

INTERNATIONAL ADVANCED LEVEL

English Language

SPECIFICATION

Pearson Edexcel International Advanced Subsidiary in English Language (XEN01)

Pearson Edexcel International Advanced Level in English Language (YEN01)

For first teaching in September 2015

First examination June 2016

Issue 2

INTERNATIONAL ADVANCED LEVEL

English Language

SPECIFICATION

Pearson Edexcel International Advanced Subsidiary in English
Language (XEN01)

Pearson Edexcel International Advanced Level in English Language
(YEN01)

For first teaching in September 2015

First examination June 2016

Issue 2

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of going to publication.

ISBN 978 1 446 93128 8

All the material in this publication is copyright
© Pearson Education Limited 2015

About this specification

This Pearson Edexcel International Advanced Level in English Language is designed for use in schools and colleges outside the United Kingdom. It is part of a suite of International Advanced Level qualifications offered by Pearson.

This specification includes the following key features

Structure: two-unit (IAS) or four-unit (IAL) modular qualification.

Content: up to date, relevant and engaging to an international audience.

Assessment: 100% externally assessed with exams in January and June.

Approach: independent learning and critical thinking skills incorporating synoptic assessment at International Advanced Level 2.

Specification updates

This specification is Issue 1 and is valid for the Pearson Edexcel International Advanced Subsidiary and International Advanced Level examination from 2015. If there are any significant changes to the specification, we will write to centres to let them know. Changes will also be posted on our website.

For more information please visit

qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels.html

Using this specification

This specification has been designed to give guidance to teachers and encourage effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all the bullet points in the content must be taught. The word 'including' in unit content specifies the detail of what must be covered.

Examples: throughout the unit content, we have included examples of what could be covered or what might support teaching and learning. It is important to note that examples are for illustrative purposes only and that centres can use other examples. We have included examples that are easily understood and recognised by international centres.

Unit assessments use a range of material and are not limited to the examples given. Teachers should deliver the qualification using a good range of examples to support the assessment of the unit content.

Depth and breadth of content: teachers should use the full range of content and all the Assessment Objectives given in *Section B: Specification Overview*.

Abbreviations used in this specification

International Advanced Level – IAL

International Advanced Subsidiary – IAS

International A2 (the additional content required for an IAL) – IA2

The Pearson Edexcel International Advanced Level in English Language is designed to:

- define and assess achievement of the knowledge, skills and understanding that will be needed by students planning to progress to undergraduate study at international higher education establishments, particularly (although not only) in the same subject area, for example English Language, Linguistics, English
- set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding
- enable international universities to accurately identify the level of attainment of students
- provide a basis for school and college accountability measures at age 18
- provide a benchmark of academic ability for employers.

Qualification aims and objectives

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

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- explore data and examples of language in use
- engage creatively and critically with a varied programme for the study of English
- develop their skills as producers and interpreters of language
- independently investigate language in use.

Contents

Qualification at a glance	1
Unit overview	1
English Language unit content	5
Course structure	6
Unit 1: Language: Context and Identity	7
Unit 2: Language in Transition	11
Unit 3: Crafting Language (Writing)	15
Unit 4: Investigating Language	19
Assessment information	23
Assessment requirements	23
Assessment Objectives and weightings	24
Relationship of Assessment Objectives to units	24
Assessment availability and first award	24
Administration and general information	25
Entries	25
Resitting of units	25
Forbidden combinations and discount code	25
Access arrangements, reasonable adjustments, special consideration and malpractice	25
Language of assessment	25
Access arrangements	26
Reasonable adjustments	26
Special consideration	26
Further information	26
Malpractice	27
Awarding and reporting	27
Unit results	28
Qualification results	29

Support, training and resources	31
Support	31
Resources	32
Specifications, Sample Assessment Materials and Teacher Support Materials	32
Appendices	33
Appendix 1: The context for the development of this qualification	35
Appendix 2: Transferable skills	37
Appendix 3: Level 3 Extended Project qualification	39
Appendix 4: Codes	43
Appendix 5: English Phonemic Reference Sheet	45
Appendix 6: Transcription Mark Key	47
Appendix 7: Glossary	49

Qualification at a glance

The Pearson Edexcel International Advanced Subsidiary in English Language consists of two externally examined units: Unit 1 and Unit 2.

The Pearson Edexcel International Advanced Level in English Language consists of four externally examined units: Unit 1, Unit 2, Unit 3 and Unit 4.

