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Qualification at a glance

The Pearson Edexcel Level 3 Advanced GCE in English Language consists of three externally examined components and one coursework component.

Students must complete all assessment in May/June in any single year.

Component 1: Language Variation		*Paper code: 9EN0/01
<ul style="list-style-type: none"> Externally assessed Availability: May/June First assessment: 2017 		35% of the total qualification
Overview of content		
Students will explore: <ul style="list-style-type: none"> how language varies depending on mode, field, function and audience how language choices can create personal identities language variation in English from c1550 (the beginnings of Early Modern English) to the present day. 		
Overview of assessment		
<ul style="list-style-type: none"> Written examination, lasting 2 hours 15 minutes. Two sections: students answer the question in Section A and the question in Section B. Total of 60 marks available – 30 marks per section. Section A – Individual Variation: one question on two thematically linked unseen 21st-century texts. Students produce an extended comparative response (AO1, AO2, AO3, AO4 assessed). Section B – Variation over Time: one question on two thematically linked unseen texts, from two different periods. Students produce an extended comparative response (AO1, AO2, AO3, AO4 assessed). 		
Component 2: Child Language		*Paper code: 9EN0/02
<ul style="list-style-type: none"> Externally assessed Availability: May/June First assessment: 2017 		20% of the total qualification
Overview of content		
Students will explore: <ul style="list-style-type: none"> spoken language acquisition and how children learn to write between the ages of 0 and 8 the relationship between spoken language acquisition and literacy skills that children are taught, including the beginnings of reading appropriate theories of children’s language development. 		
Overview of assessment		
<ul style="list-style-type: none"> Written examination, lasting 1 hour. Total of 45 marks available. One question based on a set of unseen data – <i>either</i> spoken <i>or</i> written. Students produce an extended response (AO1, AO2, AO3 assessed). 		

Component 3: Investigating Language		*Paper code: 9EN0/03
<ul style="list-style-type: none"> Externally assessed Availability: May/June First assessment: 2017 	25% of the total qualification	
<p>Overview of content Students will:</p> <ul style="list-style-type: none"> select a research focus from five topic areas develop their research and investigation skills undertake a focussed investigation apply their knowledge of language levels and key language concepts developed through the whole course develop their personal language specialism. <p>An investigative subtopic will be pre-released in the September before the examination. The pre-released subtopic will provide a steer for the students' research and investigation to enable them to prepare for the external assessment.</p>		
<p>Overview of assessment</p> <ul style="list-style-type: none"> Written examination, lasting 1 hour 45 minutes. Two sections: students answer one question from Section A and one question from Section B. Total of 45 marks available: Section A question is 15 marks and Section B question is 30 marks. Section A – one question on unseen data. Students must answer the question on the subtopic they have researched (AO1, AO2, AO3 assessed). Section B – one evaluative question. Students answer the question on the subtopic they have researched and must make connections with data from their investigation. Students produce an extended response (AO1, AO2, AO3, AO4 assessed). 		

Coursework: Crafting Language		*Code: 9EN0/04
<ul style="list-style-type: none"> Internally assessed, externally moderated Availability: May/June First moderation: 2017 	20% of the total qualification	
<p>Overview of content Students will:</p> <ul style="list-style-type: none"> research a selected genre demonstrate their skills as writers within their selected genre, crafting texts for different audiences and/or purposes reflect on their research and writing in an accompanying commentary. 		
<p>Overview of assessment Students produce two assignments:</p> <ul style="list-style-type: none"> Assignment 1: two pieces of original writing from the same genre, differentiated by function and/or audience (AO5 assessed). Assignment 2: one commentary, reflecting on the two pieces of original writing produced (AO1, AO2, AO3, AO4 assessed). Advisory total word count is 2500–3000 words: Assignment 1 is 1500–2000 words and Assignment 2 is 1000 words. Total of 50 marks available: Assignment 1 is 30 marks and Assignment 2 is 20 marks. 		

