in increasing depth, students will:

- understand how different types of text are disseminated using the internet, podcasts, cinema, radio etc

- develop and sustain independent interpretations of digital texts, supporting them with detailed textual references

- understand that readers can have different interpretations of texts, and interactions with texts, being consumers and/or producers

- develop understanding of relationship between form and purpose in a text

- explore the ways in which they read texts recognising that reading can be linear, non linear and multimodal

- understand that different components may be combined in a text including text, image, format, movement, audio, and that these features contribute to polysemic and multimodal interpretations of a text

- understand the impact of content and types of digital text on the register of the text

- recognise that

  - authors' intentions are important to the readers' understanding of the message

  - the authors of texts have choices to make when constructing their product, which means they present a particular view of the individuals, groups and ideas who are featured in them

  - other perspectives on the same individuals, groups and ideas would have been possible

- develop an independent perspective of digital texts, drawing on contextual factors, in critique

- compare digital texts and compare digital and non digital texts

- understand that there are conventions by which it is possible to group certain types of text.

In developing their ability to understand a range of texts in increasing depth, students will plan one digital text to meet a set of requirements which entertains, informs or persuades.

Prerelease

Prereleased material will include one example from each of the following six categories:

1   advertising

2   audio podcasts

3   video/moving image

4   websites

5   social networks

6   wikis and blogs.

Unit 2: Producing Digital Texts

Internally assessed unit

Content overview

The focus of this unit is the creative engagement of students with digital texts.

Students will produce work that responds to a set brief to demonstrate their understanding of the skills and knowledge of their chosen area of study.

Assessment summary

This unit represents 60% of the total assessment weighting of the GCSE. It is available in June and will be internally assessed under controlled conditions.

Assessment Objectives:

- AO1 – Analyse, interpret and critique digital texts.   10%
- AO2 – Produce digital texts.   50%

Curriculum time

It is recommended that preparation and production for this unit be allocated 60% of the total time for this GCSE.

Overview of task

In response to the Controlled Assessment task, students will submit one digital text produced individually or by a group.

Detailed unit content

In developing their ability to create text, students will be able to:

- read digital texts, using navigational skills recognising polysemic factors, and linear and non linear literacies

- research and plan a digital text to a preselected brief, referencing existing digital texts

- create one digital text

- communicate to entertain, inform or persuade, seeking to engage the audience

- express themselves creatively and imaginatively, using and adapting forms as necessary

- combine components coherently and with purpose when making a digital text

- account for copyright, licence and ownership of all texts and references within

- collect views of audience/users, assessing the success of own text in meeting intended outcomes.

Details of task

Section A: Plan — 15 marks   AO1

Students will learn how to undertake some research and provide a plan of their product that meets the task brief.

Section B: Creating text — 60 marks   AO2

Production   **20 marks**

Students will capture content for the digital text making discriminating choices, refining the text to meet the brief.

Communication   **40 marks**

Students will present ideas in a sustained way with a realisation of the purpose of the text and its intended audience with a well conceived structure that meets the brief.

Section C: Post production — 15 marks   AO2

Students will learn how to give reasons for the choices made when developing their product, and undertake initial research.

Quality of Written Communication will also be assessed in Section C.

Task setting

Task setting: High level of control

A *high level of control* means that Edexcel will set the tasks that students complete, and that these will be replaced every year. Each task will be valid for two years.

There will be a choice of two tasks.

Students submit a response to ONE task.

When will the tasks be available?

Tasks will be made available for centres before the start of the autumn term on the Edexcel website.

Each task will be valid for two years.

New tasks will be made available by Edexcel every year.

When should the tasks be made available to students?

Students should have access to the controlled assessment task as soon as they are suitably prepared to start.

Task taking

Student preparation: Limited level of control

A *limited level of control* means that there is flexibility about the way in which the task is prepared.

Preparation

Students' preparation for the task should include a programme of study to provide the context for the production of the task. This should include support on the use of technology that will allow students to meet the assessment requirements.