Unit overview

IAS Unit 1: Language: Context and Identity	*Unit code WEN01
<ul style="list-style-type: none">Externally assessedAvailability: January and JuneFirst assessment: June 2016	50% of the total IAS 25% of the total IA2
Content summary Students will study: <ul style="list-style-type: none">the range of contexts in which language is produced and receivedhow the contexts of production and reception affect language choiceshow writers/speakers present themselves to their audience in a variety of modeshow writers/speakers choose language to reflect and construct their identity or identitieshow writers create texts for different forms, purposes, audiences, and contexts.	
Assessment Length: 1 hour 45 minutes Students answer two questions: one question from Section A and one question from Section B. Section A: Context and Identity <ul style="list-style-type: none">Students answer one question on two unseen extracts selected from 20th and 21st century sources. Students produce an extended comparative response showing how the presentation of identity is shaped by contextual factors in both unseen texts. Section B: The Creation of Voice <ul style="list-style-type: none">Students create a new text for a specified audience, drawing on their own ideas and on one or more of the texts in the Source Booklet for Section A.	

*See *Appendix 4* for a description of this code and all other codes relevant to this qualification.

IAS Unit 2: Language in Transition	*Unit code WEN02
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: June 2016 	50% of the total IAS 25% of the total IA2
<p>Content summary</p> <p>Students will study:</p> <ul style="list-style-type: none"> the influence of other languages on the development of English pidgins and creoles the development of English outside the British Isles. <p>Students will explore the ways in which languages change, with a focus on English in a global context.</p> <p>Students will need to know about the mechanisms of language change but they will not need to study the historical development of English.</p>	
<p>Assessment</p> <p>Length: 1 hour 45 minutes</p> <p>Students answer two questions: one question from Section A and one question from Section B.</p> <p>Section A: Spoken Language Today</p> <ul style="list-style-type: none"> Students answer one question on an unseen transcript of spoken English of the 21st century. <p>Section B: Written Language of 19th – 21st Century</p> <ul style="list-style-type: none"> Students answer one discussion question on texts in the Source Booklet that look at the issue raised in Section A from a wider perspective. 	

*See *Appendix 4* for a description of this code and all other codes relevant to this qualification.

IA2 Unit 3: Crafting Language (Writing)	*Unit code WEN03
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: January 2017 	25% of the total IA2
<p>Content summary</p> <p>Students will:</p> <ul style="list-style-type: none"> study a range of specified writing genres and appropriate style models demonstrate their skills as writers in re-creating texts for different context, purpose and audience. 	
<p>Assessment</p> <p>Length: 2 hours</p> <p>Students answer two questions: one question from Section A and one question from Section B.</p> <p>Section A: Creating Text</p> <ul style="list-style-type: none"> Based on a selection of source texts, students will create their own text that meets the criteria of a new genre, audience, purpose and context. The source texts will be taken from a wide range of genres, and not only from those listed for study. Each source text will be taken from a different genre. At least 50% of the student's own text must be based on the source texts. The student may use their own knowledge, experience or opinion for the remainder. <p>Section B: Commentary</p> <ul style="list-style-type: none"> Students will produce one commentary reflecting on the writing process. They will analyse and evaluate the language choices they have made. They will show how they have re-shaped the source material to meet the new genre, audience, purpose and context. They will comment on how contextual factors have influenced their language choices. 	

*See *Appendix 4* for a description of this code and all other codes relevant to this qualification.

IA2 Unit 4: Investigating Language	*Unit code WEN04
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: June 2017 	25% of the total IA2
<p>Content summary</p> <p>Students will select one research focus from four topic areas:</p> <ul style="list-style-type: none"> Contemporary Global English Children's Language Development Language and Power Language and Technology <p>Students will:</p> <ul style="list-style-type: none"> develop their research and investigation skills undertake a focused investigation of their selected topic apply their knowledge of language levels and key language concepts developed through the whole course develop a personal language specialism. 	
<p>Assessment</p> <p>Length: 2 hours</p> <p>Students answer two questions: one question from Section A and one question from Section B. Both Section A and Section B questions must be on the same topic.</p> <p>Section A: Unseen Data Analysis</p> <ul style="list-style-type: none"> Students answer one question on unseen data. Students must answer the question on the subtopic that they have researched. <p>Section B: Extended Response</p> <ul style="list-style-type: none"> Students produce one extended response to an evaluative question. Students must answer the question on the subtopic that they have researched and must make connections with data from their investigation. 	

*See *Appendix 4* for a description of this code and all other codes relevant to this qualification.

English Language unit content

Unit 1: Language: Context and Identity	7
Unit 2: Language in Transition	11
Unit 3: Crafting Language (Writing)	15
Unit 4: Investigating Language	19

Course structure

- The Pearson Edexcel International Advanced Level in English Language comprises four units and contains an International Advanced Subsidiary subset of two IAS units.
- The International Advanced Subsidiary is the first half of the International Advanced Level course and consists of Units 1 and 2. It may be awarded as a discrete qualification or can contribute 50 per cent of the total International Advanced Level marks.
- The full International Advanced Level award consists of the two IAS units (Units 1 and 2), plus two IA2 units (Units 3 and 4) which make up the other 50 per cent of the International Advanced Level. Students wishing to take the full International Advanced Level must, therefore, complete all four units.
- The structure of this qualification allows teachers to construct a course of study that can be taught and assessed either as:
 - distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
 - a linear course which is assessed in its entirety at the end.