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

Assessment Objectives and weightings

Students must:		% in GCE
AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression	24.35
AO2	Demonstrate critical understanding of concepts and issues relevant to language use	24.35
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning	24.35
AO4	Explore connections across texts, informed by linguistic concepts and methods	15
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways <i>Note: This Assessment Objective must be targeted with at least one of AO2, AO3 or AO4, either in the same task or in two or more linked tasks.</i>	12
Total		100%

NB: some figures have been rounded up or down

Knowledge, skills and understanding

Component 1: Language Variation

Overview

This component introduces students to the ways in which language varies, depending on the contexts of production and reception. Students will explore and critically evaluate how language choices can create personal identities. They will also explore and critically evaluate how language varies over time.

Learning outcomes

Students are required to appropriately and systematically:

- apply concepts relating to language variation to data drawn from written, spoken and multimodal discourse and from different time periods
- apply critical and creative skills to close reading, description, evaluation, analysis and interpretation of a range of texts and discourses, including texts from different time periods
- use and apply linguistic terminology accurately
- critically evaluate attitudes towards language and its users when discussing data, including texts from different time periods
- synthesise and reflect on language knowledge drawn from different areas of their studies of English language.

Content

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

- **mode:** the method of communication (spoken, written, multimodal)
- **field:** the subject matter
- **function:** the purpose
- **audience:** the relationship between writers/speakers and readers/listeners.

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

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

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

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

Individual Variation

Students will explore how language choices reflect and construct the identity or identities of the user and vary depending on the contexts of production and reception.

In preparation, students will analyse and apply language concepts and methods of analysis to a range of written, spoken or multimodal texts from 21st-century sources, using the key language frameworks and levels.

Students should explore attitudes to language and use a descriptive approach to explore how an individual's language choices are affected by:

- the mode, field, function and audience
- geographical factors
- social factors, such as gender, age, ethnicity and other social identities.

Variation Over Time

Students will explore variation in the English language from c1550 (the beginnings of Early Modern English) to the present day.

In preparation, students will analyse and apply language concepts and methods of analysis to a range of texts and explore:

- the development of English as the national language
- the cultural, social, political and technological influences that have changed English over time.

Students will need to consider the effect of language variation over time across the language frameworks and levels, for example changes in:

- the writing and spelling system (**graphology and orthography**)
- pronunciation, evident in obsolete spelling and rhyme (**phonology**)
- inflections, evident in verb endings and plurals (**morphology**)
- sentence structures (**syntax**)
- vocabulary, evident in pronoun usage and the incorporation of words from other languages (**lexis**)

- meaning (**semantics**)
- the form (style) and structure of whole texts (**discourse**).

Please ensure that students are familiar with the English phonemic reference sheet in *Appendix 5* and the transcription mark key in *Appendix 6*. The reference sheet and the mark key will be given to students in the examination.



Component 2: Child Language

Overview

In this component, students will explore and critically evaluate the development of both speech and writing in children between the ages of 0 and 8. Students will focus on the spoken language acquisition of children and will explore how children learn to write.

Learning outcomes

Students are required to appropriately and systematically:

- analyse and evaluate examples of children's language using a descriptive approach
- apply and evaluate relevant theories associated with the development of spoken and written language
- analyse and evaluate how language development is influenced by the function and context of the language used.

Content

Students should understand the ways in which speech develops and the relationship between spoken language acquisition and the literacy skills children are taught, including the beginnings of reading and learning to write. Students should be able to analyse child language and apply the appropriate theories of children's language development.

In preparation for this component students should explore:

Spoken language

- the beginnings of speech
- the acquisition and development of the sound system (**phonetics**)
- how children understand the structure of words (**morphology**)
- the development and extension of vocabulary (**lexis**)
- how children understand the meanings of words (**semantics**)
- the types of structures used by children at various stages of development and how children start to form larger structures (**syntax**)
- the way children talk to adults and the way adults talk to children; the development of interactive and pragmatic skills (**conversation**).

