

iLowerSecondary

# ENGLISH

## Specification

Pearson Edexcel International Award in Lower Secondary Science (LEH11)

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Issue 2



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# Summary of Pearson Edexcel International Award in Lower Secondary English specification

## Issue 2 changes

Summary of changes made between previous issue and this current issue 2	Page number
Added the second assessment session of October	3

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](https://qualifications.pearson.com/en/support/contact-us.html).



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# 1 Introduction

## Why choose the Pearson Edexcel International Award in Lower Secondary English?

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We have listened to feedback from all parts of the international school subject community, including a large number of teachers. This qualification has been developed to ensure that it will engage students, develop literacy skills and support progression to further study in English as it underpins a range of other subjects. Our content and assessment approach to Lower Secondary English has been developed alongside Lower Secondary mathematics and science to ensure a consistent approach across the whole Pearson Edexcel iLowerSecondary programme.

The approach for Lower Secondary English has been designed to meet students' needs in the following ways:

- teaching can be made interesting and engaging for students but is also designed to prepare students for further study at International GCSE level
- giving teachers opportunities to 'localise' content to make it more relevant for students
- the achievement test and its mark schemes are clear and straightforward – they are accessible for students of all ability ranges and the assessment requirements are clear
- literacy skills have been developed to test students' ability to:
  - read and respond to non-fiction and fiction texts, including comparison of non-fiction texts
  - analyse texts and understand the ways in which writers achieve their effects
  - construct and convey meaning through written language, matching form to audience and purpose.

### Progression to iLower Secondary and on to International GCSE

The Pearson Edexcel iLowerSecondary programme is the ideal preparation for progression to study at International GCSE level.

Through our World Class Qualification development process, we have consulted with international teachers and examiners to validate the appropriateness of the qualification, including its content, skills development and assessment structure.

There is more information on the Pearson Edexcel iLower Secondary pages on our website, [qualifications.pearson.com](https://www.pearson.com/qualifications).

# Supporting you in planning and implementing this qualification

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The Pearson Edexcel iLowerSecondary programme is more than just a curriculum and a specification – it is a complete toolkit for teachers. The toolkit consists of the following elements to help improve student outcomes.

## Planning

- Full, editable schemes of work are supplied for all three years of the iLowerSecondary curriculum.
- Transition documents highlight key differences between legacy Primary Lower Secondary Curriculum (PLSC) qualifications (2011) and assist with the smooth transition from teaching them. Transition documents are also available for switching over from the English National Curriculum (2014) and other internationally recognised curricula.

## Teaching and learning

- Subject-specific teacher guides provide support for specialist and non-specialist teachers, and also cover teaching techniques, pedagogy and short-, medium- and long-term planning.
- Example schemes of work and lesson plans are provided to help teachers with their planning.
- Print and digital learning and teaching resources mapped to the iLowerSecondary curriculum promote 'any time, any place' learning to improve student motivation and to encourage different ways of working.

## Training and professional development

- Face-to-face teacher professional development is included as part of your iLowerSecondary subscription.
- Additional, ongoing online and interactive webinar support is also included as part of the programme.

## Preparing for assessments

### Exam support

We will give you resources to help you prepare your students for their assessments, for example 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.

## Get help and support

Get support from both Pearson and the wider iLowerSecondary community via our dedicated online forum.

## Qualification at a glance

The Pearson Edexcel International Award in Lower Secondary English consists of one externally-set achievement test.