Unit 1: Language: Context and Identity

IAS compulsory unit

Externally assessed

1.1 Unit description

Overview

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

Students will also explore how writers and speakers present themselves to their audiences, constructing identities through their language choices. They will also demonstrate their understanding by creating a new text.

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

1.2 Assessment information

Overview

Length: 1 hour 45 minutes.

Students answer two questions: one question from Section A and one question from Section B.

Section A: Context and Identity

Students answer one question on two unseen extracts selected from 20th and 21st century sources. Students produce an extended comparative response showing how the presentation of identity is shaped by contextual factors in both unseen texts.

Section B: The Creation of Voice

Students create a new text for a specified audience, drawing on their own ideas and on one or more of the texts in the Source Booklet for Section A.

1.3 Language: Context and Identity

Learning Outcomes

Students are required to appropriately and systematically:

- apply concepts relating to contextual language variation to data drawn from written, spoken and multimodal discourse
 - apply language concepts and methods of analysis relevant to the representation of self to data
 - apply critical skills to description, analysis and evaluation of a range of data and discourses making connections across texts
 - use and apply linguistic terminology accurately
 - make accurate references to data and sources
 - demonstrate expertise and creativity in the use of English to communicate in different ways, drawing on their knowledge of the forms and structures of written English for different genres, contexts, audiences and purposes.
-

What students need to learn

1.4 Content

Students will explore the range of contexts in which language is produced and received and how contexts of production and reception affect the language choices made by writers and speakers.

Students will explore how language reflects and constructs the identity or identities of the user and varies depending on the contexts of production and reception.

Students will apply appropriate methods of language analysis to a range of written, spoken or multimodal data taken from 20th and 21st century sources using the key language frameworks and levels. The sources will not include transcripts.

Students will demonstrate critical understanding of concepts and issues, exploring attitudes to language and evaluating how an individual's language choices are affected by:

- **mode:** the method of communication (spoken, written, multimodal)
- **field:** the subject matter
- **function:** the purpose
- **audience:** the relationship between writers/speakers and readers/listeners
- **geographical factors**
- **social factors:** such as gender, age, ethnicity and other social identities.

Students will study how the key language frameworks contribute to meaning in spoken and written English:

- **pragmatics:** variation in meaning, depending on context
- **discourse:** extended texts (written or spoken) in their context

In addition to the key language frameworks, the following language levels also contribute to meaning in spoken and written English:

- **graphology:** the writing system and the presentation of language
- **phonetics, phonology and prosody:** speech sounds, sound effects and intonation
- **morphology:** the structure of words
- **lexis:** the vocabulary of a language and **semantics:** its meanings (including social and historical variation)
- **syntax:** the relationships between words in sentences.

They will develop their ability to craft their writing for different forms, functions and audiences.

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

- forms: articles, talks, reports
- functions: inform, explain, persuade
- audiences: students, parents, children

Please ensure that students are familiar with the English Phonemic Reference Sheet in Appendix 5 and the Transcription Mark Key in Appendix 6. The reference sheet and the mark key will be given to students in the examination.

Unit 2: Language in Transition

IAS compulsory unit

Externally assessed

2.1 Unit description

Overview

This unit introduces students to the ways in which languages change, with a focus on English in a global context.

They will also explore and critically evaluate how language varies over time.

2.2 Assessment information

Overview

Length: 1 hour 45 minutes.

Students answer two questions: one question from Section A and one question from Section B.

Section A: Spoken Language Today

Students answer one question on an unseen transcript of spoken English of the 21st century.

Section B: Written Language of 19th – 21st Century

Students answer one discussion question on texts in the Source Booklet that look at the issue raised in Section A from a wider perspective.

2.3 Language in Transition

Learning Outcomes

Students are required to appropriately and systematically:

- apply concepts relating to language in transition to data drawn from written, spoken and multimodal discourse and from different time periods
 - apply critical skills to description, analysis and evaluation of a range of data and discourses, including data from different time periods, making connections across texts
 - use and apply linguistic terminology accurately
 - show their understanding of geographical, social and individual varieties of English
 - critically evaluate attitudes towards language and its users when discussing data, including texts from different time periods
 - synthesise and reflect on language knowledge drawn from different areas of their studies of English language.
-

What students need to learn

2.4 Content

Students will study:

- the influence of other languages on the development of English.
- pidgins and creoles
- the development of English outside the British Isles.

Students will need to know about the mechanisms of language change but they will not need to study the historical development of English.

