

# INTERNATIONAL GCSE

## English Language (Specification A) (9-1)

### SPECIFICATION

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

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For first teaching September 2016

First examination June 2018





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(Specification A) (4EA1)

For first teaching in September 2016

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## **Edexcel, BTEC and LCCI qualifications**

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## *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.*

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# 1 About this specification

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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 papers must be taken at the end of the course of study.

**Content:** features a relevant, updated and engaging selection of texts ranging from British heritage to modern international.

**Assessment:** choice of a 100% external assessment, or a 60% external examination and 40% internal coursework option. Students may also complete the optional Spoken Language Endorsement. Please see page 27, for more details.

**Approach:** building a foundation for students wishing to progress to Pearson Edexcel AS and Advanced Level in English Language, or equivalent qualifications.

## Specification updates

This specification is Issue 1 and is valid for the Edexcel International GCSE examination from 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 [qualifications.pearson.com](http://qualifications.pearson.com)

## Using this specification

This specification has been designed to give guidance to teachers and encourage effective 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 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 Edexcel students to acquire 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, Edexcel qualifications have firm academic foundations, 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, Edexcel qualifications maintain the highest standards.

## **Developed to Pearson’s world class qualifications standards**

Pearson’s world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought leaders and assessment experts, to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the World Class Qualifications process and principles please go to *Appendix 4* or visit our website: [uk.pearson.com/world-class-qualifications](http://uk.pearson.com/world-class-qualifications)

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

We have listened to feedback from all parts of the International school and UK Independent school subject 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.

At 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 student needs in the following ways:

**Text types and text choices** – We've ensured that the anthology texts are engaging, suitable for all students, and that they include a diverse range of authors. The texts include poetry and prose as well as literary non-fiction.

**Coursework and examination options** – 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 all students of all ability ranges and learning styles. 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 to A Level** – International GCSEs 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 university professors 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 Pearson Edexcel International GCSE pages at: [qualifications.pearson.com](http://qualifications.pearson.com)

## **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 give you a 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 give you a range of resources to help you prepare your students for the assessments, including:

- specimen papers to use as formative assessments and for mock exams
- examiner commentaries following each examination series.

### **ResultsPlus**

ResultsPlus provides the most detailed analysis available of your students’ exam 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 exam preparation and assessment.

### **Training events**

In addition to online training, we host a series of training events each year that give teachers a deeper understanding of our qualifications.

### **Get help and support**

Our subject advisor service ensures that you receive help and guidance from us. You can sign up to receive updates at <http://qualifications.pearson.com/en/forms/subject-advisor-english.html> or email ‘sign me up’ to [teachingenglish@pearson.com](mailto:teachingenglish@pearson.com).



## 2 Qualification at a glance

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The Pearson Edexcel International GCSE in English Language (Specification A) comprises one mandatory paper and a choice of an additional examined paper or coursework option. It is a linear qualification and all papers must be taken at the end of the course of study. In addition, students may be entered for an optional spoken language endorsement (see page 27 for more details).

### Paper overview

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

<b>Paper 1: Non-fiction Texts and Transactional Writing</b>	*Paper code 4EA1/01
<ul style="list-style-type: none"><li>Externally assessed</li><li>Availability: January and June</li><li>First assessment: June 2018</li></ul>	60% of the total International GCSE
<b>Content summary</b> <ul style="list-style-type: none"><li>The <b>contemporary non-fiction texts</b> from Part 1 of the <i>Pearson Edexcel International GCSE English Anthology</i>.</li><li>Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.</li><li>Explore links and connections between writers' ideas and perspectives.</li><li>Develop transactional writing skills for a variety of purposes and audiences.</li><li>Use spelling, punctuation and grammar accurately.</li></ul>	
<b>Assessment</b> <ul style="list-style-type: none"><li>Section A: Reading – a mixture of short- and long-answer questions related to a non-fiction text from Part 1 of the <i>Pearson Edexcel International GCSE English Anthology</i> and one previously unseen extract. Total of 45 marks.</li><li>Section B: Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.</li><li>The total number of marks available is 90.</li><li>The assessment duration is 2 hours 15 minutes.</li><li>Students will be provided with the anthology text in the examination.</li></ul>	

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

Students must complete either Paper 2 or Paper 3.