<b>Achievement test</b>	<b>*(LEH11/01)</b>
Externally assessed Written test: 1 hour and 45 minutes Availability: June and October First assessment: June 2019 70 marks	
<b>Content overview</b> Students will develop reading skills, covering non-fiction and fiction texts, in relation to: <ul style="list-style-type: none"><li>• responding critically in terms of understanding and inference</li><li>• selecting relevant textual evidence to support a critical response</li><li>• exploring a writer's selection of ideas and structural or organisational choices</li><li>• exploring a writers' use of language</li><li>• identifying and exploring the writer's intention and viewpoint, and the overall effect of the text on the reader</li><li>• comparing information and ideas (non-fiction texts only).</li></ul> Students will develop writing skills in relation to: <ul style="list-style-type: none"><li>• writing appropriately for a given form, audience and purpose</li><li>• organising a response appropriately and logically</li><li>• conveying meaning through the use of accurate grammar, punctuation and spelling.</li></ul>	
<b>Assessment overview</b> Dictionaries are not allowed. <b>Section A: Reading</b> <ul style="list-style-type: none"><li>• Total of 40 marks assessing RAO1, RAO2, RAO3, RAO4 and RAO5**.</li><li>• Students answer questions on three unseen texts: two non-fiction and one fiction, linked by a common theme.</li><li>• Texts will be provided for students in a Source Booklet.</li><li>• Students must complete all questions. This section consists of closed- and short open-response questions.</li></ul> <b>Section B: Writing</b> <ul style="list-style-type: none"><li>• Total of 30 marks assessing WAO1 and WAO2**.</li><li>• Students must complete a single writing task which requires extended writing and is related to the theme in Section A.</li></ul>	

\* The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.

\*\* Please see the *Assessment Objectives* section for a description of these Assessment Objective(s).

## 2 Subject content and assessment information

### Qualification aims and objectives

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

- read and demonstrate understanding of different types of non-fiction and fiction texts
- read accurately with fluency, demonstrating literal and implicit understanding
- compare non-fiction texts effectively
- acquire a variety of vocabulary and show understanding of grammar and knowledge of linguistic conventions for reading and writing
- write with clarity, accuracy and coherence, adapting language and style to suit different purposes and audiences.

# Content

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## Overview

The Pearson Edexcel International Award in Lower Secondary English requires students to demonstrate knowledge, understanding and application of the following skills, drawn from Year 9 of the Pearson Edexcel iLowerSecondary English Curriculum. The content amplification also includes aspects of learning from Years 7, 8 and 9.

## Reading

### Students should develop the following skills

1.1 Reading accurately with understanding.

- Identifying and retrieving key ideas and information from texts.
- Deducing and inferring meaning – reading beyond literal and explicit meaning.

1.2 Developing a critical response to texts.

- Interpreting a range of information from texts.
- Selecting relevant textual evidence to support a critical response.

1.2 Exploring the construction of a text.

- Identify and explain the writer's selection of ideas
- Exploring structural or organisational choices made by the writer.
- Evaluating how these choices impact on the reader.

1.3 Exploring the writer's use of language.

- Demonstrating understanding of the use of sentence structures.
- Demonstrating understanding of vocabulary choices and linguistic features.
- Evaluating the use of language in relation to the impact on the reader.

1.4 Identifying and exploring the writer's intention and viewpoint.

- Demonstrating understanding of overall intention in a text.
- Demonstrating understanding of viewpoint throughout a text.
- Evaluating the writer's intention and the overall effect on the reader.

1.5 Comparing non-fiction texts.

- Linking key ideas and viewpoints across two texts.
- Understanding and explaining similarities and differences between two texts.

## Reading skills

Reading skills need to be applied to the following.

### Non-fiction

Students should gain experience of reading the following text types:

- autobiography/biography
- blogs
- journals
- leaflets, brochures, guides
- newspaper and magazine articles
- instructions
- recount
- reports.

Students should gain experience of reading a variety of non-fiction texts that are written to:

- argue
- describe
- explain
- inform
- persuade.

### Fiction

Students should gain experience of reading the following genres:

- adventure
- fantasy
- historical
- mystery
- science fiction.

Students should gain experience of reading a variety of fiction texts that give the following narrative perspectives:

- first person
- third person
- omniscient.

## Writing

### Students should develop the following skills

2.1 Write appropriate to task.

- Communicate appropriately following the prescribed form, audience and purpose.
- Select and use appropriate conventions for a range of forms, audiences and purposes.