Throughout this unit, students will focus on how language varies, depending on:

- **mode:** the method of communication (spoken, written, multimodal)
- **field:** the subject matter
- **function:** the purpose
- **audience:** the relationship between writers/speakers and readers/listeners
- **geographical factors**
- **social factors:** such as gender, age, ethnicity and other social identities.

Students will study how the key language frameworks contribute to meaning in spoken and written English:

- **pragmatics:** variation in meaning, depending on context
- **discourse:** extended texts (written or spoken) in their context

In addition to the key language frameworks, the following language levels also contribute to meaning in spoken and written English:

- **graphology:** the writing system and the presentation of language
- **phonetics, phonology and prosody:** speech sounds, sound effects and intonation
- **morphology:** the structure of words
- **lexis:** the vocabulary of a language and **semantics:** its meanings (including social and historical variation)
- **syntax:** the relationships between words in sentences.

Please ensure that students are familiar with the English Phonemic Reference Sheet in Appendix 5 and the Transcription Mark Key in Appendix 6. The reference sheet and/or the mark key will be given to students in the examination.

Unit 3: Crafting Language (Writing)

IA2 compulsory unit

Externally assessed

3.1 Unit description

Overview

In this unit students will demonstrate their skills as writers, crafting texts for different genre, audience, purpose and context. They will also reflect on their work in an accompanying commentary, making connections with their study of a range of specified writing genres and styles.

3.2 Assessment information

Overview

Length: 2 hours.

Students answer two questions: one question from Section A and one question from Section B.

Section A: Creating Text

Students will create their own texts for a prescribed genre. They will choose a new audience, purpose and context for their text and specify these in a grid provided on the examination paper. Their text will be based on a selection of source texts provided in the Source Booklet.

The source texts will be on the same topic and taken from a wide range of different genres, not only from those listed for study.

At least 50% of the student's own text must be based on the source texts. The student may use their own knowledge, experience or opinion for the remainder.

Below is an example of a student's completed grid. In this example the four source texts are on the topic of the Titanic (educational website, letter from a passenger, reportage and newspaper report as provided in the Sample Assessment Materials). The prescribed genre is a feature article. An example of a student's choice of audience, purpose and context is given.

Prescribed Genre	Example of student's chosen Audience	Example of student's chosen Purpose	Example of student's chosen Context
Feature article	College students	Inform	Magazine produced by a college's History department

Section B: Commentary

Students will produce a commentary reflecting on the writing process.

They will:

- analyse and evaluate the language choices they have made
 - show how they have re-shaped the source material to meet the new genre, audience and purpose
 - comment on how contextual factors have influenced their language choices.
-

3.3 Crafting Language (Writing)

Learning Outcomes

Students are required to appropriately and systematically:

- demonstrate expertise and creativity in the use of English to communicate in different ways, drawing on their knowledge of the forms and structures of written English for different genres, contexts, audience and purpose
 - select and apply methods of language analysis in order to comment and reflect on their own writing using appropriate terminology and coherent, accurate written expression
 - demonstrate critical understanding of concepts and issues relevant to language use, including register and style
 - analyse and evaluate how contextual factors and language features are associated with the construction of meaning in stimulus texts and in their own writing
 - synthesise and reflect on language knowledge and understanding drawn from different areas of their study of English Language
 - critically evaluate language use in their own texts.
-

What students need to learn

3.4 Content

Students will explore a range of specified writing genres and appropriate style models. They will demonstrate their skills as writers in re-creating texts for different genres, contexts, purposes and audiences.

They will reflect on the writing process in an analytical commentary. The genres selected for study are:

- feature articles
- journalist interviews
- speeches
- travel writing
- biography
- reviews

The source texts will be taken from a wide range of genres, and not only from those listed above.

Students will explore:

- distinctive features of the selected genres
 - texts that exemplify key features of the genres and the effect of language choices
 - discourse strategies for different contexts.
-

Unit 4: Investigating Language

IA2 compulsory unit

Externally assessed

4.1 Unit description

Overview

In this unit, students will have the opportunity to develop their research skills. They will consolidate their knowledge of language frameworks and key language concepts gained from Units 1, 2 and 3.

Students will apply these skills to one topic area from a choice of:

- Global English
- Child Language Development
- Language and Power
- Language and Technology.

A subtopic for each of the specified topics will be pre-released to provide a focus for students' research and prepare them for external assessment.

4.2 Assessment information

Overview

Length: 2 hours.

Students answer two questions: one question from Section A and one question from Section B. Both Section A and Section B questions must be on the same topic.

Section A: Unseen Data Analysis

Students answer one question on unseen data provided in the Source Booklet in the examination. Students must answer the question on the subtopic that they have researched. Students will synthesise and reflect on the language knowledge and understanding drawn from the other units in this qualification and from their research and investigation for this unit.

Section B: Extended Response

Students produce one extended response to an evaluative question. Students must answer the question on the subtopic that they have researched and must make connections with data from their investigation, critically evaluating attitudes towards language and its users.