Written language

- the transition from speech to writing: the use of drawing, gesture and writing to create meaning
- early forms of writing such as drawing, scribbling, letter-like forms, random letters
- the development of letter forms, capital letters, linearity and directionality; the link between letters, sounds and early spelling (**graphology**)
- the effect of learnt reading strategies on spelling (**morphology**)
- the vocabulary choices (**lexis**) and sentence structures (**syntax**) in early writing
- the development of narrative and descriptive skills (**discourse**).

Please ensure that students are familiar with the English phonemic reference sheet in *Appendix 5* and the transcription mark key in *Appendix 6*. The reference sheet and the mark key will be given to students in the examination.



Component 3: Investigating Language

Overview

In this component, students will have the opportunity to develop their research and investigation skills. They will consolidate their knowledge of language frameworks and key language concepts gained from Components 1, 2 and the Coursework.

Students will apply these skills to an area of language study that particularly interests them, selected from pre-released subtopics, in preparation for an externally assessed examination.

This component is skills-based, with the content being driven by individual students' interests. Teachers must ensure that students are taught research and investigation skills.

Learning outcomes

Students are required to appropriately and systematically:

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

Content

Students' investigation skills are developed in the context of one of the following five topic areas:

- Global English
- Language and Gender Identity
- Language and Journalism
- Language and Power
- Regional Language Variation.

Pre-release

In the September before the examination, a subtopic will be **pre-released** for each of the five topic areas on our website (www.edexcel.com). The **five pre-released** subtopics will provide a steer for students' research and investigation and will include:

- an introduction to the subtopic, for example the subtopic for 'Global English' in our Sample Assessment Materials is 'South African English'

- suggested research resources.

The 'suggested resources' are guidance for students and are not definitive. Students can decide which resources to use but they are expected to research and investigate the topic beyond the suggested resources.

The five subtopics for investigation will be different each year.

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

Research and investigation

Teachers must ensure that all students are given clear guidance on how to research and investigate areas of language before they allow students to undertake their investigations.

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

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

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

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

Please ensure that students are familiar with the English phonemic reference sheet in *Appendix 5* and the transcription mark key in *Appendix 6*. The reference sheet and the mark key will be given to students in examinations.

Topic details

Global English

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

Language and Gender Identity

This topic will explore social attitudes and how the forms and conventions of written, spoken and multimodal language can construct or reflect gender and sexual identities.

Language and Journalism

This topic will explore the many varieties of print and online journalism. Students will have opportunities to explore the influence of contextual factors, how language is crafted to meet the expectations of different audiences and purposes, and to consider notions of bias, subjectivity and objectivity.

Language and Power

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

Regional Language Variation

This topic will explore English that varies regionally within the UK. Students will explore the historical aspects of regional variation, how and why language varies regionally, attitudes to regional variation, and variation within regional varieties.

Synopticity in assessment

In this component students are required to apply their learning from across the qualification.

In **Section A** students will respond to unseen data from their chosen subtopic.

Students will synthesise and reflect on the language knowledge and understanding drawn from the other components in this qualification and from their research and investigation for this component.

In **Section B** students will respond to an evaluative question on their chosen subtopic.

Students will also analyse data and apply language concepts and methods of analysis to a range of data. They will make connections with their research and the observations from their investigation, critically evaluating attitudes towards language and its users.

Please ensure that students are familiar with the English phonemic reference sheet in *Appendix 5* and the transcription mark key in *Appendix 6*. The reference sheet and the mark key will be given to students in the examination.

Coursework – Crafting Language

Overview

In the coursework, students will demonstrate their skills as writers, crafting texts for different audiences and purposes. They will develop their research skills as they explore their selected writing genre and they will also reflect on their work in an accompanying commentary.

Learning outcomes

Students are required to appropriately and systematically:

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

Content

Students will produce the following assignments:

- Assignment 1: **two** pieces of original writing from the same genre, differentiated by function and/or audience
- Assignment 2: **one** commentary, reflecting on the two pieces they have produced.

Assignment 1: Original writing

Students will select **one** genre for their assignment. They will produce **two** pieces of writing in this genre, differentiated by function and/or audience. Examples of genres they might choose include:

- feature articles
- journalist interviews
- speeches
- scripted presentations
- dramatic monologues
- short stories
- travel writing.