2.2 Structure and organise writing appropriately.

- Organise texts to achieve intention and purpose.
- Structure paragraphs to organise content effectively.
- Link paragraphs using a range of methods.

2.3 Convey meaning in writing through the use of accurate grammar, punctuation and spelling.

- Use a range of sentences and sentence openings for effect and impact.
- Use synonyms to achieve cohesion and clarity in writing.
- Select a range of vocabulary for clarity and specific impact.
- Use capital letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and confidence, for effect and impact.
- Spell largely accurately with only occasional errors in less common words.

## Writing skills

Writing skills need to be applied to the following.

### Forms of writing:

- autobiographical
- biographical
- descriptive
- diary
- letter
- narrative
- newsletter
- recount.

### Purpose of writing:

- argue
- describe
- entertain
- explain
- express an opinion
- inform
- persuade.

Writing for different audiences, such as specific or generic adults (such as a newspaper readership or a manufacturer) older children and children of their own age.

## Assessment information

The Pearson Edexcel International Award in Primary English is assessed through **one** externally-set achievement test.

### Summary of assessment

- The test is 70 marks.
- The test duration is 1 hour and 45 minutes.
- Students must answer all questions.
- Dictionaries are not allowed.
- The test comprises two sections.
- **Section A** tests reading skills for non-fiction and fiction texts.
  - o Total of 40 marks, assessing RAO1, RAO2, RAO3, RAO4 and RAO5.
  - o Students answer questions on three unseen texts – two non-fiction and one fiction linked by a common theme.
  - o Texts will be provided for students in a Source Booklet.
  - o This section consists of closed and short open-response questions.
  - o It is recommended that students spend 1 hour and 10 minutes on this section.
- **Section B** tests writing skills.
  - o Total of 30 marks, assessing WAO1 and WAO2.
  - o Students must complete a single writing task that requires extended writing and is related to the theme in Section A.
  - o It is recommended that students spend 35 minutes on this section.

### Sample assessment materials

A sample achievement test and mark scheme can be found in the *Pearson Edexcel International Award in Lower Secondary English Sample Assessment Materials (SAMs)* document.

## Assessment objectives

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Students must:		% in iLowerSecondary
<b>RAO1</b>	identify and retrieve ideas and information from a range of texts	4.3
<b>RAO2</b>	deduce, infer or interpret information, events or ideas from texts	10
<b>RAO3</b>	identify and comment on the structure and organisation of texts	8.6
<b>RAO4</b>	explore writers' use of grammatical and literary language at word and sentence level	18.6
<b>RAO5</b>	consider writers' purposes and viewpoints, and the overall effect of the text on the reader	15.7
<b>WAO1</b>	communicate appropriately according to form, audience and purpose organise writing, sequencing and structuring information appropriately and coherently	25.7
<b>WAO2</b>	communicate meaning in writing through the use of accurate grammar, punctuation and spelling.	17.1
<b>Total</b>		<b>100%</b>

NB: some figures have been rounded up or down.

## 3 Administration and general information

### Entries

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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: [qualifications.pearson.com](https://qualifications.pearson.com).

### Access arrangements, reasonable adjustments, special consideration and malpractice

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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.

### Access arrangements

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

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

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

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

## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a 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 their 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 examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The 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 malpractice constitutes staff or centre malpractice.

## Staff/centre malpractice

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

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (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

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The Pearson Edexcel International Award in Lower Secondary English will be graded on a four-level scale from S1 to S4.

The first certification opportunity for the Pearson Edexcel International Award in Lower Secondary English will be in August 2019. A pass in the Pearson Edexcel International Award in Lower Secondary English is indicated by one of the four levels S1, S2, S3 and S4, of which level S4 is the highest and level S1 the lowest. 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

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Pearson follows the JCQ policy concerning recruitment to our qualifications in 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 the Pearson Edexcel International GCSE in English Language (Specification A) (9–1) and the Pearson Edexcel International English Language (Specification B) (9–1)



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