

Specification

**Pearson
Edexcel Level 1/Level 2 GCSE
in English (2EH01)**

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Issue 3



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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE in English is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

About this specification

- The Pearson Edexcel Level 1/Level 2 GCSE in English has been developed to meet the KS4 Programme of Study for both English Language and English Literature.
- This qualification has a three-unit structure to allow students to develop reading skills for both non-fiction and literary texts and writing skills for both imaginative and practical tasks. It also includes the Speaking and Listening Endorsement.
- Each unit offers a range of texts: familiar and new literary texts as well as a selection of paper-based and digital non-fiction texts.
- The content and structure of the Pearson Edexcel Level 1/Level 2 GCSE in English qualification provides options for common teaching and learning with both the Pearson Edexcel Level 1/Level 2 GCSE in English Language and the Pearson Edexcel Level 1/Level 2 GCSE in English Literature qualifications.
- The requirements for the teaching aspects of Functional Skills are addressed in this qualification.
- The Pearson Poetry Anthology, accompanied by extensive teacher resources, is common to both the GCSE in English and the GCSE in English Literature qualifications.

Students must abide by the statutory requirements for the study of English at Key Stage 4. Please see page 41 for England, Wales and Northern Ireland requirements.

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Specification at a glance

The Pearson Edexcel Level 1/Level 2 GCSE in English comprises three units:

- Unit 1: English Today
- Unit 2: The Writer’s Craft
- Unit 3: Creative English.

Unit 1:	English Today	*Unit code: 5EH01
<ul style="list-style-type: none"> • Internally assessed under controlled conditions. • Shared unit with the Edexcel GCSE in English Language. • Availability: June and November. 		20% of the total GCSE
<p>Overview of content</p> <ul style="list-style-type: none"> • English in the daily world – study of a range of onscreen and/or on paper texts. • Developing reading skills to analyse contemporary non-fiction texts. • Developing writing skills to express ideas and information clearly and accurately. 		
<p>Overview of assessment</p> <ul style="list-style-type: none"> • The unit is internally assessed under controlled conditions, and externally moderated by Edexcel. • One reading task and one writing task completed on a choice of two themes set by Edexcel. • Task taking time will be up to two hours for each task (four hours in total). • The total number of marks available is 40. 		

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 2:	The Writer's Craft	*Unit code (Foundation): 5EH2F *Unit code (Higher): 5EH2H
<ul style="list-style-type: none"> Externally assessed. Availability: June and November. 		60% of the total GCSE
<p>Overview of content</p> <ul style="list-style-type: none"> Study of two texts from Edexcel lists specified in the unit: <ul style="list-style-type: none"> one play by Shakespeare one prose text from Different Cultures and Traditions. Developing writing skills to respond to situations, issues or problems and to use supporting evidence. 		
<p>Overview of assessment</p> <ul style="list-style-type: none"> The unit is assessed through a 2 hour examination, set and marked by Edexcel, available at both Foundation Tier and Higher Tier. The Foundation Tier paper has grades C–G available, the Higher Tier paper has grades A*–D available (with E available). There are three sections to the examination paper – students must answer one question on the Shakespeare play they have studied in Section A, one question on the prose text they have studied in Section B and one writing question from a choice of two in Section C. The total number of marks available is 96. 		

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 3: Creative English		*Unit code: 5EH3A
<ul style="list-style-type: none"> Internally assessed under controlled conditions. Availability: June and November. 		20% of the total GCSE
Overview of content		
<ul style="list-style-type: none"> Study of one themed collection of 15 poems from a choice of four collections from the Edexcel Poetry Anthology. Developing skills in writing imaginatively and creatively. 		
Overview of assessment		
<ul style="list-style-type: none"> The unit is internally assessed under controlled conditions, and externally moderated by Edexcel. Task taking time for the poetry reading task and the creative writing task will be up to two hours for each task (four hours in total). The total number of marks available is 48. 		

Speaking and Listening Endorsement		*Unit code: 5EH3B
<ul style="list-style-type: none"> Internally assessed under controlled conditions. Availability: June and November. 		
Overview of content		
<ul style="list-style-type: none"> Developing skills in Speaking and Listening. 		
Overview of assessment		
<ul style="list-style-type: none"> The unit is internally assessed under controlled conditions, and externally moderated by Edexcel. Three speaking and listening tasks. The total number of marks available is 48. 		

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

A Qualification content

National Qualifications Framework (NQF) criteria

This specification complies with the requirements of the common criteria, the GCSE qualification criteria, the subject criteria for English and the Key Stage 4 Programme of Study for both English Language and English Literature, which are prescribed by the regulatory authorities.

Key subject aims

The Pearson Edexcel Level 1/Level 2 GCSE in English qualification enables students to:

- demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately
- express themselves creatively and imaginatively
- understand the patterns, structures and conventions of written and spoken English
- select and adapt speech and writing to different situations and audiences
- understand how variations in spoken and written language relate to identity and cultural diversity
- become critical readers of a range of texts, including multimodal texts
- use reading to gain access to knowledge and to develop their own skills as writers
- understand that texts from the English, Welsh and Irish literary heritage have been influential and significant over time and explore the meaning of these today
- understand how literature from other cultures is influential
- connect ideas, themes and issues, drawing on a range of texts.

Knowledge, skills and understanding

This Pearson Edexcel Level 1/Level 2 in English qualification requires students to develop their knowledge, skills and understanding of English in the daily world and in the world of imagination to:

- analyse spoken and written language, exploring impact and how it is achieved
- express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication
- form independent views and challenge what is heard or read on the grounds of reason, evidence or argument
- understand and use the conventions of written language, including grammar, spelling and punctuation
- explore questions, solve problems and develop ideas
- engage with and make fresh connections between ideas, texts and words
- experiment with language to create effects to engage the audience
- reflect and comment critically on their own and others' use of language.

Unit 1: English Today

Internally assessed unit – common to both GCSE in English and GCSE in English Language

Overview

The focus of this unit is English in the daily world. Students will study a range of text types to be read on screen and/or on paper. They will have the opportunity to:

- develop reading skills to analyse and respond to the ideas, images and words in the texts and appreciate different readers' responses
- develop writing skills appropriate for different audiences and purposes, expressing the ideas and information clearly, precisely and accurately using the conventions of written language.

Students will complete two tasks – one reading task and one writing task. Task-taking time will be up to two hours for each task (four hours in total).

Theme and text choice

There will be a choice of **two** themed selections of texts which will be made available for centres before the start of the academic year.

- Centres will choose one theme on which to focus their study to complete both the reading and writing tasks.
- There will be six texts provided by Edexcel on each theme.
- From this selection of texts students will study two texts for their tasks.

Details of texts to be studied

Three onscreen texts and three paper-based texts will be provided on each theme.

- Onscreen texts will be drawn from digital technologies, for instance: digital videos, websites, social networking sites, podcasts, blogs, forums, online newspapers/magazines and advertisements. These texts must be viewed by students on screen.
- Paper-based texts will be drawn from print-based media, for instance: newspapers, magazines, advertisements, leaflets and brochures.

Assessment

Assessment summary

This unit represents 20% of the total assessment weighting of the GCSE. It is available in June and November and will be internally assessed under controlled conditions. This unit is untiered.