Feedback

- Teachers can support students through the production process.

Collaboration

- Students may work in a group of no more than four students for the task.

Resources

Students should use the range of appropriate resources available to the centre. These should include:

- access to computers, to include access to the internet
- digital stills cameras
- microphones and/or headphones
- video recording equipment
- lighting and sound equipment
- video editing software.

The same range of resources must be made available to all students within a centre.

The controlled assessment: Medium level of control

A *medium level of control* means that the production of the controlled assessment must be conducted under controlled conditions. This means that students should be supervised whilst they are preparing their response to the task.

Controlled conditions

The production of the task must take place under controlled conditions. Students will be allowed to create their production only when supervised. Although production will take place over a series of sittings, the students' work must be collected in at the end of each session, stored securely and made available at the beginning of the next session. The task must be collected at the end of the controlled assessment.

Collaboration

- Students may work individually in production of the task.
- Students may collaborate in production of the task.
- Students must produce evidence of their own individual contribution, sufficient to allow assessment.

Students may take in to the controlled assessment

- All preparatory materials.

Students may not take in to the controlled assessment

- A pre-prepared product.

Information and communication technology

Centres must ensure that students are supervised in the use of the internet and that, if preparing a website, they do not use the internet to access information that will help them in their response. Students must undertake all research and collect all components before the final editing and production phase.

Time

Centres must allow no more than **20 hours** for the final editing, production and collation of evidence.

Authentication

Students' work must be authenticated.

Task marking

Task marking: Medium level of control

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.

Edexcel will provide support to teachers on task marking in the Teacher Support Materials.

Assessment criteria

Assessment criteria — Section A: Plan

Assessment Objective: AO1*	
Mark	**Descriptor**
0	No rewardable material.
1–5	• Limited or no relevant research has been carried out. • There will be some evidence that planning at a simple level has contributed to the final production.
6–10	• Clear and relevant research has been carried out. • There will be clear evidence that planning has contributed to the intended effect of the final production.
11–15	• Focused and selective research has significantly contributed to the planning of the final product. • There will be clear evidence that planning has ensured the final product is sophisticated in its intended effect.

*See *page 19* for detail of the AO2

Assessment criteria — Section B(i): Production (capturing content)

Assessment Objective 2: AO2	
Mark	**Descriptor**
0	No rewardable material.
1–4	• There will be little evidence of content being captured. • The final product will be brief and/or contain repetitive content.
5–8	• Basic content will be captured that will show some understanding of the brief. • Content captured will rely on found sources. • Little or no content captured using digital hardware. • The final product will show some evidence that a range of content has been captured.
9–12	• There will be clear understanding shown when capturing content. • Content captured may include found sources. • Content captured using digital hardware will begin to show some skill. • The final product will show evidence that a range of content has been captured.
13–16	• There will be reasoned choices made when capturing content. • Content captured may include relevant found sources. • Content captured using digital hardware will show skill. • The final product will show evidence that a range of content has been captured for obvious effect.
17–20	• There will be adventurous choices made when capturing content. • Content captured will only use found sources for obvious effect. • Content captured using digital hardware will show imaginative skill. • The final product will show evidence that discriminating choices have been made when selecting content for effect.

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Assessment criteria — Section B(ii): Communication

