Pearson

International GCSE
English Language A (9–1)

Specification

Pearson Edexcel International GCSE in English Language A (4EA1)

For first teaching September 2016
First examination June 2018

Issue 7

About Pearson

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

References to third party materials 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. (Materials may include textbooks, journals, magazines and other publications and websites.)

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

Summary of Pearson Edexcel International GCSE in English Language A specification

Issue 7 changes

Summary of changes made between previous issue and this current issue	Page number
The following information has been added in section 'Content and assessment overview - Availability' June and November series.	5
Component 1, Section B Added transactional text types.	9
Submission of non-examined assessment Updated process for submitting non-examined assessment.	18
Making up the sample Added new section 'Making up the sample' in 'Spoken Language Endorsement' section.	26
Appendix 2 Updated teacher and learner declaration form.	35
Appendix 3 Updated spoken language endorsement assessment record sheet.	37

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

1 About this specification

The Pearson Edexcel International GCSE in **English Language (Specification A)** is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

This specification includes the following key features:

Structure
The Pearson Edexcel International GCSE in English Language (Specification A) is a linear qualification. All components must be taken at the end of the course of study.

Content
The content features a relevant, up-to-date and engaging selection of texts ranging from British heritage to modern international.

Assessment
It is a choice of a 100 per cent external assessment, or a 60 per cent external examination and 40 per cent internal non-examined assessment option. Students may also complete the optional Spoken Language Endorsement. Please see section *Spoken Language Endorsement (optional)* for more details.

Approach
It builds a foundation for students wishing to progress to Pearson Edexcel International AS and Advanced Level in English Language, or equivalent qualifications.

Specification updates

This specification is Issue 7 and is valid for first teaching from September 2016, with first assessment from June 2018 and first certification from August 2018. If there are any significant changes to the specification Pearson will inform centres. Changes will also be posted on our website.

For more information, please visit https://qualifications.pearson.com/en/home.html

Using this specification

This specification gives teachers guidance and encourages delivery of the qualification.

Depth and breadth of content
Teachers should use the full range of content and all the assessment objectives given in *Section 4: English Language (Specification A) content.*

Qualification aims and objectives

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

- read a wide range of texts fluently and with good understanding

- read critically and use knowledge gained from wide reading to inform and improve their own writing

- write effectively and coherently using Standard English appropriately

- use grammar correctly, punctuate and spell accurately

- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language

- listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the student's certificate.

Why choose Pearson Edexcel qualifications?

Pearson – the world's largest education company

Edexcel academic qualifications are from Pearson, the UK's largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world's largest education company, allowing us to drive innovation and provide comprehensive support for Pearson Edexcel students in acquiring the knowledge and skills they need for progression in study, work and life.

A heritage you can trust

The background to Pearson becoming the UK's largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Pearson Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain's educational system.

Results you can trust

Pearson's leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Pearson Edexcel qualifications maintain the highest standards.

Why choose Pearson Edexcel International GCSE in English Language (Specification A)?

We have listened to feedback from all parts of the international school and language teaching community, including a large number of teachers. We have made changes that will engage International students and give them skills that will support progression to the further study of English and a wide range of other subjects.

Key qualification features

At Pearson Edexcel we offer both Specification A and Specification B International GCSE qualifications for English Language – these have been designed to meet different student needs. The content and assessment approach for this Specification A qualification has been designed to meet students' needs in the following ways:

Text types and text choices

We have ensured that the texts studied are engaging, suitable for all students, and that they include a diverse range of writers. The texts include poetry and prose as well as literary non-fiction.

Choice of non-examined and examined assessment

We have provided alternative assessment routes to suit different centre and student needs across the world.

Clear and straightforward question papers

Our question papers are clear and accessible for students of all abilities. Our mark schemes are straightforward, so that the assessment requirements are clear.

Broad and deep development of students' skills

The design of the revised International GCSE aims to extend students' knowledge by broadening and deepening skills.

For example, students develop the ability to:

- read and respond to material from a variety of sources

- make comparisons between texts and analyse the ways in which writers achieve their effects

- construct and convey meaning in written language, matching style to audience and purpose.

Development of spoken language skills

Students are able to develop their understanding of the spoken word through an optional speaking and listening endorsement.

Progression

International GCSE qualifications enable successful progression onto A level and beyond. Through our World Class Qualification development process, we have consulted with International A level and GCE A level teachers as well as higher education professionals to validate the appropriateness of this qualification, including its content, skills development and assessment structure.

Centres wishing to teach English Language using a different approach to meet their students' needs can use our Pearson Edexcel International GCSE in English Language (Specification B). We also offer International GCSE qualifications in English Literature and English as a Second Language within our overall English offer. More information about all of our qualifications can be found on our website (https://qualifications.pearson.com/en/home.html) on the Pearson Edexcel International GCSE pages.

Supporting you in planning and implementing this qualification

Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International GCSE in English Language (Specification A) to help you understand the changes to content and assessment, and what these changes mean for you and your students.

- We will provide you with an editable course planner and schemes of work.