<b>Paper 2: Poetry and Prose Texts and Imaginative Writing</b>	*Paper code 4EA1/02
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: January and June</li> <li>First assessment: June 2018</li> </ul>	40% of the total International GCSE
<p><b>Content summary</b></p> <ul style="list-style-type: none"> <li>The <b>poetry and prose texts</b> from Part 2 of the <i>Pearson Edexcel International GCSE English Anthology</i>.</li> <li>Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.</li> <li>Develop imaginative writing skills to engage the reader.</li> <li>Use spelling, punctuation and grammar accurately.</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Section A: Reading: one 30-mark essay question on a poetry or prose text from Part 2 of the <i>Pearson Edexcel International GCSE English Anthology</i>.</li> <li>Section B: Imaginative Writing – one 30-mark imaginative writing task from a choice of three.</li> <li>The total number of marks available is 60.</li> <li>The assessment duration is 1 hour and 30 minutes.</li> <li>Students will be provided with the anthology text in the examination.</li> </ul>	

<b>Paper 3: Poetry and Prose Texts and Imaginative Writing</b>	*Paper code 4EA1/03
<ul style="list-style-type: none"> <li>Internally assessed</li> <li>Availability: January and June</li> <li>First assessment: June 2018</li> </ul>	40% of the total International GCSE
<p><b>Content summary</b></p> <ul style="list-style-type: none"> <li>The <b>poetry and prose texts</b> from Part 2 of the <i>Pearson Edexcel International GCSE English Anthology</i>.</li> <li>Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.</li> <li>Develop imaginative writing skills to engage the reader.</li> <li>Use spelling, punctuation and grammar accurately.</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Assignment A: Poetry and prose texts – one 30-mark essay question based on any two poetry or prose texts from Part 2 of the <i>Pearson Edexcel International GCSE English Anthology</i>, including a 6-mark commentary on why these texts were selected.</li> <li>Assignment B: Imaginative writing – one 30-mark imaginative writing task.</li> </ul>	

\*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.

<b>Spoken language endorsement (optional)</b>	*Paper code 4EB1/E
<ul style="list-style-type: none"><li>Externally assessed</li><li>Availability: January and June</li><li>First assessment: June 2018</li></ul>	Endorsed separately
<b>Summary</b> 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 <b>10 minutes</b> . Please see page 27 for more details about the spoken language endorsement.	

## Assessment objectives and weightings

			% in International GCSE
<b>READING</b>	<b>A01</b>	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives	15%
	<b>A02</b>	Understand and analyse how writers use linguistic and structural devices to achieve their effects	20%
	<b>A03</b>	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed	15%
<b>WRITING</b>	<b>A04</b>	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences	30%
	<b>A05</b>	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation	20%
<b>SPOKEN LANGUAGE</b>	<b>A06*</b>	Speaking and listening skills: <ul style="list-style-type: none"> <li>• demonstrate presentation skills in a formal setting</li> <li>• listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> <li>• use spoken Standard English effectively in speeches and presentations</li> </ul>	n/a

\*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 page 27, for more details.



### 3 Anthology texts at a glance

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#### Paper 1 Section A

#### **Pearson Edexcel International GCSE English Anthology**

#### **Part 1: Non-fiction Texts**

From <i>The Danger of a Single Story</i>	Chimamanda Ngozi Adichie
From <i>A Passage to Africa</i>	George Alagiah
From <i>The Explorer's Daughter</i>	Kari Herbert
<i>Explorers, or boys messing about?</i>	Steven Morris
From <i>127 Hours: Between a Rock and a Hard Place</i>	Aron Ralston
<i>Young and Dyslexic</i>	Benjamin Zephaniah
From <i>A Game of Polo with a Headless Goat</i>	Emma Levine
From <i>Beyond the Sky and Earth</i>	Jamie Zeppa
From <i>H is for Hawk</i>	Helen Macdonald
From <i>Chinese Cinderella</i>	Adeline Yen Mah

#### Paper 2 and Paper 3 Section A

#### **Pearson Edexcel International GCSE English Anthology**

#### **Part 2: Poetry and Prose Texts**

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



# 4 English Language (Specification A) Content

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## Paper 1: Non-fiction Texts and Transactional Writing

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 unseen non-fiction texts 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.