Band	Mark	AO2 Produce digital texts creating, adapting and using material to meet task requirements in ways that engage the audience
0	0	No rewardable response.
1	1–5	• Expresses ideas at a basic level. • Little awareness of the purpose and audience. • Basic editing/choice evident in product. • Organisation is simple with little success in introducing and developing a response.
2	6–10	• Expresses ideas with limited appropriateness. • Limited grasp of the purpose and audience. • Limited editing/choice evident in product. • Organisation shows limited grasp of structure.
3	11–15	• Expresses ideas that are sometimes appropriate. • Some editing/choice evident in product. • Some grasp of the purpose and audience. • Organisation shows some grasp of text structure.
4	16–20	• Expresses ideas that are generally appropriate. • Generally sound editing/choice evident in product. • Generally sound grasp of the purpose of the text and audience. • Organisation shows generally sound grasp of structure.
5	21–25	• Expresses and develops ideas appropriately. • There will be clear evidence of editing/choice. • A clear sense of the purpose of the text and audience. • Organisation is sound, with a clear structure.
6	26–30	• Effectively presents ideas in a sustained way. • Evidence of editing/choice in content shows consideration on impact on final product. • A secure sustained realisation of the purpose of the text and its intended audience. • Organisation is secure, with a well-judged structure.
7	31–35	• Assured presentation of fully developed ideas. • Evidence of assured editing/choice shows consideration on impact on final product. • A consistent fulfilment of the text production and assured realisation of its intended audience. • Organisation is assured, with sophisticated control of structure.
8	36–40	• Achieves precision and clarity in presenting compelling and fully developed ideas. • Evidence of perceptive editing/choice shows consideration on impact on final product. • A strong, consistent fulfilment of the text production sharply focused on the writer's purpose and audience. • Organisation is convincing, with sophisticated control of structure.

Assessment criteria — Section C: Post Production

Assessment Objective: (AO2)	
Mark	**Descriptor**
0	No rewardable material.
1–5	• Basic description of decisions made with reference to research. • There will be some reference made to the brief. • The student uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
6–10	• A clear explanation of decisions made with clear reference to research. • There will be clear understanding of decisions made and their intended effect. • Some detail given when showing understanding of how the brief was met. • The student uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
11–15	• A detailed explanation of decisions made with detailed reference to research. • There will be a sophisticated understanding of decisions made and their intended effect. • A developed and sophisticated understanding of how the brief was met. • The student uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

B   Assessment

Assessment summary

Unit 1 is externally assessed through a 1 hour 45 minute paper.

Unit 2 is an internally assessed unit.

Unit 1:	Analysing Digital Texts	Unit code: 5ED01

Overview of assessment

- One examination of 1 hour and 45 minutes duration.

- There are two sections in the examination paper.

- The examination includes questions on a pre-released digital text.

- The examination comprises 64 marks.

Unit 2:	Producing Digital Texts	Unit code: 5ED02

Overview of assessment

- One internally assessed, externally moderated controlled assessment task.

- There will be a choice of two tasks for each.

- The task is marked out of 90 and the final editing, production and collation of evidence phase is completed in 20 hours.

Assessment Objectives and weightings

		% in GCSE
AO1:	Analyse, interpret and critique digital texts, selecting and evaluating relevant digital text detail to support analysis, interpretations and criticisms	40%
AO2:	Produce digital texts creating, adapting and using material to meet task requirements in ways that engage the audience	60%
	TOTAL	100%

Relationship of Assessment Objectives to units

Unit	Assessment Objective		
	AO1	AO2	Total for AO1 and AO2
Unit 1: Analysing Digital Texts	30%	10%	40%
Unit 2: Producing Digital Texts	10%	50%	60%
Total for GCSE	40%	60%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website (www.edexcel.com).

There is a requirement that at least 40 per cent of the assessment must be taken in the examination series in which certification is requested. The final qualification grade will include assessment results which satisfy this terminal requirement.

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for students with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to students who are Eligible for Adjustments in Examinations

- the forms to submit for requests for access arrangements and special considerations

- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Disability Discrimination Act (DDA)

Please see the Edexcel website (www.edexcel.com) for information with regard to the Disability Discrimination Act.

Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited, dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for this qualification are shown on the next page.

Summary of conditions for controlled assessment

Task setting: high level of control

A *high level of control* means that Edexcel will set the tasks that students complete, and that these will be replaced every year. Each task will be valid for two years.

There will be a choice of two tasks.

Students submit ONE task.