- Our mapping documents highlight key differences between the new and legacy specifications.

Teaching and learning

- Our skills maps highlight opportunities for students to develop skills that are assessed, as well as skills that are not directly assessed.

- Print and digital learning and teaching resources – promote any time, any place learning to improve student motivation and encourage new ways of working.

Preparing for exams

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

- specimen papers to use as formative assessments and for mock examinations

- examiner commentaries following each examination series.

Onscreen assessment

Onscreen assessment is available for this qualification as an alternative to the current assessment format. Find out more information on our website: Onscreen Assessment - English | Pearson qualifications

ResultsPlus

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

examWizard

This is a free online resource designed to support students and teachers with examination preparation and assessment.

Training events

In addition to online training, for teachers to deepen their understanding of our qualifications, we host a series of training events each year.

Get help and support

Our subject advisor ensures that you receive help and guidance from us. You can email our subject advisor at: TeachingEnglish@pearson.com. You can also sign up to receive subject advisor updates or contact us using our support portal.

Qualification at a glance

The Pearson Edexcel International GCSE in English Language (Specification A) comprises one mandatory component and a choice of an additional examined or non-examined assessment. It is a linear qualification and all components must be taken at the end of the course of study. In addition, students may be entered for an optional spoken language endorsement - see section *Spoken Language Endorsement (optional)*.

Content and assessment overview

Component 1 and component 2 are available as a paper-based or onscreen assessment. Find out more information on our website: <u>Onscreen Assessment – English | Pearson qualifications.</u>

Students must complete Component 1, plus either Component 2 or Component 3.

Component 1: Non-fiction Texts and Transactional Writing	*Paper code 4EA1/01
Externally assessed Written examination: 2 hours 15 minutes Availability: June and November 90 marks	60% of the total International GCSE
Content overview • The **contemporary non-fiction texts** from Part 1 of the *Pearson Edexcel International GCSE English Anthology*. • Develop skills to analyse how writers use linguistic and structural devices to achieve their effects. • Explore links and connections between writers' ideas and perspectives. • Develop transactional writing skills for a variety of purposes and audiences. • Use spelling, punctuation and grammar accurately.	
Assessment overview Section A – Reading: A mixture of short- and long-answer questions related to a non-fiction text from Part 1 of the *Pearson Edexcel International GCSE English Anthology* and one previously unseen extract. Total of 45 marks. Section B – Transactional Writing: One 45-mark writing task, from a choice of two involving a given audience, form or purpose. Candiates will be provided with the anthology text in the examination. This component is available as a paper-based or onscreen assessment.	

*See *Appendix 1: Codes* for a description of this code and all the other codes relevant to this qualification.

Students must complete either Component 2 or Component 3.

Component 2: Poetry and Prose Texts and Imaginative Writing	*Paper code 4EA1/02
Externally assessed Written examination: 1 hour 30 minutes Availability: June and November 60 marks	40% of the total International GCSE

Content overview

- The **poetry and prose texts** from Part 2 of the *Pearson Edexcel International GCSE English Anthology*.
- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

Assessment overview

Section A – Reading: The 30-mark essay question on a poetry or prose text from Part 2 of the *Pearson Edexcel International GCSE English Anthology*.

Section B – Imaginative Writing: One 30-mark imaginative writing task from a choice of three.

Students will be provided with the anthology text in the examination.

This component is available as a paper-based or onscreen assessment.

Component 3: Poetry and Prose Texts and Imaginative Writing	*Paper code 4EA1/03
Internally assessed and externally moderated Non-examined assessment Availability: June and November 60 marks	40% of the total International GCSE

Content overview

- The **poetry and prose texts** from Part 2 of the *Pearson Edexcel International GCSE English Anthology*.
- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

Assessment overview

Assignment A – Poetry and prose texts: One 30-mark essay question based on any **three** poetry or prose texts from Part 2 of the *Pearson Edexcel International GCSE English Anthology*. **At least one poetry text and one prose text must be discussed in the assignment.**

Assignment B – Imaginative writing: One 30-mark imaginative writing task.

*See *Appendix 1: Codes* for a description of this code and all the other codes relevant to this qualification.

Students may also be entered for the spoken language endorsement.

Spoken language endorsement (optional)	*Paper code 4EA1/E
Internally assessed under controlled conditions Oral examination: maximum 10 minutes Availability: June and November Not Classified, Pass, Merit, Distinction	Endorsed separately
Overview The spoken language presentation may take a variety of forms, including: a) a speech or talk by a student, followed by questions from the audience. b) a formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts, which have been shared in advance, followed by questions from the audience. In all cases, the presentation should be prepared and last no longer than **10 minutes.** Please see section *Spoken Language endorsement (optional)* for more details.	