Example 1: a student could choose the genre of 'short stories' and produce the following **two** clearly differentiated texts for Assignment 1:

Genre	Audience	Function	Text description
Short stories	Year 6 students	Entertain	A short story set in a fantasy world.
	Adults	Entertain	A short story set in a dystopian world.

Example 2: a student could choose the genre of 'travel writing' and produce the following **two** clearly differentiated texts for Assignment 1:

Genre	Audience	Function	Text description
Travel writing	Gap year students	Inform	A magazine feature on top travel destinations for your gap year.
	Pensioners	Persuade	A magazine article to encourage pensioners to explore the world.

In preparation for this coursework, students should explore:

- distinctive features of a variety of genres
- texts that exemplify key features of their chosen genre (**style models**)
- the effect of language choices and discourse strategies for different contexts.

They should also explore:

- the skills of effective and accurate drafting and redrafting.

It is expected that students will undertake research in order to prepare for the writing assignments. Whilst these preparatory stages are not assessed and are not required for submission, students are encouraged to see their writing as work in progress. They should be prepared to draft and redraft as part of the writing process and to reflect on and critically evaluate this process in their commentary.

Assignment length should be appropriate to the selected genre and function. For example, it is likely that two short stories would require a higher word count than two speeches.

Assignment 2: Commentary

In their commentary, students will reflect on the writing process. They should evaluate:

- the findings of their initial research into their chosen genre
- the techniques used in the **style models** that they have adopted in their own writing
- the language choices they made, through the drafting process, to achieve effects appropriate to the chosen function and target audience
- the difference in the language choices made for the two texts created for Assignment 1.

Students are expected to use a range of terminology accurately and ensure that any texts and other sources used are accurately referenced.

Assignment setting, taking and marking

Assignment setting

When deciding on the assignments they will produce, students should be encouraged to draw on their own interests and skills, as well as applying what they have learned about language. The choice of assignments should be made with teacher guidance to ensure that the assignments are of an appropriate standard.

Teachers are encouraged to use the assignment guidance service offered by Pearson to check the appropriate nature of assignments selected by students.

It is advised that because of the personal nature of assignment selection each year, students complete different assignments from previous years.

Assignment use

Teachers should ensure that assignments chosen by students are relevant and appropriate to the student's course of learning. Students should have the opportunity to choose sources/interpretations/texts as appropriate.

Assignment guidance service

Pearson provides a free assignment guidance service. Please see our website www.edexcel.com for further details.

Assignment research

Teaching and learning

Teachers should provide students with a short course of study that covers:

- research and study skills
- editing and proofreading skills
- referencing and bibliography skills.

Collaboration

Students may work together on their research.

Feedback

Teachers may help students to understand rubrics, assessment criteria and controls. Teachers must not provide students with solutions. Any additional feedback must be recorded in the *Coursework authentication sheet* (see *Appendix 4*).

Resources

Students must have equal access to IT resources. Students should have access to a range of resources/texts to enable them to make choices as required for their assignments.

Assignment writing

Authenticity

Students and teachers must sign the *Coursework authentication sheet* (see *Appendix 4*). Teachers must ensure they have seen enough of the student drafting work in order to authenticate that the work they produce is their own. Students must ensure that all quotations and citations are referenced using an established referencing system such as Harvard and produce a bibliography citing reference texts.

Collaboration

Students must not work with others when writing their assignments.

Feedback

Teachers may help students to understand rubrics, assessment criteria and controls. Any additional feedback must be recorded on the *Coursework authentication sheet* (see *Appendix 4*). Please refer to the Joint Council for Qualifications (JCQ) *Instructions for Conducting Coursework* on the JCQ website: www.jcq.org.uk for further information.

Word count

It is strongly recommended that students write between 1500–2000 words for the original writing and 1000 words for the commentary. The advisory total word count for the coursework is between 2500–3000 words. This does not include footnotes and bibliographies.

It is advisable that the upper word limit is adhered to by students to enable them to satisfy the requirement to produce a concise and coherently structured response.