Assessment Objectives:

- AO2 – Reading: 10%
- AO3 – Writing: 10%

Details of tasks

Students will complete two tasks – one reading task and one writing task. The focus of all tasks will be on students responding to themes that are relevant to them.

Task one – Reading

One task will be set where students will be asked to comment on two texts from the chosen theme. Students must study two texts from the material provided by Edexcel.

In their response to the task, students will:

- make comparisons between texts
- select appropriate details from texts to support ideas
- explore how writers use presentation and language to communicate their ideas and perspectives in the two texts.

Task two – Writing

Students will be asked to complete one task from a choice of two on the chosen theme.

In their response to the task, students will demonstrate their ability to:

- make choices in their writing that are appropriate to audience and purpose
- make sure spelling, punctuation and grammatical structures are accurate and appropriate for purpose and effect.

Unit content

Reading

In developing their reading skills, students will engage with a range of contemporary texts to understand how writers construct meaning through words, sentences, images and whole texts. They will examine the ways in which texts may be interpreted differently by different readers.

Writing

In developing their writing skills, students will use their understanding to create a written text selecting a format suited to the audience and purpose. They will select content and adapt the style and language as appropriate.

Opportunities to deliver Functional English

This unit has been designed to cover the teaching aspects of Functional English in reading and writing. Therefore, all skills in reading to be assessed in Functional English examinations may be taught as part of this unit. Equally, students' ability to respond to a specified brief of audience and purpose and the emphasis on accuracy and effect of writing are important in functional writing assessments.

Students will also benefit from the opportunities in this unit to prepare for functional speaking and listening assessment.

Controlled assessment – Reading task

Task setting: High control

A *high level of control* means that Edexcel will set the task for students to complete. Centres may contextualise the task through their choice of texts studied.

The task must be answered on two texts from a chosen theme.

Two themes with onscreen and paper-based texts will be set every year.

When will the task be available?

The task, with the two themes and their texts, will be made available for centres before the start of the academic year. They will be available to download from the Edexcel website.

The themes and texts for the task will be replaced each year.

When should the task be made available to students?

Students should have access to the task and texts as soon as they are suitably prepared.

Task taking: High control

Preparation

Students' preparation for the task should include the development of reading skills. Preparation may take place under informal supervision. Preparation should take half the time allocated to this unit or approximately 10% of the GCSE.

- **Feedback:** teachers may support students through the preparation process.
- **Collaboration:** students' preparation may be informed by working in groups, but they must provide an individual response to the task.
- **Resources:** when preparing, students should use the range of appropriate resources available to the centre. The same range of resources must be made available to all students within a centre. These could include:
 - the internet
 - onscreen and paper-based texts on chosen theme
 - notes made in class.

The controlled assessment

A *high level of control* means that the completion of the task must be under controlled conditions. This means that students should be supervised whilst they are completing their responses.

Controlled conditions

Students must not prepare a draft response in advance of the controlled assessment. They will be able to complete the task only when supervised. If this takes place over more than one session, students' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The task must be collected at the end of the controlled assessment.

Students must complete their tasks individually, without intervention or assistance from others.

Students may have access to:

- texts without any annotation
- notes, which must be checked to ensure they do not include a pre-prepared draft. Notes can include bullet or numbered points on themes, ideas and linguistic features. Notes must not include continuous phrases or paragraphs which could constitute a draft response. Please see Edexcel support materials for further guidance.

Students must not have access to:

- a draft of their response
- a dictionary or thesaurus
- grammar or spell-check programs.

Information and communication technology

Students may use IT equipment to complete their controlled assessment but centres must ensure that student IT equipment does not have internet, dictionaries, thesauri, grammar or spell-check program access, and that there is no access to any pre-prepared materials on the hard drive.

Time

Centres should allow up to **two hours** for students to complete the reading task. This time may be distributed over one or more sessions at the centre's discretion.

Authentication

Students' work must be authenticated.

Task marking: Medium control

A medium level of control means that teachers mark the controlled assessment task using the assessment criteria provided in this unit.

Edexcel will externally moderate the marking.

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

Assessment criteria for Reading task

Assessment Objective: *English – AO2 (i), (ii) and (iii)/English Language – AO3 (i), (ii) and (iii)		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1–4	<ul style="list-style-type: none"> Limited (or no) comparisons. Limited (or no) exploration of the ideas of the writer(s). Comments on images, presentation and language are brief and partial. The selection of examples is limited and / or irrelevant.
2	5–8	<ul style="list-style-type: none"> Some comparisons. Some exploration of the ideas of the writers. Comments on images, presentation and language are included but undeveloped. The selection of examples is valid but undeveloped.
3	9–12	<ul style="list-style-type: none"> Sound comparisons. Clear exploration of the ideas and perspectives of the writers. Comments on images, presentation and language are sound. The selection of examples is appropriate; shows some support of the points being made.
4	13–16	<ul style="list-style-type: none"> Specific and detailed comparisons. Thorough exploration of the ideas and perspectives of the writers. Comments on images, presentation and language are detailed. The selection of examples is detailed, appropriate and supports the points being made.
5	17–20	<ul style="list-style-type: none"> Discriminating comparisons showing insight. Perceptive exploration of the ideas and perspectives of the writers. Comments on images, presentation and language are perceptive. The selection of examples is discriminating; fully supports the points being made.

*This is a shared unit so the Assessment Objectives reference both the GCSE English and the GCSE English Language. Only the Assessment Objectives for English are applicable. More information on the Assessment Objectives can be found on *page 40*.

Controlled assessment – Writing task

Task setting: High control

A *high level of control* means that Edexcel will set the task for students to complete.

Two tasks will be set on the chosen theme, from which students must complete one.

When will the tasks be available?

The tasks will be made available for centres before the start of the academic year. They will be available to download from the Edexcel website.

The tasks will be replaced each year.

When should the tasks be made available to students?

Students should have access to the tasks as soon as they are suitably prepared.

Task taking: High control

Preparation

Students' preparation for the task should include the development of writing skills. Preparation may take place under informal supervision. Preparation should take half the time allocated to this unit or approximately 10% of the GCSE.

- **Feedback:** teachers may support students through the preparation process.
- **Collaboration:** students' preparation may be informed by working in groups, but they must provide an individual response to the task.
- **Resources:** when preparing, students should use the range of appropriate resources available to the centre. The same range of resources must be made available to all students within a centre. These could include:
 - the internet
 - onscreen and paper-based texts on chosen theme
 - notes made in class.

The controlled assessment

A *high level of control* means that completion of the task must be under controlled conditions. Therefore students should be supervised whilst they are writing up their responses.

Controlled conditions

Students must not prepare a draft response in advance of the controlled assessment. They will be able to write their responses only when supervised. If the writing takes place over more than one session, students' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The task must be collected at the end of the controlled assessment.

Students must write their responses individually, without intervention or assistance from others.

Students may have access to:

- notes, which must be checked to ensure they do not include a pre-prepared draft. Notes can include bullet or numbered points on themes, ideas and linguistic features. Notes must not include continuous phrases or paragraphs which could constitute a draft response. Please see Edexcel support materials for further guidance.

Students must not have access to:

- a draft of their response
- a dictionary or thesaurus
- grammar or spell-check programs.