2 Anthology texts at a glance

Component 1 Section A

Pearson Edexcel International GCSE English Anthology

Part 1: Non-fiction Texts

From *The Danger of a Single Story*	Chimamanda Ngozi Adichie
From *A Passage to Africa*	George Alagiah
From *The Explorer's Daughter*	Kari Herbert
Explorers, or boys messing about? Either way, taxpayer gets rescue bill	Steven Morris
From *127 Hours: Between a Rock and a Hard Place*	Aron Ralston
Young and dyslexic? You've got it going on	Benjamin Zephaniah
From *A Game of Polo with a Headless Goat*	Emma Levine
From *Beyond the Sky and Earth: A Journey into Bhutan*	Jamie Zeppa
From *H is for Hawk*	Helen Macdonald
From *Chinese Cinderella*	Adeline Yen Mah

Component 2 and Component 3 Section A

Pearson Edexcel International GCSE English Anthology

Part 2: Poetry and Prose Texts

Disabled	Wilfred Owen
'Out, Out–'	Robert Frost
An Unknown Girl	Moniza Alvi
The Bright Lights of Sarajevo	Tony Harrison
Still I Rise	Maya Angelou
The Story of an Hour	Kate Chopin
The Necklace	Guy de Maupassant
Significant Cigarettes (from *The Road Home)*	Rose Tremain
Whistle and I'll Come to You (from *The Woman in Black)*	Susan Hill
Night	Alice Munro

3 English Language (Specification A) content

Component 1:   Non-fiction Texts and Transactional Writing (examined)

The focus of this component is:

Section A: Non-fiction texts – study and analyse selections from a range of non-fiction texts.

Section B: Transactional Writing – explore and develop transactional writing skills.

Content

Students should read a variety of high-quality, challenging non-fiction texts, in preparation to respond to one unseen non-fiction text in the examination. They should be able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of the language. Throughout the qualification, students should develop the skills of interpretation and analysis.

Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts.

Text types should also include literary non-fiction texts, such as selections from autobiography, letters, obituaries and travel writing. These lists are not exhaustive.

Texts that are essentially transient, such as instant news feeds and advertisements, will not form part of the assessment.

The *Pearson Edexcel International GCSE English Anthology* is a resource that supports teachers by providing examples of different types of non-fiction text. Students should be encouraged to read beyond the anthology to support their learning.

Students should use what they have learned about different text types to develop their transactional writing. They should be introduced to, and be given the opportunity to practise, a range of non-fiction writing techniques, planning and proofreading skills.

The transactional text types that students will be asked to write are:

● article for a magazine or newspaper
● speech
● letter
● guide
● review
● text of a leaflet.

The questions set may refer to a digital location for the texts, such as a website.

Pearson Edexcel International GCSE English Anthology

Part 1: Non-fiction Texts

From *The Danger of a Single Story*	Chimamanda Ngozi Adichie
From *A Passage to Africa*	George Alagiah
From *The Explorer's Daughter*	Kari Herbert
Explorers, or boys messing about? Either way, taxpayer gets rescue bill	Steven Morris
From *127 Hours: Between a Rock and a Hard Place*	Aron Ralston
Young and Dyslexic? You've got it going on	Benjamin Zephaniah
From *A Game of Polo with a Headless Goat*	Emma Levine
From *Beyond the Sky and Earth: A Journey into Bhutan*	Jamie Zeppa
From *H is for Hawk*	Helen Macdonald
From *Chinese Cinderella*	Adeline Yen Mah

Assessment overview

Component 1 assesses 60% of the total English Language (Specification A) qualification and assesses Reading (30%) and Writing (30%).

There will be two sections in the paper.

Section A: Non-fiction

- Students are advised to allocate 1 hour and 30 minutes including reading time to Section A.

- There will be a mixture of short- and long-answer questions related to a non-fiction text from Part 1 of the *Pearson Edexcel International GCSE English Anthology* and one previously unseen extract.

- Students will answer all questions in this section.

- Total of 45 marks for this section.

Questions will test the following assessment objectives:

AO1 read and understand a variety of texts, selecting and interpreting information, ideas and perspectives

AO2 understand and analyse how writers use linguistic and structural devices to achieve their effects

AO3 explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.

Section B: Transactional Writing

- Students are advised to allocate 45 minutes to Section B.

- There will be one writing task, based on a choice of two prompts involving a given audience, form or purpose.

- Students will answer one question in this section.

- Total of 45 marks for this section.

Questions will test the following assessment objectives:

AO4 communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences

AO5 write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Component 2: Poetry and Prose Texts and Imaginative Writing (examined)

The focus of this component is:

Section A: Poetry and Prose Texts – study and analyse selections from a range of fictional poetry and prose texts.

Section B: Imaginative Writing – explore and develop imaginative writing skills.

Content

Students should study the poetry and prose provided in Part 2 of The *Pearson Edexcel International GCSE English Anthology* in preparation for responding to the given poetry or prose text from the anthology in the examination. They should be able to read substantial pieces of writing (extended texts) that make significant demands on them in terms of content, structure and the quality of language. Throughout the qualification, students should develop the skills of inference and analysis.

The *Pearson Edexcel International GCSE English Anthology* is a resource that supports teachers by providing examples of prose fiction. Students should read a variety of additional prose fiction from a range of genres and cultures.