### **Pearson Edexcel International GCSE English Anthology**

#### **Part 1: Non-fiction Texts**

From <i>The Danger of a Single Story</i>	Chimamanda Ngozi Adichie
From <i>A Passage to Africa</i>	George Alagiah
From <i>The Explorer's Daughter</i>	Kari Herbert
<i>Explorers, or boys messing about?</i>	Steven Morris
From <i>127 Hours Between a Rock and a Hard Place</i>	Aron Ralston
<i>Young and Dyslexic</i>	Benjamin Zephaniah
From <i>A Game of Polo with a Headless Goat</i>	Emma Levine
From <i>Beyond the Sky and Earth</i>	Jamie Zeppa
From <i>H is for Hawk</i>	Helen Macdonald
From <i>Chinese Cinderella</i>	Adeline Yen Mah

## Assessment overview

Paper 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 60 minutes plus 15 minutes of 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 60 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.

## Paper 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 a given extract 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**

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

## Assessment overview

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

Paper 2 is available as an alternative to coursework Paper 3.

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

### 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 a booklet 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:

- A01** read and understand a variety of texts, selecting and interpreting information, ideas and perspectives
- A02** 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:

- A04** communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences
- A05** write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

## **Paper 3: Poetry and Prose Texts and Imaginative Writing Coursework**

The focus of the coursework 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**

Coursework is available as an alternative to Paper 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**

Paper 3 (coursework) assesses 40% of the total English Language (Specification A) qualification and assesses Reading (20%) and Writing (20%).

Coursework is available as an alternative to Paper 2.

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

## Assignment setting

Students will be required to write **two** coursework assignments.

Students must respond to two coursework 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

- A piece of writing responding to any two poetry or prose texts from Part 2 of the *Pearson Edexcel International GCSE English Anthology*.
- Students must address 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.
- The assignment will be in two parts. Part 1 will be a response to the set assignment and will be out of 24 marks with 6 marks for AO1 and 18 marks for AO2. Part 2 will be a short commentary explaining why the student chose the texts they discussed in the assignment with 6 marks for AO1.
- Total of 30 marks for this assignment.

### *Pearson Edexcel International GCSE English Anthology*

#### Part 2: Poetry and Prose Texts

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

#### Setting the question

The assignment must allow students to access both A01 and A02.

This assignment could be a detailed analysis of language from Part 2 of the anthology, or an assignment based on two or more pieces from Part 2.

The assignment must cover at least two texts.

Assignments could take one of the following formats.

- Discuss how the authors use language to present the characters in *The Story of an Hour* and *The Bright Lights of Sarajevo*.
- Consider any two texts about children. How are they similar? How do they differ?
- Pick any two poems. How do they use language to reflect the idea of a turning-point?



## **Assignment B: Imaginative Writing**

- A piece of personal and imaginative writing based on a selected topic.
- Students must respond to a teacher-devised coursework assignment which will allow them to address the following assessment objectives:
  - A04** communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences
  - A05** write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
- Its purpose should be to explore, imagine or entertain
- Total of 30 marks for this assignment.

### **Setting the question**

The assignment must allow students to access both A04 and A05.

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...

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 Coursework Authentication Sheet in *Appendix 2: Coursework authentication sheet* to confirm that they have produced their coursework independently.

Teachers must also sign the Coursework 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 coursework.

### **Teacher feedback**

- Teachers may advise students in the production of coursework. Teachers may suggest general improvements to the coursework 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 – when signing the declaration on the coursework front sheet.

### **Presentation of the work**

- Each piece of coursework 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.
- Coursework pieces may be handwritten or word processed.

### **Word count**

We advise that each assignment is between 650 and 800 words in length. There is no penalty for exceeding this recommendation. The advisory word count for the commentary is 200-300 words.

## **Assignment marking**

### **Assessment of coursework**

Teachers must mark coursework according to the assessment criteria on pages 22–25. 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 coursework**

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

Completed coursework should be kept secure in the centre until at least six months after the examination session. Coursework may then be returned to students.

### **Final assessment of coursework 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 coursework 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 coursework assignment. A second opinion, by a teacher other than the class teacher, will enable the centre to arrive at an objective judgement on achievement.

### **Coursework submission**

Towards the end of the course centres will be required to send a sample of coursework to a Pearson-appointed coursework moderator. Final coursework marks for each student should be recorded on the coursework front sheet in *Appendix 2: Coursework authentication sheet*. Teachers should photocopy the number of sheets required. The coursework front sheet should be attached to the front of the coursework essay.