Assignment marking

Teachers should mark the assignments using the assessment criteria on the following pages. Teachers may annotate students' work. The marks awarded should be justified and teachers should add comments to the *Coursework authentication sheet* (see *Appendix 4*).



Coursework assessment criteria

Teachers must mark students' work using the following assessment criteria.

Coursework: Crafting Language - Original Writing		
Level	Mark	Descriptor (AO5)
	0	No rewardable material
Level 1	1-6	Low skill level <ul style="list-style-type: none"> Limited understanding of genre conventions and mode. Limited understanding of requirements of audience and function. Writing is formulaic and predictable.
Level 2	7-12	General/imprecise skills <ul style="list-style-type: none"> Shows general understanding of genre conventions and mode. General understanding of audience and function. Writing has general sense of direction, though still not precise.
Level 3	13-18	Clear skills <ul style="list-style-type: none"> Applies clear understanding of appropriate genre conventions. Clear understanding of audience and function. Writing is precisely edited.
Level 4	19-24	Controlled skills <ul style="list-style-type: none"> Shows effective understanding and control of genre conventions. Demonstrates effective writing skills tailored for chosen audience and function. Writing is precisely edited and effective.
Level 5	25-30	Assured skills <ul style="list-style-type: none"> Applies an assured handling of conventions across genres. Displays a range of highly effective writing skills, differentiated in terms of audience and function. Editing is assured and highly effective.

Coursework: Crafting Language - Commentary		
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)
	0	No rewardable material
Level 1	1-4	<p>Descriptive</p> <ul style="list-style-type: none"> Recalls limited range of linguistic terms and gives unsupported examples when describing own language use. Ideas are unstructured and not well linked, makes frequent errors and technical lapses. Has a descriptive approach with little awareness of concepts and issues and makes simple comments on how and why language is used in own writing and stimulus texts. Shows limited understanding of how contextual factors, such as audience and function, can affect the construction of meaning in own writing and stimulus texts. Recalls contextual factors and language features and makes limited links between these and the construction of meaning in the texts.
Level 2	5-8	<p>General understanding</p> <ul style="list-style-type: none"> Able to use generally accurate linguistic terminology and examples when describing own writing and stimulus texts. Organises and expresses ideas with some clarity although there are still lapses. Shows general understanding of concepts and issues and is able to apply some of this understanding when describing language use in own writing and stimulus texts. Has general understanding of how contextual factors such as audience and function can affect construction of meaning in own writing and stimulus texts, though not always securely applied. Describes construction of meaning in the texts, making links to contextual factors or language features to support this.
Level 3	9-12	<p>Clear relevant application</p> <ul style="list-style-type: none"> Uses linguistic terminology and provides clear relevant examples when discussing own writing and stimulus texts. Able to logically structure ideas and expresses ideas with few lapses in clarity and transitioning. Clear understanding of text and application of some concepts and issues when describing and explaining language use in own writing and stimulus texts Able to show clear awareness of how contextual factors such as audience and function affect construction of meaning in own writing and stimulus texts. Explains construction of meaning in texts by making relevant links to contextual factors and language features.

Level	Mark	Descriptor
Level 4	13–15	<p>Discriminating controlled approach</p> <ul style="list-style-type: none"> • Applies linguistic terms accurately when analysing and describing own writing and stimulus texts, supports analysis with use of discriminating examples. Controls the structure of response with effective transitions and carefully chosen language. • Discriminating selection and application of a range of concept and issues when analysing and explaining language use in own writing and stimulus texts. • Makes inferences about how contextual factors such as audience and function affect the construction of meaning in own writing and stimulus texts. • Makes inferences about the construction of meaning in texts by examining relevant links to contextual factors and language features.
Level 5	16–20	<p>Critical evaluative approach</p> <ul style="list-style-type: none"> • Critical application of linguistic terminology and concepts when describing stimulus texts and own writing. Structures writing in a <i>sophisticated</i> way with consistent appropriate register and style. • Critical application of a wide range of concepts and issues when evaluating and analysing language use in own writing and stimulus texts. • Exhibits a sophisticated awareness of how complex contextual factors like audience and function affect the construction of meaning in own writing and stimulus texts. • Evaluates construction of meaning in texts by critically examining relevant links to contextual factors and language features.