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

Pearson Edexcel International GCSE English Anthology

Part 2: Poetry and Prose Texts

Disabled	Wilfred Owen
"Out, Out–"	Robert Frost
An Unknown Girl	Moniza Alvi
The Bright Lights of Sarajevo	Tony Harrison
Still I Rise	Maya Angelou
The Story of an Hour	Kate Chopin
The Necklace	Guy de Maupassant
Significant Cigarettes (from *The Road Home)*	Rose Tremain
Whistle and I'll Come to You (from *The Woman in Black)*	Susan Hill
Night	Alice Munro

Assessment overview

Component 2 assesses 40% of the total English Language (Specification A) qualification and assesses Reading (20%) and Writing (20%).

Component 2 is available as an alternative to non-examined assessment Component 3.

There will be **two** sections in the component.

Section A: Poetry and Prose Texts

- Students are advised to allocate 45 minutes to Section A.

- There will be one essay question on a poetry or prose text from Part 2 of the *Pearson Edexcel International GCSE English Anthology*, which will be made available in the examination.

- Students will answer the question in this section.

- Total of 30 marks for this section.

Questions will test the following assessment objectives:

AO1 read and understand a variety of texts, selecting and interpreting information, ideas and perspectives

AO2 understand and analyse how writers use linguistic and structural devices to achieve their effects.

Section B: Imaginative Writing

- Students are advised to allocate 45 minutes to Section B.

- There will be one 30-mark imaginative writing task, based on one of three given prompts.

- Students will answer one question in this section.

- Total of 30 marks for this section.

Questions will test the following assessment objectives:

AO4 communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences

AO5 write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Component 3:   Poetry and Prose Texts and Imaginative Writing (non-examined assessment)

The focus of this component is:

Assignment A: Poetry and Prose Texts – study and analyse selections from a range of fictional poetry and prose texts.

Assignment B: Imaginative Writing – explore and develop imaginative writing skills.

Content

Non-examined assessment is available as an alternative to Component 2.

Students should read selections from a range of high-quality, challenging poetry or prose fiction to prepare them for an assignment based on their selected poetry and prose texts from Part 2 of the *Pearson Edexcel International GCSE English Anthology.*

They should be able to read substantial pieces of writing (extended texts) that make significant demands on them in terms of content, structure and the quality of language. Throughout the qualification, students should develop the skills of inference and analysis.

The *Pearson Edexcel International GCSE English Anthology* is a resource that supports teachers by providing examples of prose fiction. Students should read a variety of prose fiction from a range of genres and cultures.

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

Assessment overview

Component 3 (non-examined option) assesses 40% of the total English Language (Specification A) qualification and assesses Reading (20%) and Writing (20%).

Non-examined assessment is available as an alternative to Component 2.

The assessment of this component is through two non-examined assignments, internally set and assessed and externally moderated by Pearson.

Assignment setting

Students will be required to write **two** non-examined assignments.

Students must complete two non-examined assignments, which may be self-generated or devised by their teacher. Students can be involved in choosing which texts to write about and the devising of the task. There is no requirement for students in a cohort to write on different texts. Students in a cohort may write on the same texts.

Assignment A: Poetry and Prose Texts

Students will prepare for the task as follows:

- select **three** texts from Part 2 of the *Pearson Edexcel International GCSE English Antholog*y - **there must be at least one poetry text and one prose text chosen**
- choose a focus for the assignment, for example: setting, character(s), event(s), theme(s)
- make notes and plan the response to the task.

The response to the task must show that students can:

- read and understand **three** texts from Part 2 of the *Pearson Edexcel International GCSE English Anthology*, selecting and interpreting information, ideas and perspectives (AO1)
- understand and analyse how writers use linguistic and structural devices to achieve their effects in **three** texts from Part 2 of the *Pearson Edexcel International GCSE English Anthology* (AO2).

There are 30 marks available for this assignment:

- 12 marks for AO1
- 18 marks for AO2.

Pearson Edexcel International GCSE English Anthology

Part 2: Poetry and Prose Texts

Disabled	Wilfred Owen
"Out, Out–"	Robert Frost
An Unknown Girl	Moniza Alvi
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Significant Cigarettes (from *The Road Home*)	Rose Tremain
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Setting the question

The assignment must allow students to access both AO1 and AO2.

This assignment is a written response based on **three** or more texts from Part 2 of the anthology. **At least one poetry text and one prose text are discussed.**

Assignments could take the following format:`

[Suggested task title]

- Discuss how the writers use language and structure to present [*insert chosen focus*] in [*insert chosen Anthology text 1*], [*insert chosen Anthology text 2*] and [*insert chosen Anthology text 3*].

In your response you should:

- discuss the ideas and perspectives of the writers about the chosen focus

- discuss how the writers use language and structure to achieve their effects

- include textual references to illustrate the points you make.

Assignment B: Imaginative Writing

- A piece of imaginative writing based on a selected topic.