Please refer to the Instructions for conducting non-examination assessments (JCQ) for further information.

## Assessment Grids

### Assignment A: Poetry and Prose Texts

Level	Mark	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives (6 marks) <b>AO2</b> Understand and analyse how writers use linguistic and structural devices to achieve their effects (18 marks)
	0	No rewardable material.
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• Basic understanding of the texts.</li> <li>• Selection and interpretation of information/ideas/perspectives is limited.</li> <li>• Little understanding of language and structure and how these are used by writers to achieve effects.</li> <li>• Identification of the language and/or structure used by writers to achieve effects.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	5-9	<ul style="list-style-type: none"> <li>• Some understanding of the texts.</li> <li>• Selection and interpretation of information/ideas/perspectives is valid, but not developed.</li> <li>• Some understanding of language and structure and how these are used by writers to achieve effects.</li> <li>• Some comment on the language and/or structure used by writers to achieve effects, including use of vocabulary.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	10-14	<ul style="list-style-type: none"> <li>• Sound understanding of the texts.</li> <li>• Selection and interpretation of information/ideas/perspectives is appropriate and relevant to the points being made.</li> <li>• Clear understanding of language and structure and how these are used by writers to achieve effects.</li> <li>• Explanation of how both language and structure are used by writers to achieve effects, including use of vocabulary and sentence structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	15-19	<ul style="list-style-type: none"> <li>• Sustained understanding of the texts.</li> <li>• Selection and interpretation of information/ideas/perspectives is appropriate, detailed and fully supports the points being made.</li> <li>• Thorough understanding of language and structure and how these are used to achieve effects.</li> <li>• Exploration of how both language and structure are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives (6 marks) <b>AO2</b> Understand and analyse how writers use linguistic and structural devices to achieve their effects (18 marks)
<b>Level 5</b>	20-24	<ul style="list-style-type: none"> <li>• Perceptive understanding of the texts.</li> <li>• Selection and interpretation of information/ideas/perspectives is apt and is persuasive in clarifying the points being made.</li> <li>• Perceptive understanding of language and structure and how these are used by writers to achieve effects.</li> <li>• Analysis of both language and structure are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is discriminating and clarifies the points being made.</li> </ul>

### Commentary

<b>Level</b>	<b>Mark</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives (6 marks)
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Explanation of the selection of the texts is limited.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Explanation of the selection of the texts is appropriate and relevant.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Explanation of the selection of texts is apt and persuasive.</li> </ul>

### 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.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Little awareness of form, tone and register.</li> </ul>
<b>Level 2</b>	4-7	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way.</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Straightforward use of form, tone and register.</li> </ul>
<b>Level 3</b>	8-11	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader is shown.</li> <li>• Appropriate use of form, tone and register.</li> </ul>
<b>Level 4</b>	12-15	<ul style="list-style-type: none"> <li>• Communicates effectively.</li> <li>• A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</li> <li>• Effective use of form, tone and register.</li> </ul>
<b>Level 5</b>	16-18	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle with discriminating use of a full vocabulary.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated control of text structure, skilfully sustained paragraphing as appropriate and/or assured application of a range of cohesive devices.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>A05</b> Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>Expresses information and ideas, with limited use of structural and grammatical features.</li> <li>Uses basic vocabulary, often misspelt.</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> <li>Writes with some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	5-7	<ul style="list-style-type: none"> <li>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear.</li> <li>Uses a varied vocabulary and spells words containing irregular patterns correctly.</li> <li>Uses accurate and varied punctuation, adapting sentence structure as appropriate.</li> </ul>
<b>Level 4</b>	8-10	<ul style="list-style-type: none"> <li>Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> <li>Uses a wide, selective vocabulary with only occasional spelling errors.</li> <li>Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</li> </ul>
<b>Level 5</b>	11-12	<ul style="list-style-type: none"> <li>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> <li>Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>

## **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 coursework, please refer to the Joint Council for Qualifications (JCQ) Instructions for conducting coursework on the JCQ website [www.jcq.org.uk](http://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.**