Information and communication technology

Students may use IT equipment to complete their controlled assessment but centres must ensure that student IT equipment does not have internet, dictionaries, thesauri, grammar or spell-check program access, and that there is no access to any pre-prepared materials on the hard drive.

Time

Centres should allow up to **two hours** for students to complete the writing task. This time may be distributed over one or more sessions at the centre's discretion.

Authentication

Students' work must be authenticated.

Task marking: Medium control

A medium level of control means that teachers mark the controlled assessment task using the assessment criteria provided in this unit.

Edexcel will externally moderate the marking.

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

Assessment criteria for Writing task

Assessment Objective: *English – AO3 (i) and (ii) /English Language – AO4 (i) and (ii)		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1–2	<ul style="list-style-type: none"> Expresses ideas at a basic level. Little awareness of the purpose and audience. Basic vocabulary; little variety of sentence structure; little evidence of control. Organisation is simple with little success in introducing and developing a response.
2	3–5	<ul style="list-style-type: none"> Expresses ideas that are sometimes appropriate. Some grasp of the purpose and audience. Some evidence of control in the choice of vocabulary and sentence structures. Organisation shows some grasp of text structure, with opening and development, and some appropriate paragraphing.
3	6–8	<ul style="list-style-type: none"> Expresses and develops ideas appropriately. A clear sense of the purpose of the writing and audience. Well-chosen vocabulary, and shows some evidence of crafting in the construction of sentences. Organisation is sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices.
4	9–11	<ul style="list-style-type: none"> Effectively presents ideas in a sustained way. A secure sustained realisation of the purpose of the writing task and its intended audience. Aptly chosen vocabulary and well-controlled variety in the construction of sentences. Organisation is secure, with a well-judged text structure, effective paragraphing and use of cohesive devices between and within paragraphs.
5	12–13	<ul style="list-style-type: none"> Achieves precision and clarity in presenting compelling and fully developed ideas. A strong, consistent fulfilment of the writing task sharply focused on the writer's purpose and audience. An extensive vocabulary in the construction of varied sentence forms. Organisation is convincing, with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of cohesive devices.

*This is a shared unit so the Assessment Objectives reference both the GCSE English and the GCSE English Language. Only the Assessment Objectives for English are applicable. More information on the Assessment Objectives can be found on *page 40*.

Assessment Objective: *English – AO3 (iii)/English Language – AO4 (iii)		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1	<ul style="list-style-type: none"> Spelling is at times inaccurate which hinders meaning. Punctuation devices are used with basic control; little success in conveying intended emphasis and effects. Sentences show a basic attempt to structure and control expression and meaning.
2	2-3	<ul style="list-style-type: none"> Spelling is often accurate. Punctuation devices are used with some control which helps to convey intended effects. Sentences show some attempt at controlling expression and meaning.
3	4-5	<ul style="list-style-type: none"> Spelling is mostly accurate. Punctuation devices are used with sound control, mostly enabling intended emphasis and effects to be conveyed. Sentences are clearly structured, with sound control of expression and meaning.
4	6	<ul style="list-style-type: none"> Spelling is almost always accurate. Punctuation devices are used with precision and support the effects which are intended. Sentences are well-structured, with effective control of expression and meaning.
5	7	<ul style="list-style-type: none"> Spelling is consistently accurate. Punctuation devices are used with sophistication, enabling intended emphasis to be conveyed effectively. Sentences are convincingly structured, with sophisticated control of expression and meaning.

*This is a shared unit so the Assessment Objectives reference both the GCSE English and the GCSE English Language. Only the Assessment Objectives for English are applicable. More information on the Assessment Objectives can be found on *page 40*.

Unit 2: The Writer's Craft

Externally assessed unit

Overview

The focus of this unit is:

- the study of one Shakespeare play and one Different Cultures and Traditions prose text
- writing responses to situations, issues or problems using evidence to support views and opinions.

Students will have the opportunity to:

- read, understand and respond to the play and the prose text they have studied
- write a response to a situation, issue or problem in a context to which they can relate.

Details of texts to be studied

Students will study **one** text from **each** list.

Reading: Shakespeare

A choice of **one** of the following plays:

- *Romeo and Juliet*
- *Macbeth*
- *The Merchant of Venice*

Reading: Prose

A choice of **one** of the following prose texts:

- *Anita and Me* – Meera Syal
- *Balzac and the Little Chinese Seamstress* – Dai Sijie
- *Heroes* – Robert Cormier
- *Of Mice and Men* – John Steinbeck
- *Rani and Sukh* – Bali Rai
- *Riding the Black Cockatoo* – John Danalis
- *To Kill a Mockingbird* – Harper Lee

(Centres may use any edition of the texts. Suggested editions of all texts are listed in *Appendix 5*).

Assessment

Assessment summary

This unit represents 60% of the total assessment weighting of the GCSE. It is externally assessed and will be available in June and November at both Foundation Tier and Higher Tier.

The Foundation Tier paper has grades C–G available; the Higher Tier paper has grades A*–D available (with E available).

The examination will be 2 hours.

Assessment Objectives:

- AO2 – Reading: 30%
- AO3 – Writing: 30%

Details of examination

The examination will be divided into three sections. Students must answer one question from each section:

- Section A: Shakespeare
- Section B: Prose
- Section C: Writing.

Reading (Section A and B)

For both Foundation and Higher Tiers there will be one three-part question based on a short extract for each Shakespeare play and prose text.

The act of the Shakespeare play, from which the extract will be taken, will be published on the Edexcel website prior to June and November examination session.

Texts may **not** be taken into the examination.

Section A: Shakespeare

In this section students should answer on the play they have studied.

- There will be three parts to each question.
- The extract will come from a significant section of the play and will be approximately 30 lines in length.
- Students will be expected to demonstrate knowledge of the whole play.
- Questions will focus on character, staging and theme.
- Questions will be differentiated by tier.

Section B: Prose

In this section students should answer on the prose text they have studied.

- There will be three parts to each question.
- The extract will come from a significant section of the text and will be approximately 300 words in length.
- Students will be expected to demonstrate knowledge of the whole text.
- Questions will focus on character, use of language and theme.
- Questions will be differentiated by tier.

For more detail about the three-part questions for Section A and B please see the *Teacher Support Materials*.

Section C: Writing

In this section students should answer one writing question.

Students will:

- demonstrate their skills in reflecting on ideas, issues, experiences and events, rather than on their narrative or descriptive skills
- write in a form such as a newspaper article, formal report, magazine review or a contribution to a media programme. The target audience for the communication will be given
- reflect and comment on contemporary issues, situations or problems that are within their general experience – such as lifestyle, school/college life, local issues or national issues that affect young people.

For both Foundation Tier and Higher Tier there will be a choice of two questions.

Foundation Tier students will be given bulleted suggestions to support their response.

Unit 3: Creative English

Internally assessed unit

Overview

This unit is made up of two parts: Poetry and Creative Writing.

Poetry gives students the opportunity to:

- develop a personal response to the themes, ideas, attitudes, feelings and linguistic features of the poems they study.

Creative Writing gives students the opportunity to:

- experiment with language to create effects to interest and engage their reader
- write imaginatively and creatively showing understanding and using the conventions of written language including grammar, spelling, punctuation, appropriate forms, styles and vocabulary.