- Students must respond to a teacher-devised non-examined assignment which will allow them to address the following assessment objectives:

  AO4 communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences

  AO5 write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

- The purpose should be to narrate, describe or entertain.

- Total of 30 marks for this assignment.

Setting the question

The assignment must allow students to access both AO4 and AO5.

The topic could be suggested by a piece in the anthology, for example:

- 'The moment had passed' write an imaginative piece ending with these words

- The last time I saw...

- "I've left Auror and that leaving of my home was hard and bitter, but my time is coming." After reading 'Significant Cigarettes' write what you imagine might be the next episode in Lev's story.

- 'During the night the wind rose'. Write your own imaginative and descriptive piece that begins with those words.

Or an unrelated topic relating to a set of images, for example:

- The visitor

- A frightening experience

- My most embarrassing moment.

Students may write about real or imagined experiences.

Assignment taking

Authenticity

Students must sign the Non-examined assessment authentication sheet in *Appendix 2: Non-examined assessment authentication sheet* to confirm that they have produced their non-examined assessment independently.

Teachers must also sign the Non-examined assessment authentication sheet to confirm that students have been sufficiently supervised to ensure the authenticity of the work.

Collaboration

Students must work independently in producing their non-examined assessment.

Teacher feedback

- Teachers may advise students in the production of non-examined assessment. Teachers may suggest general improvements to the non-examined assessment at a draft stage, but it is the student's responsibility to make any corrections and update the work.

- Student work must not be rewritten after it has been marked.

- Students should be informed at the start of the teaching that they must not plagiarise other work. Students must acknowledge sources in their work and be advised how to do so. Teachers should be alert to essays derived from other sources – such as the internet or artificial intelligence (AI) – when signing the declaration on the non-examined assessment front sheet.

Presentation of the work

- Each piece of non-examined assessment should contain the student's name, the date on which the work was completed, the mark awarded and a brief teacher comment justifying the mark. This comment should be based on the assessment criteria for the mark range awarded.

- Non-examined assessment pieces may be handwritten or word-processed.

Word count

- Assignment A: Poetry and Prose Texts
  Students will present a written response of approximately 1200 words.

- Assignment B: Imaginative Writing
  Students will present a written response of approximately 700 words.

The above word count is advisory only and there is no penalty for exceeding this recommendation.

Assignment marking

Assessment of non-examined component

Teachers must mark non-examined assessment according to the assessment criteria in this specification. Teachers should use their professional judgement to apply the criteria appropriately and fairly to the work of students.

Students should be awarded the appropriate mark within any range on a 'best fit' basis, balancing strengths and weaknesses in each essay. Answers may display characteristics of more than one level, and where this happens, markers must use professional judgement to decide which level is most appropriate. For example, a passage in the assignment may contain characteristics of Level 4 while the rest of the assignment tends towards Level 3. The outcome may therefore be a high Level 3.

Standardisation of non-examined assessment

Where there is more than one teacher of the non-examined assessment option in a centre, the centre should conduct internal standardisation. This can be carried out by paired marking.

Completed non-examined assessment should be kept secure in the centre until at least six months after the examination session. Non-examined assessment may then be returned to students.

Final assessment of non-examined component at the end of the course

There will be two marks out of 30 which will be combined to make one mark out of 60. At the end of the course, the non-examined assessment may be re-assessed and the marks adjusted in light of internal standardisation.

Teachers should reward the quality of the writing and reading demonstrated in the non-examined assignment. A second opinion, by a teacher other than the class teacher, will enable the centre to arrive at an objective judgement on achievement.

Submission of non-examined assessment

Towards the end of the course centres will be required to digitally submit a sample of non-examined assessment to a Pearson-appointed non-examined assessment moderator. Final non-examined assessment marks for each learner should be recorded on the non-examined assessment front sheet in Appendix 2: Non-examined assessment authentication sheet.

Please refer to the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments* for further information.

Assessment Grids

Assignment A: Poetry and Prose Texts

Level	Mark	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives
		(12 marks)
	0	No rewardable material.
Level 1 *Limited Basic*	1-3	• Basic selection of information/ideas. • Limited use of quotations/textual references. • Limited understanding of information/ideas, likely through retelling or paraphrasing.
Level 2 *Some Developing*	4-6	• Some selection of valid information and ideas. • Some use of valid quotations/textual references. • Some valid interpretation demonstrating a developing understanding of information and ideas.
Level 3 *Clear Relevant*	7-9	• Clear and relevant selection of information, ideas and/or perspectives. • Clear and relevant use of supporting quotations/textual references. • Relevant interpretation demonstrating a clear understanding of information, ideas and/or perspectives.
Level 4 *Detailed Perceptive*	10-12	• Detailed and persuasive selection of information, ideas and perspectives. • Discriminating use of supporting quotations and textual references. • Perceptive interpretation demonstrating a convincing understanding of information, ideas and perspectives.