Centres must ensure that they use the pre-released subtopic appropriate for the examination series their students will be sitting.

4.3 Investigating Language

Learning Outcomes

Students are required to appropriately and systematically:

- apply critical skills in description, analysis and evaluation of a range of data and discourses, making connections across texts
 - use and apply linguistic terminology accurately
 - undertake independent investigations of language, selecting appropriate methods and techniques
 - critically evaluate attitudes towards language and its users, making connections with their investigation
 - synthesise and reflect on language knowledge drawn from different areas of their studies of English language
 - demonstrate critical understanding of concepts and issues to research data.
-

What students need to learn

4.4 Content

Students will apply their research skills to one of the following topic areas:

Global English

This topic will explore aspects of varieties of global English, including those from outside the UK, such as Ireland, the Americas and the Caribbean, the Pacific and Australasia, Africa, South and South East Asia.

Child Language Development

This topic will explore the development of spoken and written English as a first language between the ages of 0 and 8. The unit will cover the ways in which speech develops across the language levels and theories relevant to the acquisition of English as a first language. It will also include the relationship between spoken language acquisition and the literacy skills children are taught, including the beginnings of learning to write and theories relevant to the development of literacy.

Language and Power

This topic will explore the way language use in society can create and enforce power relationships. Students will explore aspects such as instrumental and influential power, political discourse, discourses in unequal power relationships, persuasion, prestige and politeness.

Language and Technology

This topic will explore the ways in which technological developments have influenced the English language over time. The topic will cover the introduction of the printing press, the influences of scientific discovery, the development of electronic forms of communication, visual English and English in cyberspace.

4.5 Pre-release

To provide a focus for students' research, a subtopic for each topic will be pre-released on our website (<http://qualifications.pearson.com>):

- in May for the January examination series
- in January for the June examination series.

The pre-release will include an introduction to the subtopic and suggested research resources.

The suggested resources are guidance for students and are not definitive.

- Students can decide which resources to use but they are expected to research and investigate the topic beyond the suggested resources.
-

4.6 Research

For this unit, teaching should focus on developing students' research skills. Students will be able to research their chosen subtopic independently when it is released.

Students should carry out a focused investigation and ensure that they have researched the following aspects of their chosen subtopic, as appropriate:

- the origins/development
- the main features
- different varieties
- changing attitudes
- the influence of social/historical/cultural factors.

Students will use their research, the observations made in their investigation and the data they have gathered to inform their response in the examination.

Students cannot take any of their research or investigation data carried out as part of the pre-release into the examination.

4.7 Synopticity in assessment

In this unit, students are required to apply their learning from across the qualification. All relevant theoretical content is covered in Units 1, 2 and 3.

Therefore, when teaching research and investigation skills before the subtopic is pre-released, teachers are welcome to introduce students to all four main topic areas or focus on one or two. However, in the examination students must answer on only one topic area.

Please ensure that students are familiar with the English Phonemic Reference Sheet in Appendix 5 and the Transcription Mark Key in Appendix 6. The reference sheet and/or the mark key will be given to students in the examination.

Assessment information

Assessment requirements

Unit number and unit title	Level	Assessment information	Number of raw marks allocated in the unit
Unit 1: Language: Context and Identity	3	Length: 1 hour 45 minutes Students answer two questions: one question from Section A and one question from Section B. Section A: Context and Identity Section B: The Creation of Voice	50
Unit 2: Language in Transition	3	Length: 1 hour 45 minutes Students answer two questions: one question from Section A and one question from Section B. Section A: Spoken Language Today Section B: Written Language of 19th – 21st Century	50
Unit 3: Crafting Language (Writing)	3	Length: 2 hours Students answer two questions: one question from Section A and one question from Section B. Section A: Creating Text Section B: Commentary	50
Unit 4: Investigating Language	3	Length: 2 hours Students answer two questions: one question from Section A and one question from Section B. Both Section A and Section B questions must be on the same topic. Section A: Unseen Data Analysis Section B: Extended Response	50

Assessment Objectives and weightings

		% in IAS	% in IA2	% in IAL
A01	Apply appropriate methods of language analysis, using associated terminology and coherent written expression	25.00	15.00	20.00
A02	Demonstrate critical understanding of concepts and issues relevant to language use	22.50	25.00	23.75
A03	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning	22.50	25.00	23.75
A04	Explore connections across texts, informed by linguistic concepts and methods	15.00	15.00	15.00
A05	Demonstrate expertise and creativity in the use of English to communicate in different ways	15.00	20.00	17.50

Relationship of Assessment Objectives to units

Unit number	Assessment Objective				
	A01	A02	A03	A04	A05
Unit 1	5.00%	5.00%	5.00%	2.50%	7.50%
Unit 2	7.50%	6.25%	6.25%	5.00%	0.00%
Unit 3	2.50%	7.50%	2.50%	2.50%	10.00%
Unit 4	5.00%	5.00%	10.00%	5.00%	0.00%
Total for International Advanced Level	20.00%	23.75%	23.75%	15.00%	17.50%

Assessment availability and first award

Unit	June 2016	January 2017	June 2017
1	3	3	3
2	3	3	3
3	7	3	3
4	7	7	3
IAS award	3	3	3
IAL award	7	7	3

From June 2017 IAS and IAL will be awarded in both January and June.

Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website at qualifications.pearson.com

Resitting of units

There is one resit opportunity allowed for each unit prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade. After certification, all unit results may be reused to count towards a new award. Students may re-enter for certification only if they have retaken at least one unit. Results of units are held in the Pearson unit bank and have a shelf life limited only by the shelf life of this specification. Please see the following page for further information: qualifications.pearson.com/IAL-entry-certification-procedures.

Forbidden combinations and discount code

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two A levels. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

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

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk.

Malpractice

Candidate malpractice

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

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

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

Awarding and reporting

The IAS qualification will be graded on a five-grade scale from A to E. The full International Advanced Level will be graded on a six-point scale A* to E. Individual unit results will be reported. Only units 1 and 2 will contribute to the IAS grade. All four units will contribute to the International Advanced Level grade.

A pass in an International Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E of which grade A is the highest and grade E the lowest. A pass in an International Advanced Level subject is indicated by one of the six grades A*, A, B, C, D, E of which grade A* is the highest and grade E the lowest. To be awarded an A* students will need to achieve an A on the full International Advanced Level qualification and an A* aggregate of the IA2 units. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Unit results

Unit grades are calculated using a uniform mark scale of 100 marks. The raw marks for a unit are aligned to the uniform mark scale.

An A is 80% of the max uniform mark, a B is 70% of that max, a C is 60% of that max, a D is 50% and E is 40% A.

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

Unit 1

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

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

Unit 2

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

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

Unit 3

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

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

Unit 4

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

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

Qualification results

The minimum uniform marks required for each grade:

International Advanced Subsidiary cash-in code XEN01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	160	140	120	100	80

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–79.

International Advanced Level cash-in code YEN01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 400	320	280	240	200	160

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–159.

To be awarded an A* students will need to achieve an A on the full International Advanced Level qualification and an A* aggregate (at least 180 UMS) of the IA2 units.

Support, training and resources

Support

Pearson aims to provide the most comprehensive support for our qualifications. Here are just a few of the support services we offer.

- Subject Advisor – subject experts are on-hand to offer their expertise to answer any questions you may have on delivering the qualification and assessment.
- Subject Page – written by our Subject Advisors, the subject pages keep you up to date with the latest information on your subject.
- Subject Communities – exchange views and share information about your subject with other teachers.
- Training – see below for details.

For full details of all the teacher and student support provided by Pearson to help you deliver our qualifications, please visit qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels.html

Training

Our programme of professional development and training courses, covering various aspects of the specification and examinations, are arranged each year on a regional basis. Pearson training is designed to fit you, with an option of face-to-face, online or customised training so you can choose where, when and how you want to be trained.

Face-to-face training

Our programmes of face-to-face training have been designed to help anyone who is interested in, or currently teaching, a Pearson qualification. We run a schedule of events throughout the academic year to support you and help you to deliver our qualifications.

Online training

Online training is available for international centres who are interested in, or currently delivering, our qualifications. This delivery method helps us run training courses more frequently to a wider audience.

To find out more information or to book a place please visit:

qualifications.pearson.com/en/support/training-from-pearson-uk/international-training.html

Alternatively, email internationaltfp@pearson.com or telephone +44 (0) 44 844 576 0025

Resources

Pearson is committed to ensuring that teachers and students have a choice of resources to support their teaching and study.

To search for Pearson GCE resources, and to search for endorsed resources from other publishers, please visit our website.

Specifications, Sample Assessment Materials and Teacher Support Materials

Specifications, sample assessment materials (SAMs) and teacher support materials (TSMs) can be downloaded from the International Advanced Level subject pages.

To find a complete list of supporting documents, including the specification, SAMs and TSMs, please visit qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels.html