Students will complete two tasks – one Poetry (Reading) task and one Creative Writing task. Task-taking time will be up to two hours for each task (four hours in total).

Details of poetry to be studied

Students will study **one** collection of 15 poems from the Edexcel Poetry Anthology. The collections are:

- *Collection A: Relationships*
- *Collection B: Clashes and Collisions*
- *Collection C: Somewhere, Anywhere*
- *Collection D: Taking a Stand.*

Assessment

Assessment summary

This unit represents 20% of the total assessment weighting of the GCSE. It is available in June and November and will be internally assessed under controlled conditions. This unit is untiered.

Assessment Objectives:

- AO2 – Reading: 10%
- AO3 – Writing: 10%

Details of tasks

Students will complete the following tasks.

Poetry (Reading) task

Students will submit a response to one reading task. In this task, they will respond to a literary heritage poem set by Edexcel, from outside the anthology, drawing on at least two additional poems from the collection they have studied. An appropriate literary heritage poem and task will be set for each of the four themed collections.

In their response to the task, students will:

- read poems with insight and engagement
- interpret writers' ideas, attitudes and feelings.

Students may respond to the task in one of three ways: written, digital media or multimodal.

Creative Writing task

Students will submit a response to one writing task. They will produce a written response of up to 1,000 words to a task and stimulus set by Edexcel. The stimuli will include images, podcasts and video clips appropriate to the theme and task. Stimulus materials will be based on the poetry anthology themes, **however** it is not necessary to study the poems for the writing task. Any theme may be chosen.

In their response to the task, students will demonstrate their ability to:

- write clearly, effectively and imaginatively in a chosen form to engage the reader
- ensure spelling, punctuation and grammatical structures are accurate and appropriate for purpose and effect.

Unit content

Poetry (Reading)

The anthology is divided into four themed collections each containing fifteen poems to include the work of contemporary and literary heritage poets. Students must study one complete collection.

Creative Writing

Students will:

- use a wide range of vocabulary to write imaginatively in response to a visual stimulus
- develop their ability to structure writing through the sequencing of sentences and organisation of whole texts into cohesive and coherent paragraph structures
- use punctuation to vary sentence length, shape meaning and to aid clarity of expression
- spell accurately.

Controlled assessment – Poetry (Reading) task

Task setting: High control

A *high level of control* means that Edexcel will set the task for students to complete. Centres may contextualise the task through their choice of poems studied.

One task and literary heritage poem (from outside the anthology) will be set on each of the anthology collections. Students must respond to one task and literacy heritage poem, drawing on at least two poems from the chosen collection.

When will the tasks be available?

The tasks will be made available for centres before the start of the academic year. These will be available to download from the Edexcel website.

The tasks will be replaced each year.

When should the tasks be made available to students?

Students should have access to the task and materials as soon as they are suitably prepared.

What preparation will students need?

Students should study one of the Edexcel Anthology collections. These include *Relationships, Clashes and Collisions, Somewhere, Anywhere, or Taking a Stand*. Students should be supported to develop interpretations of how poets create meaning and convey ideas.

Task taking: High control

Preparation

Students' preparation for the task should include the development of reading skills. Preparation may take place under informal supervision. Preparation should take a quarter of the time allocated to this unit or approximately 10% of the GCSE.

- **Feedback:** teachers may support students through the preparation process.
- **Collaboration:** students' preparation may be informed by working in groups, but they must provide an individual response to the task.
- **Resources:** when preparing, students should use the range of appropriate resources available to the centre. The same range of resources must be made available to all students within a centre. These could include:
 - internet
 - onscreen and paper-based texts on chosen theme
 - notes made in class.

The controlled assessment

A *high level of control* means that the completion of the task must be under controlled conditions. This means that students should be supervised whilst they are completing their responses.

Controlled conditions

Students must not prepare a draft response in advance of the controlled assessment. They will be able to complete the task only when supervised. If this takes place over more than one session, students' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The task must be collected at the end of the controlled assessment.

Students must complete the task individually, without intervention or assistance from others.

Students may have access to:

- unannotated copies of the texts
- notes, which must be checked to ensure they do not include a pre-prepared draft. Notes can include bullet or numbered points on themes, ideas and linguistic features. Notes must not include continuous phrases or paragraphs which could constitute a draft response. Please see Edexcel support materials for further guidance.

Students must not have access to:

- a draft of their response
- a dictionary or thesaurus
- grammar or spell-check programs.

Information and communication technology

Students may use IT equipment to complete their controlled assessment but centres must ensure that student IT equipment does not have internet, dictionaries, thesauri, grammar or spell-check program access, and that there is no access to any pre-prepared materials on the hard drive.

Time

Centres should allow up to **two hours** for students to complete the task. This time may be distributed over one or more sessions at the centre's discretion.

Authentication

Students' work must be authenticated.

Task marking: Medium control

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

Edexcel will externally moderate the marking.

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

Assessment criteria for Poetry (Reading) task

Assessment Objective: AO2 (i/iii)		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1–5	<ul style="list-style-type: none"> Little explanation of how the writer uses literary techniques to create effect. Basic understanding of how techniques contribute to the effects created. Little or no relevant connection made between techniques and presentational features. Little relevant textual reference to support response.
2	6–10	<ul style="list-style-type: none"> Some explanation of how the writer uses literary techniques to create effect. Some understanding of how techniques contribute to the effects created. Some relevant connection made between techniques and presentational features. Occasional relevant textual reference to support response.
3	11–15	<ul style="list-style-type: none"> Sound explanation of how the writer uses literary techniques to create effect. Sound understanding of how techniques contribute to the effects created. Sound relevant connection made between techniques and presentational features. Clear, relevant textual reference to support response.
4	16–20	<ul style="list-style-type: none"> Thorough explanation of how the writer uses literary techniques to create effect. Thorough understanding of how techniques contribute to the effects created. Sustained relevant connection made between techniques and presentational features. Sustained, relevant textual reference to support response.
5	21–24	<ul style="list-style-type: none"> Perceptive explanation of how the writer uses literary techniques to create effect. Perceptive understanding of how techniques contribute to the effects created. Discriminating relevant connection made between techniques and presentational features. Convincing, relevant textual reference to support response.

Controlled assessment – Creative Writing task

Task setting: High control

A *high level of control* means that Edexcel will set the task for students to complete.

Four tasks and stimulus for each, based on the anthology themes, will be set from which students must complete one.

When will the tasks be available?

The tasks and stimulus materials will be made available for centres prior to the start of the academic year. These will be available to download from the Edexcel website.

The tasks and stimulus will be replaced each year.

When should the tasks be made available to students?

Students should have access to the tasks as soon as they are suitably prepared.

Task taking: High control

Preparation

Students' preparation for the task should include the development of writing skills. Preparation may take place under informal supervision. Preparation should take a quarter of the time allocated for this unit or approximately 10% of the GCSE.

- **Feedback:** teachers may support students through the preparation process.
- **Collaboration:** students' preparation may be informed by working in groups, but they must provide an individual response to the task.
- **Resources:** when preparing, students should use the range of appropriate resources available to the centre. The same range of resources must be made available to all students within a centre. These could include:
 - the internet
 - notes made in class.