Level	Mark	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects (18 marks)
	0	No rewardable material.
Level 1 *Limited Basic*	1-3	• Limited identification of language **and/or** structural devices. • Limited selection of textual references **and/or** examples. • Offers basic and simple comment on the effect of language **and/or** structure.
Level 2 *Some Developing*	4-6	• Some identification/selection of language **and/or** structural devices. • Some accurate textual references **and/or** examples. • Offers some developing comment on the effect of language **and/or** structure.
Level 3 *Clear Relevant Explanatory*	7-10	• Clear and relevant selection of language **and** structural devices. • Relevant and generally appropriate use of textual references **and** examples. • Makes clear explanations of the effects of language **and** structure.
Level 4 *Thorough Confident Exploratory*	11-14	• Thorough and confident selection of language **and** structural devices. • Confident and detailed use of textual references **and** examples. • Makes a detailed exploration of the effects of language **and** structure.
Level 5 *Discriminating Perceptive Analytical*	15-18	• Subtle and discriminating selection of language **and** structural devices. • Discriminating and assured use of textual references **and** examples. • Makes a perceptive analysis of the effects of language **and** structure.

Additional guidance on the mark scheme:

Textual reference: any reference to supporting evidence from the text - direct quotations or references to specific moments/events within the text, e.g.

We learn that the recruiting officers in the poem knew the person was under age when he joined up: 'Smiling they wrote his lie; aged nineteen years.'

We perhaps learn the extent of Madame Loisel's materialistic nature when she disregards the many elegant jewels belonging to her friend and selects instead the diamond necklace.

Citing *Disabled*, Wilfred Owen and *The Necklace*, Guy de Maupassant

Example: citing specific examples of features of language and/or structure from the text, e.g.

The author uses violent verbs, 'snarled', 'rattled', to convey shock.

The author structures the poem using a clear pattern of repetition: 'You may shoot me... You may cut me… You may kill me...' on lines 21 to 23.

Citing *"Out, Out−"*, Robert Frost and *Still I Rise*, Maya Angelou

Assignment B: Imaginative Writing

Level	Mark	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences
	0	No rewardable material.
Level 1	1–3	• Communication is at a basic level, and limited in clarity. • Little awareness is shown of the purpose of the writing and the intended reader. • Little awareness of form, tone and register.
Level 2	4–7	• Communicates in a broadly appropriate way. • Shows some grasp of the purpose and of the expectations/requirements of the intended reader. • Straightforward use of form, tone and register.
Level 3	8–11	• Communicates clearly. • Shows a clear sense of purpose and understanding of the expectations/requirements of the intended reader. • Appropriate use of form, tone and register.
Level 4	12–15	• Communicates successfully. • A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown. • Effective use of form, tone and register.
Level 5	16–18	• Communication is perceptive and subtle. • Task is sharply focused on purpose and the expectations/requirements of the intended reader. • Sophisticated use of form, tone and register.

Level	Mark	AO5	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
	0		No rewardable material.
Level 1	1–2		• Expresses information and ideas, with limited use of structural and grammatical features. • Uses basic vocabulary, often misspelt. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	3–4		• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. • Writes with some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. • Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.
Level 3	5–7		• Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear. • Uses a varied vocabulary and spells words containing irregular patterns correctly. • Uses accurate and varied punctuation, adapting sentence structure as appropriate.
Level 4	8–10		• Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text. • Uses a wide, selective vocabulary with only occasional spelling errors. • Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.
Level 5	11–12		• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. • Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. • Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

Security and backups

It is the responsibility of the centre to keep the work that students have submitted for assessment secure.

Secure storage is defined as a securely-locked cabinet or cupboard. The rules on storage also apply to electronic data. For materials stored electronically, centres are strongly advised to use firewall protection and virus-checking software, and to employ an effective backup strategy, so that an up-to-date archive of students' evidence is maintained.

Further information

For up-to-date advice on teacher involvement and administration of non-examination assessments, please refer to the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* available on the JCQ website: https://www.jcq.org.uk/

Spoken Language Endorsement (optional)

The optional spoken language endorsement for Pearson Edexcel International GCSE in English Language (Specification A)

These are the requirements of the optional spoken language endorsement for Pearson Edexcel International GCSE in English Language (Specification A) including the recording, storing and submission of spoken language assessments.

The preparation and assessment of spoken language is an optional component of the course of study. If a student completes the endorsement, it will appear on their certificate as a separately reported grade, alongside the overall grade issued.

Overview

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

Presentation

The spoken language presentation may take a variety of forms, including:

a) a speech or talk by a student, followed by questions from the audience

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

In all cases, the presentation should be prepared and last no longer than **10 minutes**.

Audience

Students must give their presentations to an audience, which must always include the teacher.

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

Assessment criteria

Students should be assessed either live or from recordings.

There are no marks for the spoken language endorsement. Should students choose to attempt the assessment, they should be awarded a grade (Not Classified, Pass, Merit or Distinction) using the assessment criteria below. Students' grades will appear on their certificates.

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

General criteria
To be awarded a Pass, Merit or Distinction, a student must: • be audible • use spoken Standard English. For the purposes of the spoken language assessment a student must: • be intelligible, and • generally use language appropriate to the formal setting of the presentation.