<b>General criteria</b>		
<p>To be awarded a Pass, Merit or Distinction a student must:</p> <ul style="list-style-type: none"> <li>• be audible</li> <li>• use spoken Standard English.</li> </ul> <p>For the purposes of the spoken language assessment a student must:</p> <ul style="list-style-type: none"> <li>• be intelligible, and</li> <li>• generally use language appropriate to the formal setting of the presentation.</li> </ul>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<p>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:</p> <ul style="list-style-type: none"> <li>• expresses straightforward ideas/information/feelings</li> <li>• makes an attempt to organise and structure his or her presentation</li> <li>• makes an attempt to meet the needs of the audience</li> <li>• listens to questions/feedback and provides an appropriate response in a straightforward manner.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• expresses challenging ideas/information/feelings using a range of vocabulary</li> <li>• organises and structures his or her presentation clearly and appropriately to meet the needs of the audience</li> <li>• achieves the purpose of his or her presentation</li> <li>• listens to questions/feedback, responding formally and in some detail.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• expresses sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary</li> <li>• organises and structures his or her presentation using an effective range of strategies to engage the audience</li> <li>• achieves the purpose of his or her presentation, and listens to questions/feedback</li> <li>• responds perceptively and, if appropriate, elaborates with further ideas and information.</li> </ul>

### **External monitoring**

For each May/June series, all centres are required to provide audio-visual recordings of the presentations of a sample of students. 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, but these should not be submitted to monitors unless requested.

## Guidance on making and submitting recordings<sup>1</sup>

### Recording of the presentations

The presentations should be saved on DVDs or USBs. Each recording must be saved individually and not as one long recording of multiple students. The recording must be made under controlled conditions. It must be a complete, unedited recording of each performance. The presentations can be undertaken by students and recorded by the centre at any time during the course. Recordings should then be securely stored until it is time to submit the work to Pearson's monitor, whose responsibility it will be to ensure that the centre's assessment is in line with the national standard.

The camera must be positioned to ensure the best possible sound and visual quality. The centre must ensure that the camera is not obscured, for example, by the backs of people's heads.

In joint performances students should wear name badges in order to indicate which student is which. At the start of each performance the candidate must state their full name. There is a requirement for an audience of at least one person, which can be the teacher, to be present during the recording. The audience must include the teacher.

The recording must be readable through one of the following programmes: Windows® Movie Maker, Real Player®, VLC or QuickTime®. We advise that you save the recordings in one of the following file types: MPEG, FLV, MOV, WMV or RM.

### 1 Transfer onto DVDs or USBs

You must submit the recording of the presentation/s on DVDs or USBs. More than one piece of work can be submitted on each DVD/USB.

We advise that you create data file DVDs/USBs organised in the following way.

- Create a file for each student. Each file should be named according to the following naming convention: [4EA1]\_[centre #]\_[candidate number #]\_[surname]\_[first letter of first name]\_[grade] Example: Joshua Smith with candidate number 7890 at centre 12345 would have work in a folder titled, '4EA1\_12345\_7890\_Smith\_J\_Merit'.
- Each folder must contain the recording of the presentation.
- The DVDs/USBs should be clearly labelled with – centre number and name – '4EA1 English Language A – Spoken Language endorsement – June 2018' – DVD/USB number (if more than one is being provided, e.g. 1 of 2).

Centres are reminded that DVDs/USBs are not returned, therefore you must make a copy for your own records and in case discs are damaged or lost in the postal system. The DVDs/USBs must be new and unused.

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<sup>1</sup> This section should be read in conjunction with the JCQ document Instructions for conducting non-examination assessments (new GCE & GCSE specifications).

## 2 Submission of work to monitors

Centres should only submit presentations for students who are certificating in the year of submission. Centres are advised that Pearson will not accept any responsibility for storing work ready for future series or for returning this to centres.

It is the centre's responsibility to check all performances on a computer before sending to the monitor. You must ensure the quality of the sound and picture of the recordings is sufficient to enable performances to be marked. Before the DVDs/USBs are sent for marking, the teacher should check that:

- the files submitted play on all computers/operating systems. For instance, if the DVD/USB was created on Mac<sup>®</sup>, you must check that the DVD/USB files can be opened on a Microsoft Windows<sup>®</sup> computer
- an audio signal has been successfully recorded on the DVD/USB. You should ensure that the camera being used has appropriate facilities for adjusting recorded sound levels
- a copy has been made of each presentation in case of postal problems
- centres are provided with a record sheet for use in assessing students' performances. These forms should not be submitted to monitors unless requested.