Appendices

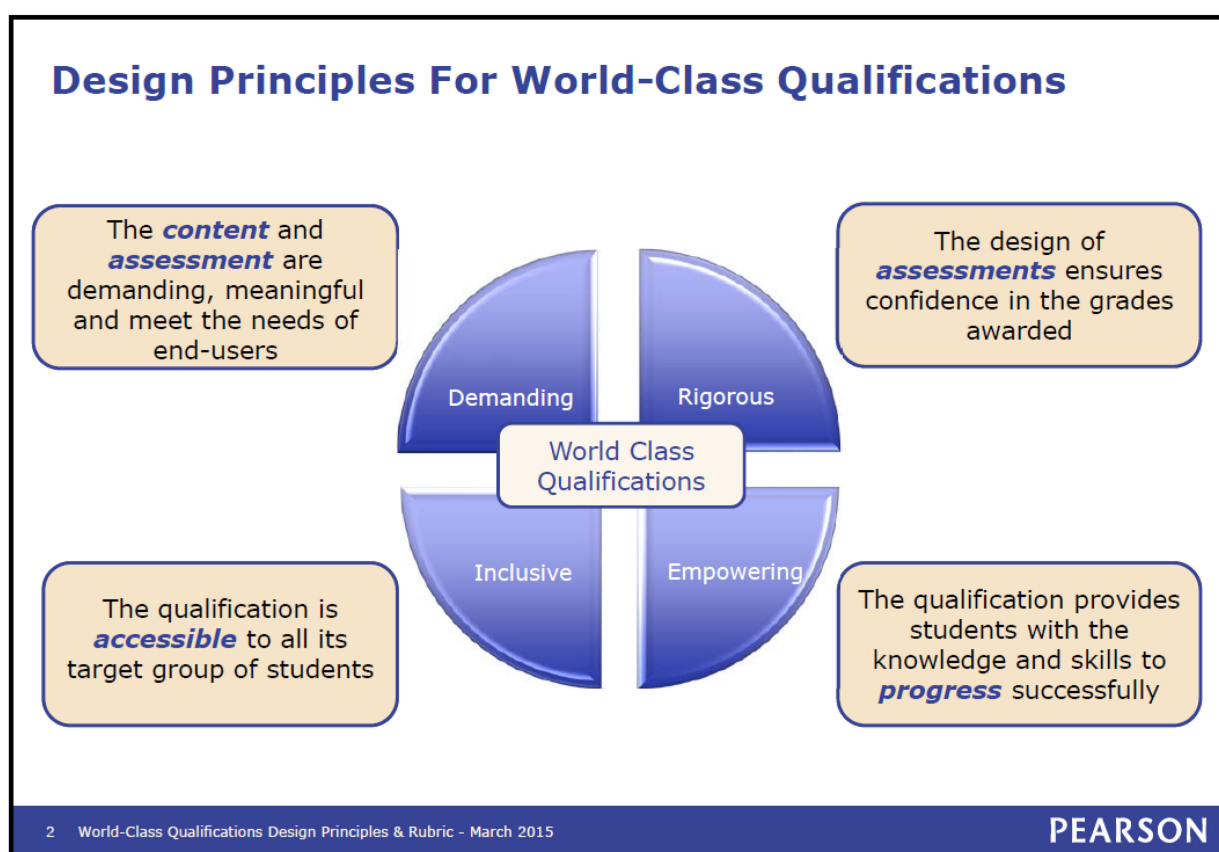
Appendix 1: The context for the development of this qualification	35
Appendix 2: Transferable skills	37
Appendix 3: Level 3 Extended Project qualification	39
Appendix 4: Codes	43
Appendix 5: English Phonemic Reference Sheet	45
Appendix 6: Transcription Mark Key	47
Appendix 7: Glossary	49

Appendix 1: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions internationally
- consulting with key stakeholders on content and assessment, including learned bodies, subject associations, higher-education academics, teachers and employers to ensure this qualification is suitable for an international context
- reviewing the legacy qualification and building on its positive attributes.



Appendix 2: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves^[2]:

Cognitive skills

Non-routine problem solving – expert thinking, metacognition, creativity.

Systems thinking – decision making and reasoning.

Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.

ICT literacy – access, manage, integrate, evaluate, construct and communicate^[3].

Interpersonal skills

Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.

Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.

Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.

Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

- ^[1] OECD (2012), Better Skills, Better Jobs, Better Lives (2012):
<http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>
- ^[2] Koenig, J. A. (2011) Assessing 21st Century Skills: Summary of a Workshop, National Research Council
- ^[3] PISA (2011) The PISA Framework for Assessment of ICT Literacy, PISA

Appendix 3: Level 3 Extended Project qualification

What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside IALs. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be university study or employment. The qualification:

- is recognised by universities for the skills it develops
- is worth half of an Advanced GCE qualification at grade A*–E.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice (which may or may not be related to an IAL subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example, an investigation based on predominately secondary research)
- an investigation/field study (for example, a practical experiment)
- a performance (for example, in music, drama or sport)
- an artefact (for example, a creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is coursework based and students are assessed on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

Students: what they need to do

The Extended Project qualification requires students to:

- select a topic of interest for an in-depth study and negotiate the scope of the project with their teacher
- identify and draft an objective for their project (for example in the form of a question, hypothesis, challenge, outline of proposed performance, issue to be investigated or commission for a client) and provide a rationale for their choice
- produce a plan for how they will deliver their intended objective
- conduct research as required by the project brief, using appropriate techniques
- carry out the project using tools and techniques safely
- share the outcome of the project using appropriate communication methods, including a presentation.