Task taking

Student preparation: limited level of control

A *limited level of control* means that there is flexibility about the way in which the task is prepared.

Preparation

Students' preparation for the task should include a programme of study to provide the context for the production of the task. This should include support on use of technology that will allow students to meet the assessment requirements.

Feedback

- Teachers can support students through the production process.

Collaboration

- Students may work in a group of no more than four students.

Resources

Students should use the range of appropriate resources available to the centre.

The same range of resources must be made available to all students within a centre.

The controlled assessment: Medium level of control

A *medium level of control* means that the production of the controlled assessment must be conducted under controlled conditions. Therefore students should be supervised whilst they are preparing their response to the task.

Controlled conditions

The production of the task must take place under controlled conditions. Students will be allowed to create their production only when supervised. Although production will take place over a series of sittings, students' work must be collected in at the end of each session, stored securely and made available at the beginning of the next session. The task must be collected at the end of the controlled assessment.

Collaboration

- Students may collaborate in production of the task.

- Students must produce evidence of their own individual contribution, sufficient to allow assessment.

Students may take in to the controlled assessment

- All preparatory materials.

Students may not take in to the controlled assessment

- A pre-prepared product.

Information and communication technology

Centres must ensure that student IT equipment does not have internet access and that there is no access to any pre-prepared materials on the hard drive. Students must undertake all research and collect all components prior to the final editing and production phase.

Time

Centres must allow no more than 20 hours for the final editing, production and collation of evidence.

Authentication

Students' work must be authenticated using the appropriate forms. Please refer to the *Edexcel GCSE in English Studies: Digital Literacy Instructions and administrative documentation for internally assessed unit* document, which is available on the Edexcel website.

Task marking: medium level of control

A *medium level of control* means that teachers mark the controlled assessment task using the assessment criteria provided in Unit 2.

Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel GCSE in English Studies: Digital Literacy Instructions and administrative documentation for internally assessed unit* document, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) Instructions for conducting coursework/portfolio document on the JCQ website www.jcq.org.uk.

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website (www.jcq.org.uk).

Assessing your students

The first assessment opportunity for Unit 1 of this qualification will take place in the January 2011 series and in each following June and January series for the lifetime of the specification.

The first assessment opportunity for Unit 2 of this qualification will take place in the June 2011 series and in each following January and June series for the lifetime of the specification.

At least 40 per cent of the assessment must be taken in the examination series in which the qualification is awarded.

Unit	January 2011	June 2011	January 2012	June 2012
Unit 1: Analysing Digital Texts	✓	✓	✓	✓
Unit 2: Producing Digital Texts	✗	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the GCSE/GCE Code of Practice, which is published by the Office of the Qualifications and Examinations Regulator (Ofqual). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. The result for a student who fails to reach the minimum standard for a grade to be awarded will be recorded as U (Unclassified) and will not be certificated.

Individual unit results will be reported.

The first certification opportunity for the Edexcel GCSE in English Studies: Digital Literacy will be 2012.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 80	72	64	56	48	40	32	24	16

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-15.

Unit 2

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 120	108	96	84	72	60	48	36	24

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-23.

Qualification results

The minimum uniform marks required for each grade:

GCSE in English Studies: Digital Literacy
cash-in code: 2ED01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 200	180	160	140	120	100	80	60	40

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-39.

Resitting of units

Students can resit a unit once before claiming certification for the qualification. For internally assessed units students will need to retake the entire assessment requirements for that unit.

At least 40 per cent of the assessment must be taken in the examination series in which certification is requested and the results from these assessments must be used. Therefore, any previous, banked results for the unit(s) that are being used to satisfy the terminal requirement cannot be used even if they are better than the results achieved in the terminal series.

Results of units held in Edexcel's unit bank have a shelf-life limited only by the shelf-life of this specification, and subject to the terminal requirement, these unit results may be re-used after certification.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of written communication

Students will be assessed on their 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.