The controlled assessment

A *high level of control* means that writing of the response to the controlled assessment must be completed under controlled conditions. This means that students should be supervised whilst they are writing up their responses.

Controlled conditions

Students must not prepare a draft response in advance of the controlled assessment. They will be able to write their responses only when supervised. If the writing takes place over more than one session, students' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The task must be collected at the end of the controlled assessment.

Students must write their responses individually, without intervention or assistance from others.

Students may have access to:

- notes, which must be checked to ensure they do not include a pre-prepared draft. Notes can include bullet or numbered points on themes, ideas and linguistic features. Notes must not include continuous phrases or paragraphs which could constitute a draft response. Please see Edexcel support materials for further guidance.

Students must not have access to:

- a draft of their response
- a dictionary or thesaurus
- grammar or spell-check programs.

Information and communication technology

Students may use IT equipment to complete their controlled assessment but centres must ensure that student IT equipment does not have internet, dictionaries, thesauri, grammar or spell-check program access, and that there is no access to any pre-prepared materials on the hard drive.

Time

Centres should allow up to **two hours** for students to write up their responses to the task. This time may be distributed over one or more sessions at the centre's discretion.

Authentication

Students' work must be authenticated.

Task marking: Medium control

A medium level of control means that teachers mark the controlled assessment task using the assessment criteria provided in this unit.

Edexcel will externally moderate the marking.

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

Assessment criteria for Creative Writing task

Assessment Objective: A03 (i) and (ii)		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1–3	<ul style="list-style-type: none"> Expresses ideas at a basic level. Little awareness of the purpose and audience. Basic vocabulary; little variety of sentence structure; little evidence of control. Organisation is simple with little success in introducing and developing a response.
2	4–6	<ul style="list-style-type: none"> Expresses ideas that are sometimes appropriate. Some grasp of the purpose and audience. Some evidence of control in the choice of vocabulary and sentence structures. Organisation shows some grasp of text structure, with opening and development, and some appropriate paragraphing.
3	7–9	<ul style="list-style-type: none"> Expresses and develops ideas appropriately. A clear sense of the purpose of the writing and audience. Well-chosen vocabulary, and shows some evidence of crafting in the construction of sentences. Organisation is sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices.
4	10–12	<ul style="list-style-type: none"> Effectively presents ideas in a sustained way. A secure sustained realisation of the purpose of the writing task and its intended audience. Aptly chosen vocabulary and variety in the construction of sentences. Organisation is secure, with a well-judged text structure, effective paragraphing and use of cohesive devices between and within paragraphs.
5	13–16	<ul style="list-style-type: none"> Achieves precision and clarity in presenting compelling and fully developed ideas. A strong, consistent fulfilment of the writing task sharply focused on the writer's purpose and audience. An extensive vocabulary in the construction of varied sentence forms. Organisation is convincing, with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of cohesive devices.

Assessment Objective: A03 (iii)		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1	<ul style="list-style-type: none"> Spelling is at times inaccurate which hinders meaning. Punctuation devices are used with basic control; little success in conveying intended emphasis and effects. Sentences show a basic attempt to structure and control expression and meaning.
2	2-3	<ul style="list-style-type: none"> Spelling is often accurate. Punctuation devices are used with some control which helps to convey intended effects. Sentences show some attempt at controlling expression and meaning.
3	4-5	<ul style="list-style-type: none"> Spelling is mostly accurate. Punctuation devices are used with sound control, mostly enabling intended emphasis and effects to be conveyed. Sentences are clearly structured, with sound control of expression and meaning.
4	6-7	<ul style="list-style-type: none"> Spelling is almost always accurate. Punctuation devices are used with precision and support the effects which are intended. Sentences are well-structured, with effective control of expression and meaning.
5	8	<ul style="list-style-type: none"> Spelling is consistently accurate. Punctuation devices are used with sophistication, enabling intended emphasis to be conveyed effectively. Sentences are convincingly structured, with sophisticated control of expression and meaning.

Speaking and Listening Endorsement

Internally assessed unit

Overview

Speaking and Listening gives students the opportunity to:

- present and listen to information and ideas
- respond appropriately to the questions and the views of others
- participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
- select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

Students will be assessed on three speaking and listening tasks.

Assessment

Assessment summary

This unit is available in June and November and will be internally assessed under controlled conditions. This unit is untiered.

Assessment Objective:

- AO1 – Speaking and Listening

Details of tasks

Students will complete the following tasks.

Speaking and Listening tasks

Students will be assessed on three speaking and listening tasks throughout this GCSE:

- Communicating and Adapting Language
- Interacting and Responding
- Creating and Sustaining Roles.

All tasks are equally weighted.

Unit content

Speaking and Listening

Students will engage in a variety of Speaking and Listening activities designed to develop skills in, and experience of, real-life situations and work-related tasks.

Opportunities to deliver Functional English

This unit has been designed to cover the teaching aspects of Functional English in speaking and listening. Therefore, all skills in speaking and listening to be assessed in Functional English assessment may be taught as part of this unit.

Controlled assessment – Speaking and Listening tasks

Task setting: Limited control

A *limited level of control* means that Edexcel will provide exemplar tasks which teachers can adapt to suit their own assessment purposes.

Students must complete three speaking and listening tasks.

Task taking: High control

Preparation

Opportunities to develop speaking and listening skills can be found in all units of this GCSE qualification.

- **Feedback:** teachers may support students through the preparation process.
- **Collaboration:** students' preparation may be informed by working in groups, but they must be assessed individually.
- **Resources:** when preparing, students should use the range of appropriate resources available to the centre. The same range of resources must be made available to all students within a centre.

The controlled assessment

A *high level of control* means that assessment of the speaking and listening tasks must be completed under controlled conditions. This means that students should be supervised during assessment.

Time

Each individual's assessed contribution to each of the tasks should last for approximately 3–5 minutes.

Authentication

Students' work must be authenticated.

Task marking: Medium control

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

Edexcel will externally moderate the marking.

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

Assessment criteria for Speaking and Listening tasks

Communicating and Adapting Language task

Assessment Objective: *English/English Language A01		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1–3	Candidates: <ul style="list-style-type: none"> briefly express points of view, ideas and feelings sometimes develop detail to add interest to accounts, narratives and information, supported by appropriate non-verbal features use straightforward vocabulary and grammar, showing awareness of some main features of standard English.
2	4–6	Candidates: <ul style="list-style-type: none"> convey straightforward information and ideas, coherent accounts and narratives in extended turns begin to adapt talk and non-verbal features to meet the needs of different audiences use a variety of vocabulary and structures for different purposes, including appropriate features of standard English with reasonable accuracy.
3	7–9	Candidates: <ul style="list-style-type: none"> effectively communicate information, ideas and feelings, promote issues and points of view adapt talk to a variety of situations and audiences, using non-verbal features to add to impact use a range of well-judged vocabulary and sentence structures to achieve different purposes, including competent and appropriate use of standard English.
4	10–12	Candidates: <ul style="list-style-type: none"> confidently convey and interpret information, ideas and feelings, emphasising significant points and issues adapt and shape talk and non-verbal features to meet the demands of different situations, contexts and purposes make appropriate, controlled, effective use of standard English vocabulary and grammar.
5	13–16	Candidates: <ul style="list-style-type: none"> highlight priorities and essential detail when communicating complex and demanding subject matter use a sophisticated repertoire of strategies to meet challenging contexts and purposes show an assured choice and flexibility of standard English vocabulary and grammar in appropriate situations.