Teachers: key information

- The Extended Project has 120 guided learning hours (GLH) consisting of:
 - a taught 40-GLH element that includes teaching the technical skills (for example research skills)
 - a guided 80-GLH element that includes mentoring students through the project work.
- Group work is acceptable, however it is important that each student provides evidence of their own contribution and produces their own report.
- 100% externally moderated.
- Four Assessment Objectives: manage, use resources, develop and realise, review.
- Can be run over 1, 1½ or 2 years.
- Can be submitted in January or June.

How to link Extended Project with English Language

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and the workplace, through the exploration of either an area of personal interest or a topic of interest within the English Language qualification content. For example, English Language students could work on the writing of a dissertation exploring an aspect of English Language.

Skills developed

Through teaching and work on projects, it is expected that Extended Project students will develop skills in the following areas:

- independent research skills, including skills in primary research and the selection of appropriate methods for data collection
- extended reading and academic writing, including reading academic articles
- planning/project management, including the refining of research questions
- source handling and evaluation
- evaluation of arguments and processes, including arguments in favour of alternative interpretations of sources and evaluation of the research process
- critical thinking

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and the ability to consider and respond to alternative arguments.

The Extended Project is an ideal vehicle to develop the transferable skills identified in Appendix 2.

Using the Extended Project to support breadth and depth

Students are not expected to study specified material. In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through working on it.

A student of English Language should demonstrate that they have extended themselves in some significant way by means of their Extended Project. It is important that the student shows, at the outset, how their work involves significant extension beyond what they have been studying in English Language. Students can use the Extended Project to demonstrate extension in one or more dimensions:

- **deepening understanding:** where a student explores a topic in greater depth than in the specification content. A student of English Language could choose to carry out a deeper, more analytic exploration of a concept which can be explored through the lens of linguistic study. For example, questions about the nature of language or exploration of a concept such as meaning or translation.
- **broadening skills:** where a student learns a new skill, for example performance or creative writing skills
- **widening perspectives:** this is where a student's project spans different subjects and involves cross-curricular exploration that looks at, for example, political, social, philosophical and psychological aspects of the question.

Choosing topics and narrowing down to a question

Topics or titles linked to the themes from the English Language course could inspire a choice of Extended Project topic.

Students who wish to extend their creative writing skills can produce an artefact. The emphasis in the assessment criteria is on the process leading up to the finished piece of work. Consider a student who wished to write a short science fiction-story. The student wrote a literature review that contained research into genre, influences, source materials for the story and the processes and techniques of creative writing. As well as submitting the finished story, the student included extracts from drafts, which were annotated to show the development of ideas and the creative decisions the student took during the development of the work, including reflection on alternative possibilities and evaluation of their relative merits.

Example dissertation titles include:

- How far are we products and how far are we masters of language?
- Can people think and express themselves without language?
- Is femininity socially or biologically constructed?

There is also scope for English Language-based Performance Extended Projects. For example, a student might perform a play to explore problems with the concept of interpretation of language.

Appendix 4: Codes

Type of code	Use of code	Code
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	International A Level – YEN01 International AS Level – XEN01
Unit codes	These codes are provided for unit entry. Students must be entered for individual components.	Unit 1: WEN01 Unit 2: WEN02 Unit 3: WEN03 Unit 4: WEN04

Appendix 5: English Phonemic Reference Sheet

These tables will be available in the examination when data has been transcribed to show phonetic pronunciation.

Centres should make students aware of these tables as they will be given to them in the examinations.

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

Diphthongs							
face	goat	price	mouth	choice	near	square	cure
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

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

Appendix 6: Transcription Mark Key

These are common marks that will be used on any data that has the transcription of speech in the examinations.

There are different and more varied transcription marks available but those given below will always be used to ensure a consistent student experience in examinations.

Centres should make students aware of this transcription mark key as it will be given to them in the examinations.

Mark Key			
/_ /	key phonemic transcription	?	rising intonation
(.)	micro pause	[xxx]	term deleted

Appendix 7: Glossary

Term	Definition
Assessment Objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
JCQ	Joint Council for Qualifications. This is a group of UK exam boards who develop policy related to the administration of examinations.
Linear	Qualifications that are linear have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.
Modular	Qualifications that are modular contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
NEA	Non examination assessment. This is any assessment that is not sat in examination conditions at a fixed time and place. Non examination assessment includes coursework, oral examinations and practical examinations.
Performance description	This is a statement of the expected performance of a student for selected grades. Usually for IAL, performance descriptions are provided for grades A and E.
Raw marks	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.
UMS	Uniform Mark Scale. Student actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the Uniform Mark will be the same.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

Edexcel is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL
VAT Reg No GB 278 537121