Marking, standardisation and moderation

The assignments are marked by teachers. Where marking for this qualification has been carried out by more than one teacher in a centre, there must be a process of internal standardisation to ensure that there is a consistent application of the assessment criteria.

Marks awarded by the centre will be subject to external moderation by Pearson. Moderation will ensure consistency with national standards and will review assignments to ensure that the assignment-setting rules have been correctly applied by centres. Pearson will notify centres of the students whose responses have been selected for moderation. This sample will take cohort size into account. Teachers should submit students' work in hard copy to the moderator. Further advice about submission of coursework is provided on our website (www.edexcel.com).

If the moderation indicates that centre assessment does not reflect national standards, an adjustment will be made to students' final marks to compensate.

Please refer to the Joint Council for Qualifications (JCQ) *Instructions for Conducting Coursework* on the JCQ website: www.jcq.org.uk for further information. The assessment in this qualification will comply with these instructions.

Security and backups

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

Secure storage is defined as a securely-locked cabinet or cupboard.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the latest Joint Council for Qualifications (JCQ) *Instructions for Conducting Coursework* document. This document is available on the JCQ website: www.jcq.org.uk.

For additional information on malpractice, please refer to the latest Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* document, available on the JCQ website.

Further information

For up-to-date advice on teacher involvement and administration of coursework, please refer to the *Instructions for Conducting Coursework (GCE, ELC and Project qualifications)* document on the JCQ website: www.jcq.org.uk



Assessment

Assessment summary

Summary of table of assessment

It is expected that students use a range of terminology accurately in the examination and make accurate reference to texts and data.

Students must complete all assessment in May/June in any single year.

Component 1: Language Variation	*Paper code: 9EN0/01
Written examination consisting of two sections.	35% of the total qualification
Section A: Individual Variation One question on two thematically linked unseen 21 st -century texts. Students produce an extended comparative response (AO1, AO2, AO3, AO4 assessed).	
Section B: Variation over Time One question on two thematically linked unseen texts, from two different periods. Students produce an extended comparative response (AO1, AO2, AO3, AO4 assessed).	
<ul style="list-style-type: none">• First assessment: May/June 2017.• The assessment is 2 hours 15 minutes.• The assessment consists of two questions – one per section.• The assessment consists of 60 marks – 30 marks per section.	
Component 2: Child Language	*Paper code: 9EN0/02
Written examination.	20% of the total qualification
Students answer one question based on a set of unseen data – <i>either spoken or written</i> . Students produce an extended response (AO1, AO2, AO3 assessed).	
<ul style="list-style-type: none">• First assessment: May/June 2017.• The assessment is 1 hour.• The assessment consists of one question.• The assessment consists of 45 marks.	

Component 3: Investigating Language***Paper code: 9EN0/03**

Written examination consisting of **two** sections. Students answer **two** questions on their chosen subtopic.

25% of the total qualification

Section A:

One question on unseen data. Students must answer the question on the subtopic they have researched (AO1, AO2, AO3 assessed)

Section B:

One evaluative question. Students must answer the question on the subtopic they have researched and also make connections with data from their investigation. Students produce an extended response (AO1, AO2, AO3, AO4 assessed).

- First assessment: May/June 2017.
- The assessment is 1 hour 45 minutes.
- The assessment consists of 45 marks – Section A is 15 marks and Section B is 30 marks.

Coursework: Crafting Language***Code: 9EN0/04**

Assessment consists of **two** assignments.

20% of the total qualification

Assignment 1: **two** pieces of original writing from the same genre, differentiated by function and/or audience (AO5 assessed).

Assignment 2: **one** commentary, reflecting on the two pieces of original writing produced (AO1, AO2, AO3, AO4 assessed).

Advisory word counts:

Total for assessment – 2500–3000 words.

Assignment 1 – 1500–2000 words.