Pass	Merit	Distinction
In addition to the general criteria, to be awarded a Pass, a student's performance in his or her spoken language assessment must meet all of the following criteria: • expresses straightforward ideas/information/ feelings • makes an attempt to organise and structure his or her presentation • makes an attempt to meet the needs of the audience • listens to questions/feedback and provides an appropriate response in a straightforward manner.	In addition to the general criteria, to be awarded a Merit, a student's performance in his or her spoken language assessment must meet all of the following criteria: • expresses challenging ideas/information/ feelings using a range of vocabulary • organises and structures his or her presentation clearly and appropriately to meet the needs of the audience • achieves the purpose of his or her presentation • listens to questions/ feedback, responding formally and in some detail.	In addition to the general criteria, to be awarded a Distinction, a student's performance in his or her spoken language assessment must meet all of the following criteria: • expresses sophisticated ideas/information/ feelings using a sophisticated repertoire of vocabulary • organises and structures his or her presentation using an effective range of strategies to engage the audience • achieves the purpose of his or her presentation, and listens to questions/feedback • responds perceptively and, if appropriate, elaborates with further ideas and information.

External monitoring

For each June and/or November series, all centres are required to provide audio-visual recordings of the presentations of a sample of students from across teaching groups. There is no requirement to record the presentations of all students.

Assessment record sheet

A record sheet to assist with assessment is provided in *Appendix 3: Spoken Language Endorsement Assessment record sheet*. One should be completed for each student. Upload the record sheets for the 30 students in your sample and retain the remaining record sheets.

Marking up the sample

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

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

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

++ For example, if a centre has 15 D students, 11 M students and 3 P students, all

of these students will be in the sample.

+++ For example:

(a) if a centre has 21 D students, 14 M students and 3 P students, the sample will consist of 10 of the D students, 10 of the M students and all of the P students, with 7 additional students (from D and/or M) to make the overall sample up to 30.

(b) if a centre has no D students, 7 M students and 60 P students, the sample will consist of all of the M students and 23 of the P students.

Guidance on submitting recordings[1]

All learner work must be submitted digitally.

For more information, please go to the Pearson's qualifications website at: https://qualifications.pearson.com/en/home.html.

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[1] This section should be read in conjunction with the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)*

4 Assessment information

Assessment requirements

Paper number and title	Assessment information	Number of raw marks allocated in the paper
Component 1: Non-fiction Texts and Transactional Writing (examination)	Two hours and 15-minute examination comprising two sections. Mixture of short- and long -answer questions. Texts will be provided in the examination.	90 marks
Component 2:* Poetry and Prose Texts and Imaginative Writing (examination)	One hour 30-minute examination comprising two sections. Essay-based questions. Texts will be provided in the examination.	60 marks
Component 3:* Poetry and Prose Texts and Imaginative Writing (non-examined assessment)	Two essay assignments, internally set and assessed, and externally moderated by Pearson.	60 marks
Spoken Language endorsement (optional)	One presentation to an audience with questions, internally set and assessed, and externally monitored by Pearson.	Not applicable

* Students must complete either Component 2 or Component 3.

Assessment objectives and weightings

				% in International GCSE
READING	**AO1**	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.		15
	AO2	Understand and analyse how writers use linguistic and structural devices to achieve their effects.		20
	AO3	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.		15
WRITING	**AO4**	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.		30
	AO5	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.		20
SPOKEN LANGUAGE	**AO6***	Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Standard English effectively in speeches and presentations		Not applicable

* Assessment objective 6 is for the optional Spoken Language endorsement. If a student completes the endorsement, it will appear on their certificate as a separately reported grade. Please see section *Spoken Language Endorsement (optional)* for more details.

Relationship of assessment objectives to components

Component number	Assessment objective %					
	AO1	**AO2**	**AO3**	**AO4**	**AO5**	**AO6**
Component 1	7	8	15	18	12	-
Component 2/ Component 3	8	12	0	12	8	-
Spoken Language Endorsement (optional)	-	-	-	-	-	100
Total for International GCSE	**15%**	**20%**	**15%**	**30%**	**20%**	**Not applicable**

NB: some figures have been rounded up or down.

All components are available for assessment from June 2018.

Breakdown of assessment objectives and raw marks

Component and question number	Assessment objective					Total
	AO1	**AO2**	**AO3**	**AO4**	**AO5**	**Total**
Component 1: Non-fiction Texts and Transactional Writing						
Question 1	11					11
Question 2		12				12
Question 3			22			22
Questions 4 and 5				27	18	45
Component 2: Poetry and Prose Texts and Imaginative Writing/Component 3: Non-examined assessment						
Question 1	12	18				30
Question 2				18	12	30
Total raw marks for this qualification	**23**	**30**	**22**	**45**	**30**	**150**
Total % Assessment Objectives for this qualification	**15**	**20**	**15**	**30**	**20**	**100**

* Assessment objective 6 (not shown above) is for the optional Spoken Language endorsement. If a student completes the endorsement, it will appear on their certificate as a separately reported grade. Please see section *Spoken Language Endorsement (optional)* for more details.