*The Assessment Objectives reference both GCSE English and GCSE English Language as the Speaking and Listening grids are common to both. Only the Assessment Objectives for English are applicable. More information on the Assessment Objectives can be found on *page 40*.

Interacting and Responding task

Assessment Objective: *English/English Language AO1		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1-3	Candidates: <ul style="list-style-type: none"> respond to what they hear, showing some interest, including non-verbal reactions make brief, occasional contributions and general statements in discussion follow central ideas and possibilities in what they hear and raise straightforward questions.
2	4-6	Candidates: <ul style="list-style-type: none"> respond positively to what they hear, including helpful requests for explanation and further detail make specific, relevant contributions to discussion allow others to express ideas or points of view that may differ from their own and respond appropriately.
3	7-9	Candidates: <ul style="list-style-type: none"> listen closely and attentively, engaging with what is heard through perceptive responses make significant contributions that move discussions forward engage with others' ideas and feelings, recognising obvious bias or prejudice and referring to precise detail.
4	10-12	Candidates: <ul style="list-style-type: none"> challenge, develop and respond to what they hear in thoughtful and considerate ways, seeking clarification through apt questions analyse and reflect on others' ideas to clarify issues and assumptions and develop the discussion identify useful outcomes and help structure discussion through purposeful contributions.
5	13-16	Candidates: <ul style="list-style-type: none"> sustain concentrated listening, showing understanding of complex ideas through interrogating what is said shape direction and content of talk, responding with flexibility to develop ideas and challenge assumptions initiate, develop and sustain discussion through encouraging participation and interaction, resolving differences and achieving positive outcomes.

*The Assessment Objectives reference both GCSE English and GCSE English Language as the Speaking and Listening grids are common to both. Only the Assessment Objectives for English are applicable. More information on the Assessment Objectives can be found on *page 40*.

Creating and Sustaining Roles task

Assessment Objective: *English/English Language AO1		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1–3	Candidates: <ul style="list-style-type: none"> draw on obvious and sometimes stereotypical ideas to create simple characters react to situations in predictable but appropriate ways, demonstrating some understanding of relationships and familiar ideas.
2	4–6	Candidates: <ul style="list-style-type: none"> show understanding of characters by creating straightforward roles using speech, gesture and movement engage with situations and ideas, showing understanding of issues and relationships.
3	7–9	Candidates: <ul style="list-style-type: none"> develop and sustain roles and characters through appropriate language and effective gesture and movement make contributions to the development of situations and ideas, showing understanding and insight into relationships and significant issues.
4	10–12	Candidates: <ul style="list-style-type: none"> create convincing characters and roles using a range of carefully selected verbal and non-verbal techniques respond skilfully and sensitively in different situations and scenarios, to explore ideas and issues and relationships.
5	13–16	Candidates: <ul style="list-style-type: none"> create complex characters and fulfil the demands of challenging roles through insightful choice of dramatic approaches explore and respond to complex ideas, issues and relationships in varied formal and informal scenarios.

*The Assessment Objectives reference both GCSE English and GCSE English Language as the Speaking and Listening grids are common to both. Only the Assessment Objectives for English are applicable. More information on the Assessment Objectives can be found on *page 40*.

B Assessment

Assessment summary

Units 1, 3 and the Speaking and Listening Endorsement are internally assessed units.

Unit 2 is externally assessed through a 2 hour paper.

Unit 1:	English Today	Unit code: 5EH01
<ul style="list-style-type: none">• The unit is internally assessed under controlled conditions, and externally moderated by Edexcel.• One reading task and one writing task completed on a choice of two themes set by Edexcel.• Task taking time will be up to two hours for each task (four hours in total).• The total number of marks available is 40.• The first submission of the controlled assessment tasks will be in June 2014, and subsequently in each November and June examination series.		

Unit 2:	The Writer's Craft	Unit code (Foundation): 5EH2F Unit code (Higher): 5EH2H
<ul style="list-style-type: none">• The unit is assessed through a 2 hour examination, set and marked by Edexcel, available at both Foundation Tier and Higher Tier.• The Foundation Tier paper has grades C–G available, the Higher Tier paper has grades A*–D available (with E available).• There are three sections to the examination paper – students must answer one question on the Shakespeare play they have studied in Section A, one question on the prose text they have studied in Section B and one writing question from a choice of two in Section C.• The total number of marks available is 96.• The first examination will be in June 2014, and subsequently in each November and June examination series.		

Unit 3:	Creative English	Unit code: 5EH3A
<ul style="list-style-type: none">• The unit is internally assessed under controlled conditions, and externally moderated by Edexcel.• One poetry reading task and one creative writing task will be completed.• Task taking time for the poetry reading task and the creative writing task will be up to two hours for each task (four hours in total).• The total number of marks available is 48.• The first submission of the controlled assessment tasks will be in June 2014, and subsequently in each November and June examination series.		

Speaking and Listening Endorsement		Unit code: 5EH3B
<ul style="list-style-type: none">• The unit is internally assessed under controlled conditions, and externally moderated by Edexcel.• Three speaking and listening tasks.• The total number of marks available is 48.• The first submission of the controlled assessment tasks will be in June 2014, and subsequently in each November and June examination series.		

Assessment Objectives and weightings

	% in GCSE
<p>AO1: Speaking and listening</p> <ul style="list-style-type: none"> i Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate. ii Listen and respond to speakers' ideas, perspectives and how they construct and express their meanings. iii Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together. iv Create and sustain different roles. 	Endorsement
<p>AO2: Reading</p> <ul style="list-style-type: none"> i Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate. ii Develop and sustain interpretations of writers' ideas and perspectives. iii Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader. iv Understand texts in their social, cultural and historical contexts. 	50%
<p>AO3: Writing</p> <ul style="list-style-type: none"> i Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. ii Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence. iii Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling. <p><i>At least a third of the AO3 weighting relates to bullet 3 (iii).</i></p>	50%
TOTAL	100%

Relationship of Assessment Objectives to units

Unit	Assessment Objective		
	AO2	AO3	Total for AO2 and AO3
Unit 1: English Today	10%	10%	20%
Unit 2: The Writer's Craft	30%	30%	60%
Unit 3: Creative English	10%	10%	20%
Total for GCSE	50%	50%	100%

*AO1 will be assessed through the Speaking and Listening Endorsement.

Entering your students for assessment

Statutory requirements

England

Students meet the statutory requirements for study of English through the study of **both** GCSE English Language and GCSE English Literature **or** through study of GCSE English.

Wales

Students meet the statutory requirements for study of English through their study of GCSE English Language. In Wales, it is recommended that students studying GCSE English Language also study GCSE English Literature.

GCSE English is not approved for pre-16 learners in Wales.

Northern Ireland

Please see the website of the Council for Curriculum, Examination and Assessment for regulatory requirements in Northern Ireland.