Submission checklist:

- files saved to the folder structure described above
- files checked on Apple/PC (as appropriate) for audio-visual quality
- disc/USB submitted with centre name
- backup copy made and stored securely
- assessment record sheet completed for each student (to be retained by the centre)

Submission requirements will be confirmed following the publication of the JCQ *Instructions for conducting non-examination assessments*.

Provisionally, these are expected to be as follows:

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

\* 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.

## 5 Assessment information

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### Assessment requirements

<b>Paper number and unit title</b>	<b>Level</b>	<b>Assessment information</b>	<b>Number of raw marks allocated in the paper</b>
Paper 1 Non-fiction Texts and Transactional Writing Examination	1/2	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
Paper 2* Poetry and Prose Texts and Imaginative Writing Examination	1/2	One-hour 30-minute examination comprising two sections. Essay-based questions. Texts will be provided in the examination.	60 marks
Paper 3* Poetry and Prose Texts and Imaginative Writing Coursework	1/2	Two essay assignments, internally set and assessed and externally moderated by Pearson.	60 marks
Spoken Language endorsement (optional)	1/2	One presentation to an audience with questions, internally set and assessed and externally monitored by Pearson.	n/a

\* Students must complete either Paper 2 or Paper 3.

## Assessment objectives and weightings

			% in International GCSE
READING	<b>AO1</b>	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	15%
	<b>AO2</b>	Understand and analyse how writers use linguistic and structural devices to achieve their effects.	20%
	<b>AO3</b>	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	15%
WRITING	<b>AO4</b>	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	30%
	<b>AO5</b>	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	20%
SPOKEN LANGUAGE	<b>AO6*</b>	Speaking and listening skills: <ul style="list-style-type: none"> <li>demonstrate presentation skills in a formal setting</li> <li>listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> <li>use spoken Standard English effectively in speeches and presentations</li> </ul>	n/a

\* 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 page 27, for more details.

## Relationship of assessment objectives to units

Unit number	Assessment objective					
	AO1	AO2	AO3	AO4	AO5	AO6
Paper 1	7%	8%	15%	18%	12%	n/a
Paper 2/Paper 3	8%	12%	0%	12%	8%	n/a
Spoken Language Endorsement (optional)	n/a	n/a	n/a	n/a	n/a	100%
<b>Total for International GCSE</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>30%</b>	<b>20%</b>	<b>n/a</b>

All components will be available for assessment from June 2018.

## Breakdown of Assessment Objectives and raw marks

Paper and Question Number	Assessment objective					Total
	A01	A02	A03	A04	A05	
<b>Paper 1: Non-fiction Texts and Transactional Writing</b>						
Question 1	11					11
Question 2		12				12
Question 3			22			22
Questions 4 and 5				27	18	45
<b>Paper 2: Poetry and Prose Texts and Imaginative Writing/ Paper 3: Coursework</b>						
Question 1	12	18				30
Question 2				18	12	30
<b>Total raw marks for this qualification</b>	<b>23</b>	<b>30</b>	<b>22</b>	<b>45</b>	<b>30</b>	<b>150</b>
<b>Total % Assessment Objectives for this qualification</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

\* 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 page 27 for more details.





## **6 Administration and general information**

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### **Entries**

Details of how to enter students for the examinations for this qualification can be found in our UK and International Information manuals. Copies are made available to all examinations officers and are 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 only be available in English. All student work must be in English.

We recommend that students are able 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 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](http://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](http://www.jcq.org.uk/exams-office/malpractice)). The completed form can be emailed to [pqsmalpractice@pearson.com](mailto: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 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](http://www.jcq.org.uk/exams-office/malpractice)).

The form, supporting documentation and as much information as possible can be emailed to: [pqsmalpractice@pearson.com](mailto: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](http://www.jcq.org.uk/exams-office/malpractice)

## **Awarding and reporting**

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers 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) will be 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:

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

# Appendices

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## 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.	Paper 1: 4EA1/01 Paper 2: 4EA1/02 Paper 3: 4EA1/03 Spoken Language Endorsement: 4EA1/E





## Appendix 2: Coursework 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 <i>[NB: Comment box expands as you start entering text]</i>
1 Non-fiction Texts and Transactional Writing	/30	
2 Poetry and Prose Texts and Imaginative Writing	/30	
<b>TOTAL</b>	<b>/60</b>	

### 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.

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 used in the work. I understand that false declaration is a form of malpractice.