5 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 also available on our website.

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 GCSEs/International GCSEs. 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 will be available in English only. All student work must be in English.

We recommend that students have the ability to read and write in English at Level B2 of the Common European Framework of Reference for Languages.

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 UK 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 UK Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student 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 student may be unique to that individual and therefore might not be in the list of available access arrangements.

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

- the needs of the student with the disability

- the effectiveness of the adjustment

- the cost of the adjustment, and

- the likely impact of the adjustment on the student with the disability and other students.

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

Special considerations

Special consideration is a post-examination adjustment to a candidate'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 information about how to apply for access arrangements and special considerations.

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

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 controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form MI* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate 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 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 Form M2a* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to: pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications: Suspected Malpractice in Examinations and*

Assessments, available at https://www.jcq.org.uk/exams-office/malpractice

Awarding and reporting

Pearson Edexcel International GCSE in English Language (Specification A) will be graded and certificated on a nine-grade scale from 9 to 1. Individual components are not graded. The optional spoken language endorsement is graded and certificated Not Classified/Pass/Merit or Distinction and appears, when taken, as a separate grade on the certificate. The first certification opportunity for the Pearson Edexcel International GCSE in English Language (Specification A) was in 2018. 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.

Student recruitment and progression

Pearson's 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.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to:

- International AS and A Levels in English Language, AS and A Levels in English Language and other subjects.

Appendices

Appendix 1: Codes

Type of code	Use of code	Code
Subject codes	The subject code is used by centres to enter students for a qualification.	International GCSE 4EA1
Paper codes	These codes are provided for information. Students may need to be entered for individual papers.	Component 1: 4EA1/01 Component 2: 4EA1/02 Component 3: 4EA1/03 Spoken Language Endorsement: 4EA1/E

Appendix 2: Non-examined assessment authentication sheet

Pearson Edexcel International GCSE in English Language (Specification A) 4EA1/03		
Centre name:		Centre number:
Candidate name:		Candidate number:
Assignment	**Mark awarded**	**Comments** [*NB: Comment box expands as you start entering text*]

A Poetry and Prose Texts	**AOs:**
	AO1
	        /12
	AO2
	
	        /18	

B Imaginative Writing	**AO4**
	        /18
	AO5
	
	        /12	

TOTAL	**/60**	

Teacher declaration

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

Assessor name			
Assessor signed		Date	

Candidate declaration

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

Candidate signed		Date	

Appendix 3: Spoken Language Endorsement Assessment record sheet

Pearson Edexcel International GCSE English Spoken Language Endorsement	
Candidate number and name:	Recorded?
Details of task:	

Pass criteria	✓
Is audible	P
Uses spoken Standard English*	P
Expresses straightforward ideas/information/ feelings	P
Makes an attempt to organise and structure their presentation	P
Makes an attempt to meet the needs of the audience	P
Listens to questions/feedback and provides an appropriate response in a straight forward manner	P

Merit criteria	✓
Is audible	M
Uses spoken Standard English*	M
Expresses challenging ideas/information/ feelings using a range of vocabulary	M
Organises and structures their presentation clearly and appropriately to meet the needs of the audience	M
Achieves the purpose of their presentation	M
Listens to questions/feedback responding formally and in some detail	M

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

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

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

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

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

Teacher Declaration

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

Assessor name			
Assessor signed		Date	

Candidate Declaration

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

Candidate signed		Date	

Appendix 4: 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 [2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in English Language and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website: qualifications.pearson.com

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig, J A, National Research Council - *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	• Critical thinking • Problem solving • Analysis • Reasoning/argumentation • Interpretation • Decision making • Adaptive learning • Executive function	**Problem solving** for English Language Writing a text to solve a problem, for example in response to a specific context
	Creativity	• Creativity • Innovation	
Intrapersonal skills	Intellectual openness	• Adaptability • Personal and social responsibility • Continuous learning • Intellectual interest and curiosity	
	Work ethic/ conscientiousness	• Initiative • Self-direction • Responsibility • Perseverance • Productivity • Self-regulation (metacognition, forethought, reflection) • Ethics • Integrity	**Initiative** for English Language Responding in a discussion or writing task. Drawing on unusual or tangential material, helping to reach a solution
	Positive core self-evaluation	• Self-monitoring/self-evaluation/self-reinforcement	
Interpersonal skills	Teamwork and collaboration	• Communication • Collaboration • Teamwork • Cooperation • Empathy/perspective taking • Negotiation	**Communication** for English Language Undertaking a speaking task involving dialogue/ or undertaking a writing task in response to something that has been written expressly for you
	Leadership	• Responsibility • Assertive communication • Self-presentation	

Appendix 5: 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/non-examined assessment. 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 that develops 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.
NEA	Non-examined assessment. This is any assessment not sat in examination conditions at a fixed time and place. Non-examined assessment includes coursework, oral examinations and practical examinations.
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's 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.

))Pearson