Student entry

From summer 2014 onwards students will be required to sit all their examinations and submit controlled assessment work for moderation at the end of the course. Students may complete the controlled assessment task(s) at any appropriate point during the course.

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

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables (please see Appendix 3: Codes).

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

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to the qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

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

- the JCQ policy *Access Arrangements, Reasonable Adjustments and Special Consideration*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

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

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information with regard to the Equality Act 2010.

Controlled assessment

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

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

Summary of conditions for controlled assessment

Speaking and Listening

Task setting: Limited control

Task taking: High control

Task marking: Medium control

Reading

Task setting: High control

Task taking: High control

Task marking: Medium control

Writing

Task setting: High control

Task taking: High control

Task marking: Medium control

Internal standardisation

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

Authentication

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

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Pearson Edexcel Level 1/Level 2 GCSE in English: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website.

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

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

Assessing your students

The assessment opportunity for all units of this qualification will take place in the summer (May or June) series for the lifetime of the specification.

Students who have certificated in the qualification may re-take the qualification in the November series in 2014, 2015 and 2016. Students are required to re-take Unit 2, but may carry forward their results from Unit 1 and/or Unit 3, and/or the Speaking and Listening Endorsement.

Awarding and reporting

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

The Speaking and Listening Endorsement will be graded and certificated on a five-level scale from 5 to 1.

Individual unit results will be reported. In Unit 2 the Foundation Tier paper has grades C–G available, the Higher Tier paper has grades A*–D available (with E available).

The first certification opportunity for the Edexcel GCSE in English will be 2014.

Unit results

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

Unit 1

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 50	45	40	35	30	25	20	15	10

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–9.

Unit 2 (Foundation and Higher Tier)

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 150	135	120	105	90	75	60	45	30

The maximum uniform mark available for students entered for the Foundation Tier is 104.

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–29.

Unit 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 50	45	40	35	30	25	20	15	10

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–9.

Speaking and Listening Endorsement – reported as one of 5 Levels

Highest Level				Lowest Level			
5	4	3	2	1			

Candidates whose level of achievement is below the minimum standard for a grade or level will receive an UNCLASSIFIED U(u) result.

Qualification results

The minimum uniform marks required for each grade:

GCSE in English cash-in code: 2EH01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 250	225	200	175	150	125	100	75	50

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–49.

Students may enter Unit 2 at any tier of entry. Units 1 and 3 are untiered. The Speaking and Listening Endorsement is untiered. However, the overall grade calculation will be based on their total uniform mark score.

Re-taking of qualifications

Students wishing to re-take a GCSE are required to re-take all the units in the qualification. Students will be permitted to carry forward the results from controlled assessment units which have been used to certificate if they wish and only re-take the externally-assessed units.

Language of assessment

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

Quality of written communication

Through AO3, students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

Stretch and challenge

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

- using a variety of stems in questions – for example *explain* and *compare*
- a requirement for extended writing
- use of a wider range of question types to address different skills – for example open-ended questions, case studies etc.

Functional element

GCSE in English assesses 45–55 per cent for the functional elements of English.

Malpractice and plagiarism

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

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning

This qualification builds on the content, knowledge and skills developed in the Key Stage 3 Programme of Study for English as defined by the National Curriculum Orders for England.

Progression

Students could progress from this GCSE to:

- GCE Advanced Subsidiary/Advanced in English Language and Literature
- Diploma programmes
- any other related qualification.

Grade descriptions

Grade A

Learners select suitable styles and registers of spoken English for a range of situations and contexts, showing assured use of standard English where appropriate. They confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information, ideas and feelings in an engaging manner.

Learners respond personally and persuasively to a variety of texts, developing interpretations and evaluating how details of language, grammar, structure and presentation engage and affect the reader. They identify and discuss writers' perspectives in narrative, argument, explanation or analysis. They choose apt quotations and make telling comparisons and cross-references that illuminate the purpose and meanings of texts, explaining the impact of their social, cultural and historical contexts where appropriate.

Learners' writing shows confident, assured control of a range of forms and styles appropriate to task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force or creative delight. Linguistic and structural features are used skilfully to sequence texts and achieve coherence. A wide range of accurate sentence structures ensures clarity; choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.

Grade C

Learners adapt their talk to the demands of different situations and contexts. They recognise when standard English is required and use it confidently. They use different sentence structures and select vocabulary so that information, ideas and feelings are communicated clearly and the listener's interest is engaged. They explain and evaluate how they and others use and adapt spoken language for specific purposes.

Learners understand and demonstrate how meaning and information are conveyed in a range of texts. They make personal and critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. They successfully compare and cross-reference aspects of texts and explain convincingly how they may vary in purpose and how they achieve different effects. They comment on how social, cultural and historical contexts affect readers' responses to texts.

Learners' writing shows successful adaptation of form and style to different tasks and for various purposes. They use a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied; punctuation and spelling are accurate and sometimes bold.

Grade F

Learners talk confidently in familiar situations, showing some awareness of purpose and of listeners' needs. They convey information, develop ideas and describe feelings clearly, using the main features of standard English as appropriate. They listen with concentration and make relevant responses to others' ideas and opinions. They show some awareness of how they and others use and adapt spoken language for specific purposes.

Learners describe the main ideas, themes or argument in a range of texts and refer to specific aspects or details when justifying their views. They make simple comparisons and cross-references that show some awareness of how texts achieve their effects through writers' use of linguistic, grammatical, structural and presentational devices. They are aware that some features of texts relate to their specific social, cultural and historical contexts.

Learners' writing shows some adaptation of form and style for different tasks and purposes. It communicates simply and clearly with the reader. Sentences sequence events or ideas logically; vocabulary is sometimes chosen for variety and interest. Paragraphing is straightforward but effective; the structure of sentences, including some that are complex, is usually correct. Spelling and basic punctuation are mostly accurate.

C Resources, support and training

FREE Teacher Support Materials

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

Poetry Anthology Teacher Pack – a digital version of the Anthology, complete with audio readings of the poems and video clips, plus comprehensive support for teaching the Anthology with lesson plans and student resources.

Edexcel published resources

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

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

Digital resources: enriched with BBC video clips to engage students.

Teacher guides: with easy-to-use lesson plans to save planning time.

If you would like to receive an evaluation pack for Edexcel GCSE English published resources please call 0845 630 3333, quoting the ISBN 9781846906404

Training

A programme of professional development and training courses covering various aspects of the specification will be arranged by Edexcel each year on a regional basis.

Full details can be obtained from:

Training from Pearson UK

Pearson

One90 High Holborn

London WC1V 7BH

Telephone: 0844 576 0027

Email: trainingbookings@pearson.com

Website: www.edexcel.com

Edexcel support services

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

- **English Subject Advisor** – we have a dedicated English Subject Advisor. Our Subject Advisors are qualification and subject experts who are available for customers to contact by phone or email. You can contact them with any questions about the content or teaching of our new specifications: call 0844 372 2188 or email our English Subject Advisor directly at teachingenglish@pearson.com
- **online communities** – get in touch with your peers and share your thoughts on controlled assessment and any other aspect of the specification through our online communities at <http://community.edexcel.com/english/default/default.aspx>
- **training events**

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

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

Support for Students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners.

www.edexcel.com/students

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

Regional office telephone numbers are listed below:

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

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

Endorsed resources

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

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

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Appendix 1 Key skills

Signposting

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

Development suggestions

Please refer to our website for key skills development suggestions.