Candidate signed		Date	
------------------	--	------	--

**Additional candidate declaration**

By signing this additional declaration you agree to your work being used for professional development, online support and training of Centre Assessors and Pearson Moderators. If you have any concerns, please email: [TeachingEnglish@pearson.com](mailto:TeachingEnglish@pearson.com)

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.**

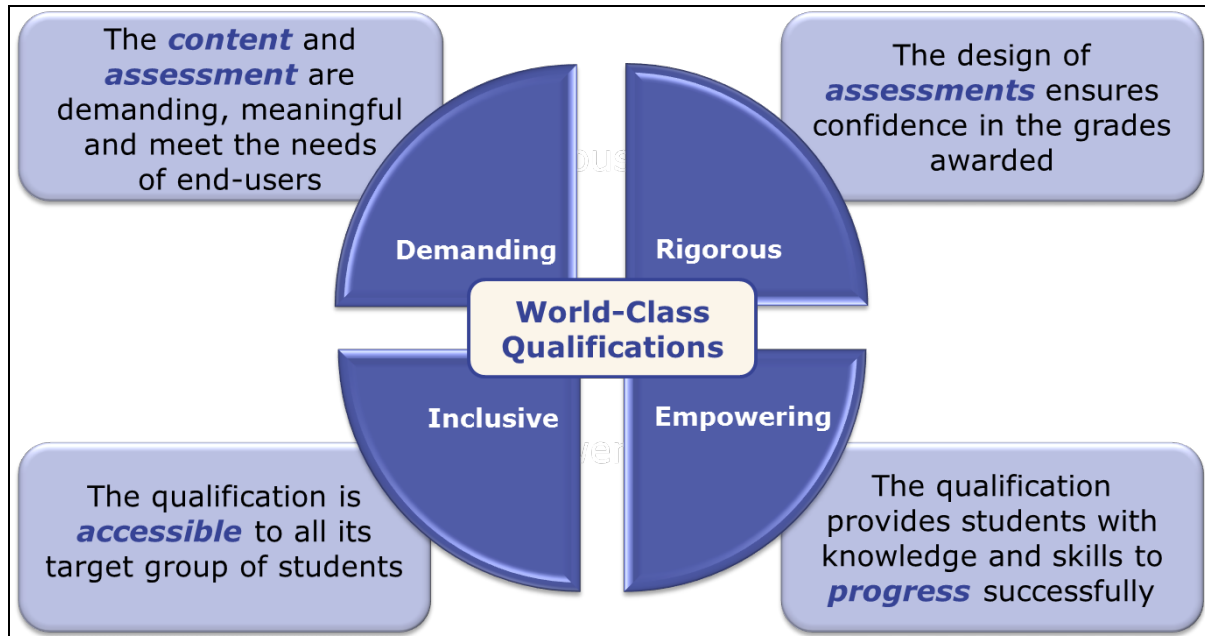
**Teacher signature:**

**Date:**



## Appendix 4: Pearson World-Class Qualification design principles

Pearson's World-Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.



We work collaboratively to gain approval from an external panel of educational thought leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today's fast changing world.

Pearson's Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

*I'm excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education.* Sir Michael Barber.

### Endorsement from Pearson's Expert Panel for World-Class Qualifications for International GCSE development processes

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world-class qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson's Efficacy Framework. This is a structured, evidence-based process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education but as a result of our work as a panel we are confident that we have supported the development of Pearson Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.