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- using a variety of stems in questions – such as analyse, evaluate, discuss, compare

- ensuring connectivity between sections of questions

- a requirement for extended writing

- use of a wider range of question types to address different skills – for example open-ended questions, case studies etc.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website (www.jcq.org.uk).

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is 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.

Progression

Students could progress from this GCSE onto:

- GCE English programmes

- Diploma programmes including ICT or Creative and Media Studies.

- BTEC Level 3 Qualifications in Media

Grade descriptions

A	Candidate analysis, interpretation and critique of digital texts will be perceptive and inventive, meeting most or all contextual requirements, describing in detail a range of features and components. Products will show evidence that discriminating choices have been made when producing text for audience/user needs. Editing will show sophistication and the ability to craft textual elements of the final product to a high degree of finish. The structure of final products will show evidence of choices made for powerful effect. Choices made show an innovative response to the brief.
C	Candidate analysis, interpretation and critique of moving image and digital texts will be sound, meeting some contextual requirements, describing a range of features and components. Products will show evidence that choices have been made when producing text for audience/user needs. Editing will show sound ability to craft textual elements of the final product. The structure of final products may show evidence of choices made to some effect. Choices made may show a response to the brief.
F	Candidate analysis, interpretation and critique of moving image and digital texts will be basic, meeting a limited number of contextual requirements, describing a basic feature and components. Products may show evidence that choices have been made when producing text for audience/user needs. Editing will show basic ability to craft textual elements. The final product may show little cohesion. The structure of final products will show little evidence that choices have been made to effect. Choices made will show a basic response to the brief.

C   Resources, support and training

FREE Teacher Support Materials

A free specification Teacher's Guide to help you deliver the course. It includes curriculum models, schemes of work, an excellent range of student exemplar material and teaching tips for new aspects of the specification.

Our accredited specification will be available between September 2009 and January 2010 along with **Sample Assessment Materials.**

Edexcel Published Resources

We have a suite of **comprehensive teaching resources** that have been written by an expert team of senior examiners and practising teachers.

Student books: differentiated and accessible textbooks to help all students make progress. They include lots of tips and guidance on how to achieve exam success.

Digital resources: interactive, online resources that have been designed to engage all students.

If you would like to receive an evaluation pack for Edexcel GCSE English Studies published resources please call 0845 630 33 33, quoting the ISBN: 978-1-84690-640-4.

Training

A programme of professional development and training courses covering various aspects of the specification will be arranged by Edexcel each year on a regional basis. We can also customise courses to your specific training needs, and deliver them at your centre or local authority.

Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

Edexcel support services

We have a wide range of support services to help you plan, teach and manage this qualification successfully.

English Subject Adviser – From September 2009 we will have a dedicated English Subject Adviser. Our Subject Advisers are qualification and subject experts who are available for customers to contact by phone or email. You can contact them with any questions about the content or teaching of our new specifications. Visit **www.english10.co.uk** in September for our new English Subject Adviser's contact number and email address.

Controlled Assessment Support Service (CASS) – comprehensive support to help you manage controlled assessment components. By joining CASS you'll receive updates and get access to the following:

- **online communities** – get in touch with your peers and share your thoughts on controlled assessment through our online communities at **www.edexcel.com/communities**

- **podcasts** – covering how controlled assessment units will be made available by the time you start delivering the units

- **exemplar materials** – our unique and exclusive range of exemplar materials across all controlled assessment units will be made available by the time you start delivering the units

- **training events** – available in 2010.

You can subscribe to CASS by visiting www.edexcel.com/cass. There you will be able to find information regarding how to deliver controlled assessment for GCSE subjects. We will post more information specific to GCSE English Studies when it becomes available.

ResultsPlus – our free online analysis service provides you with an in-depth analysis of how students performed in their exams on a question-by-question basis. Quick and easy to use, you can download exam performance data in Excel spreadsheets and reference papers, examiner reports and mark schemes. At a glance, you'll be able to see how well a specification is understood across the whole department.