Appendix 2 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	S&L
Spiritual	✓	✓	✓	✓
Moral	✓	✓	✓	✓
Ethical	✓	✓	✓	✓
Social	✓	✓	✓	✓
Cultural	✓	✓	✓	✓
Sustainable	✓	✓	✓	✓

Development suggestions

Issue	Unit	Opportunities for development or internal assessment
Spiritual	Unit 1, Unit 2, Unit 3 and S&L	<ul style="list-style-type: none"> Unit 1, Unit 2, Unit 3 and Speaking and Listening Endorsement – students may explore spiritual issues in reading, writing, speaking and listening tasks
Moral	Unit 1, Unit 2, Unit 3 and S&L	<ul style="list-style-type: none"> Unit 1, Unit 2, Unit 3 and Speaking and Listening Endorsement – students may explore moral issues in reading, writing, speaking and listening tasks
Ethical	Unit 1, Unit 2, Unit 3 and S&L	<ul style="list-style-type: none"> Unit 1, Unit 2, Unit 3 and Speaking and Listening Endorsement – students may explore ethical issues in reading, writing, speaking and listening tasks
Social	Unit 1, Unit 2, Unit 3 and S&L	<ul style="list-style-type: none"> Unit 1, Unit 2, Unit 3 and Speaking and Listening Endorsement – students may explore social issues in reading, writing, speaking and listening tasks
Cultural	Unit 1, Unit 2, Unit 3 and S&L	<ul style="list-style-type: none"> Unit 1, Unit 2, Unit 3 and Speaking and Listening Endorsement – students may explore cultural issues in reading, writing, speaking and listening tasks
Sustainable	Unit 1, Unit 2, Unit 3 and S&L	<ul style="list-style-type: none"> Unit 1, Unit 2, Unit 3 and Speaking and Listening Endorsement – students may explore sustainable issues in reading, writing, speaking and listening tasks

Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	5010
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student’s final certification documentation.	The QN for the qualification in this publication is: GCSE – 601/3157/3
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 – 5EH01 Unit 2 (Foundation) – 5EH2F Unit 2 (Higher) – 5EH2H Unit 3 – 5EH3A Speaking and Listening Endorsement – 5EH3B
Cash-in codes	The cash-in code is used as an entry code to aggregate the student’s unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when claiming students’ qualifications.	GCSE – 2EH01
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> enter a student for the assessment of a unit aggregate the student’s unit scores to obtain the overall grade for the qualification. 	Please refer to our <i>UK Information Manual</i> , available on our website.

Appendix 4 Controlled Assessment Record Sheets

GCSE English/GCSE English Language: Unit 1 English Today (5EH01)

Centre name:	Examination session:
Centre number:	Candidate name:
	Candidate number:

Theme chosen:		
Task one – Reading		
Task title:		
Text one:		
Text two:		
		Task one – Reading /20
Task two – Writing		
Task title:		
Task two – Writing Grid one: (i) and (ii) /13	Task two – Writing Grid two: (iii) /7	Task two – Writing Overall /20
		TOTAL MARK for unit: /40

Declaration by candidate

I have produced this controlled assessment task without assistance, apart from any which is acceptable under the scheme of assessment.

Signed (candidate): _____ Date: _____

Declaration by teacher

I declare that the candidate's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment.

I also confirm that this folder consists of **new** work only, which has not been submitted in a previous series.

Signed (teacher): _____ Date: _____

Name of teacher: _____

By signing the above declaration you agree to your controlled assessment task(s) being used to support Professional Development, Online Support and Training of both Centre-Assessors and Moderators. If you have any concerns regarding this please contact coursework@edexcel.com

Controlled Assessment Record Sheet

GCSE English Language: Unit 3 Creative English (5EH3A)

Centre name:	Examination session:
Centre number:	Candidate name:
	Candidate number:

Poetry (Reading) Task	
Task title:	
	Poetry (Reading) /24

Creative Writing Task		
Task title:		
Creative Writing Grid one: (i) and (ii) /16	Creative Writing Grid two: (iii) /8	Writing Overall /24

**TOTAL MARK for
Poetry (Reading)
Task and Creative
and Writing Tasks**

/48

Declaration by candidate

I have produced this controlled assessment task without assistance, apart from any which is acceptable under the scheme of assessment.

Signed (candidate): _____ Date: _____

Declaration by teacher

I declare that the candidate's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment.

I also confirm that this folder consists of **new** work only, which has not been submitted in a previous series.

Signed (teacher): _____ Date: _____

Name of teacher: _____

By signing the above declaration you agree to your controlled assessment task(s) being used to support Professional Development, Online Support and Training of both Centre-Assessors and Moderators. If you have any concerns regarding this please contact Resultsresolution@pearson.com

Controlled Assessment Record Sheet

GCSE English/English Language: Speaking and Listening (5EH3B)

Centre name:	Examination session:
Centre number:	Candidate name:
	Candidate number:

Speaking and Listening tasks	
Task one — Communicating and Adapting Language Details of task:	Communicating and Adapting Language /16
Task two — Interacting and Responding Details of task:	Interacting and Responding /16
Task three — Creating and Sustaining Roles Details of task:	Creating and Sustaining Roles /16
<div style="background-color: #76b82a; color: white; padding: 10px; display: inline-block;"> TOTAL MARK for Speaking and Listening /48 </div>	

Declaration by candidate

I have produced this controlled assessment task without assistance, apart from any which is acceptable under the scheme of assessment.

Signed (candidate): _____ Date: _____

Declaration by teacher

I declare that the candidate's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment.

Signed (teacher): _____ Date: _____

Name of teacher: _____

By signing the above declaration you agree to your controlled assessment task(s) being used to support Professional Development, Online Support and Training of both Centre-Assessors and Moderators. If you have any concerns regarding this please contact Resultsresolution@pearson.com

Appendix 5 Suggested text editions

Centres may choose to study any edition of the following texts. The suggested editions below, which will be used for the extracts in the examination, have been given for information only.

Shakespeare

Romeo and Juliet (Longman School Shakespeare, 2010) ISBN 978-1-4082-3689-5

Macbeth (Longman School Shakespeare, 2010) ISBN 978-1-4082-3686-4

The Merchant of Venice (Longman School Shakespeare, 2010) ISBN 978-1-4082-3690-1

Different Cultures and Traditions

Anita and Me, Meera Syal (Harper Perennial, 2004) ISBN 978-0-00-654876-8

Balzac and the Little Chinese Seamstress, Dai Sijie (Vintage, 2002) ISBN 978-0-099-28643-1

Heroes, Robert Cormier (Longman, 2007) ISBN 978-1-4058-6396-4

Of Mice and Men, John Steinbeck (Longman, 2003) ISBN 978-0-582-82764-6

Rani and Sukh, Bali Rai (Corgi, 2004) ISBN 978-0-552-54890-8

Riding the Black Cockatoo, John Danalis (Allen & Unwin, 2010) ISBN 978-1-7417-5377-6

To Kill a Mockingbird, Harper Lee (Heinemann, 1966) ISBN 978-0-435120-96-2

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