**Sir Michael Barber** (Chair)

Chief Education Advisor, Pearson plc

**Professor Sing Kong Lee**

Professor, National Institute of Education in Singapore

**Dr Peter Hill**

Former Chief Executive ACARA

**Bahram Bekhradnia**

President, Higher Education Policy Institute

**Professor Jonathan Osborne**

Stanford University

**Dame Sally Coates**

Director of Academies (South), United Learning Trust

**Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

**Professor Bob Schwartz**

Harvard Graduate School of Education

**Professor Janice Kay**

Provost, University of Exeter

**Jane Beine**

Head of Partner Development, John Lewis Partnership

**Jason Holt**

CEO, Holts Group

# Appendix 5: Transferable skills

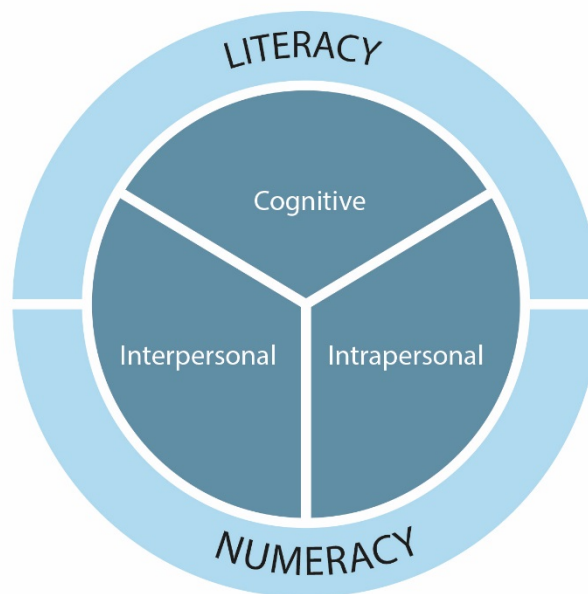
## The need for transferable skills

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.'<sup>[1]</sup>

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<sup>[2]</sup> 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 they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

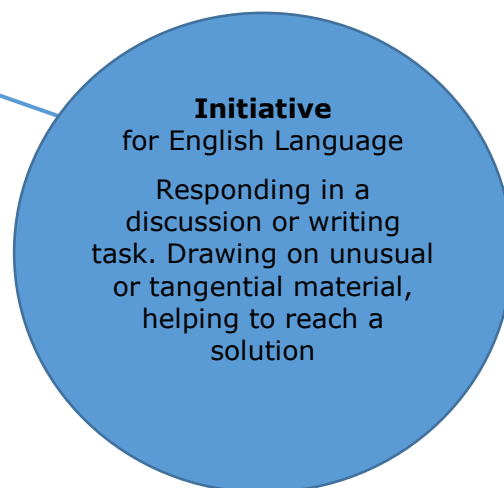
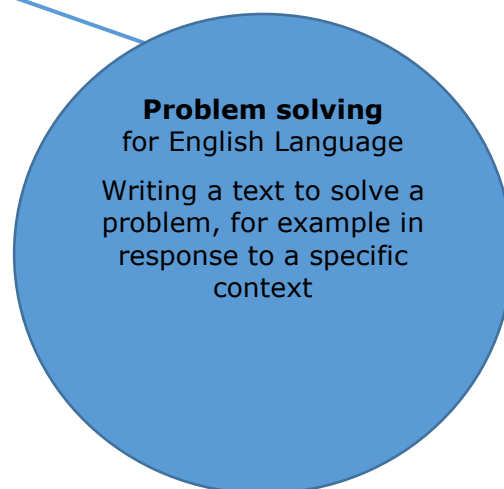
The table overleaf sets out the framework and gives an indication of the skills that can be found in English Language and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for students' development is provided on the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

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<sup>1</sup> OECD (2012), Better Skills, Better Jobs, Better Lives (2012): <http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>

<sup>2</sup> Koenig, J. A. (2011) Assessing 21<sup>st</sup> Century Skills: Summary of a Workshop, National Research Council

<b>Cognitive skills</b>	Cognitive Processes and Strategies:	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Analysis</li> <li>• Reasoning</li> <li>• Interpretation</li> <li>• Decision Making</li> <li>• Adaptive learning</li> <li>• Executive function</li> </ul>
	Creativity:	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> </ul>
<b>Intrapersonal Skills</b>	Intellectual openness:	<ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Personal and social responsibility</li> <li>• Continuous learning</li> <li>• Intellectual interest and curiosity</li> </ul>
	Work ethic/ conscientiousness:	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Self-direction</li> <li>• Responsibility</li> <li>• Perseverance</li> <li>• Productivity</li> <li>• Self-regulation (metacognition, forethought, reflection)</li> <li>• Ethics</li> <li>• Integrity</li> </ul>
	Positive Core Self Evaluation:	<ul style="list-style-type: none"> <li>• Self-monitoring/self-evaluation/self-reinforcement</li> </ul>
<b>Interpersonal Skills</b>	Teamwork and collaboration:	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Teamwork</li> <li>• Co-operation</li> <li>• Interpersonal skills</li> </ul>
	Leadership:	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Responsibility</li> <li>• Assertive communication</li> <li>• Self-presentation</li> </ul>





## Appendix 6: 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 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.
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 not sat in examination conditions at a fixed time and place. Non-examination 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.
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](http://qualifications.pearson.com)

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