For further information or to find out how to access and use this service, please call 0844 576 0024 or visit **www.edexcel.com/resultsplus**

Ask Edexcel is our online question and answer service. You can access it at **www.edexcel.com/ask** or by visiting our homepage and selecting 'contact us'.

The service allows you to search through a database of thousands of questions and answers on everything we offer. If you don't find an answer to your question, you can submit it straight to us. One of our customer services team will log your query, find an answer and send it to you.

Regional teams – Do you know your dedicated Curriculum Development Manager? Every school and college in the country has an allocated member of the Edexcel team, regionally based, who is available to provide support, help, advice and training for your curriculum offer.

Regional office telephone numbers are listed below:

Birmingham	0121 616 2585
Bristol	0117 950 1908
Cardiff	0292 079 4865
Manchester	0161 855 7560
Leeds	0115 224 2253

You can also call our customer services team on 0844 576 0027, who will put you in touch with your nearest regional office.

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

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D   Appendices

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Appendix 1   Key skills

Signposting

Key skills (Level 2)	Unit 1	Unit 2
Communication		
C2.1a		✓
C2.1b		✓
C2.2	✓	
C2.3		✓
Information and communication technology (ICT)		
ICT2.1		✓
ICT2.2		✓
ICT2.3		✓
Improving own learning and performance		
LP2.2		✓
LP2.3		✓
Problem solving		
PS2.1		✓
PS2.2		✓
PS2.3		✓
Working with others		
WO2.1		✓
WO2.2		✓
WO2.3		✓

Development suggestions

Please refer to the Edexcel website for key skills development suggestions.

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Appendix 2   Wider curriculum

Signposting

Issue	Unit 1	Unit 2
Spiritual		✓
Moral	✓	
Ethical	✓	
Social	✓	
Legislative		✓
Economic		✓
Cultural	✓	✓
Sustainable		✓
Health and safety		✓
European initiatives	✓	

Development suggestions

Issue	Unit	Opportunities for development or internal assessment
Spiritual	Unit 2	• Students may produce a text that details and develops a religious or spiritual theme.
Moral	Unit 1	• Students develop interpretations of challenging texts.
Ethical	Unit 1	• Students consider ethical issues in the production of a text for specific audience.
Social	Unit 1	• Students analyse a text which addresses a social need.
Legislative	Unit 2	• Students understand the legislative context of censorship.
Economic	Unit 2	• Students develop understanding of the financial implications of production.
Cultural	Unit 1 Unit 2	• Unit 1 – Students analyse texts responsive to cultural features. • Unit 2 – Students produce a text to a brief that is responsive to cultural features.
Sustainable	Unit 2	• Students produce a text that addresses an environmental issue.
Health and safety	Unit 2	• Students consider their own and others' health and safety in production of a text.
European initiatives	Unit 1	• Students consider European regulations on the production of moving images.

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Appendix 3   Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	[List.]
National Qualifications Framework (NQF) codes	Each qualification title is allocated a QCA National Qualifications Framework (NQF) code. The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the student's final certification documentation.	The QAN for the qualification in this publication is: [QCA to provide.] GCSE – xxx/xxxx/x
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 – 5ED01 Unit 2 – 5ED02
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	GCSE – 2ED01
Entry codes	The entry codes are used to: • enter a student for the assessment of a unit • aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the Edexcel *Information Manual*, available on the Edexcel website.

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Appendix 4   Controlled Assessment Record Sheet

English Studies: Digital Literacy
Unit 2: Producing Digital Texts (5ED02)

Centre name:	Examination session:
Centre number:	Candidate name:
Unit 2: Producing Digital Texts	Candidate number:

Description of product text:
a. Describe the product text
b. Describe student contribution

Section A: /15	Section B(i): /20	Section B(ii): /40	Section C: /15
			TOTAL MARK /90

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): _____ Name of teacher: _____

Date: _____

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

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