Assignment 2 – 1000 words.

- First moderation: May/June 2017.
- This assessment is internally assessed, externally moderated.
- The assessment consists of 50 marks – Assignment 1 is 30 marks and Assignment 2 is 20 marks.
- Assignments must be submitted at the end of the course.

The sample assessment materials can be found in the *Pearson Edexcel Level 3 Advanced GCE in English Language Sample Assessment Materials* document (ISBN 9781446912119).

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

Assessment Objectives and weightings

Students must:		% in GCE
AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression	24.35
AO2	Demonstrate critical understanding of concepts and issues relevant to language use	24.35
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning	24.35
AO4	Explore connections across texts, informed by linguistic concepts and methods	15
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways <i>Note: This Assessment Objective must be targeted with at least one of AO2, AO3 or AO4, either in the same task or in two or more linked tasks.</i>	12
Total		100%

NB: some figures have been rounded up or down

Breakdown of Assessment Objectives

Paper/component	Assessment Objectives					Total for all Assessment Objectives
	AO1	AO2	AO3	AO4	AO5	
Paper 1: Language Variation	8.75%	8.75%	8.75%	8.75%	0%	35%
Paper 2: Child Language	6.6%	6.6%	6.6%	0%	0%	20%
Paper 3: Investigating Language	7%	7%	7%	4%	0%	25%
Coursework: Crafting Language	2%	2%	2%	2%	12%	20%
Total for this qualification	24.35%	24.35%	24.35%	15%	12%	100%

NB: some figures have been rounded up or down

Entry and assessment information

Student entry

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website (www.edexcel.com).

Forbidden combinations and discount code

There are no forbidden combinations with this qualification.

Centres should be aware that students who enter for more than one GCE qualification with the same discount code will have only one of the grades they achieve counted for the purpose of the School and College Performance Tables – normally the better grade (please see *Appendix 3: Codes*).

Students should be advised that, if they take two qualifications with the same discount code, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCEs. The same view may be taken if students take two GCE qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments and special consideration

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 disabled student without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

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

Reasonable adjustments

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

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

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

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

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

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material

effect on a candidate's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Further information

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

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

Equality Act 2010 and Pearson equality policy

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 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.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website (www.edexcel.com).

Synoptic assessment

Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

This qualification assesses synoptically through the following assessment, Component 3: Investigating Language. Students draw together skills synoptically in their analysis and evaluation of texts.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of the current Code of Practice, published by the Office of Qualifications and Examinations Regulation (Ofqual).

The Advanced GCE qualification will be graded and certificated on a six-grade scale from A* to E using the total subject mark. Individual components are not graded.

The first certification opportunity for the Pearson Edexcel Level 3 Advanced GCE in English Language will be 2017.

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.

Language of assessment

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

Grade descriptions

The grade descriptions for this qualification are published by Ofqual and will be available on their website.

Other information

Student recruitment

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.

Students who would benefit most from studying an Advanced GCE in English Language are likely to have a Level 2 qualification such as a GCSE in English Language or a GCSE in English Literature.

Progression

Students can progress from this qualification to:

- higher education courses such as degrees in English, English language, linguistics, creative writing or in related subjects such as English literature, law, journalism, media, speech and language therapy, teaching, drama, history
- a wide range of careers either directly related to English language, such as speech and language therapist, teaching, editor, writer or in areas such as publishing, journalism, the media, advertising, marketing, public relations, arts administration, record offices, libraries, national and local government, civil service.

Relationship between Advanced Subsidiary GCE and Advanced GCE

The Advanced Subsidiary GCE is a discrete linear qualification and comprises two examined components; these are built from content that is common with the Advanced GCE but they have different assessments that take place at the end of the course.

Relationship between GCSE and Advanced GCE

This qualification provides progression from GCSE building on skills of analysing, evaluating and comparing texts and transactional writing skills, including accurate spelling, punctuation and grammar. It can, for example, allow students to develop a broader and deeper understanding of English Language as a discipline and allow them to develop higher English Language skills.

Progression from GCSE to Advanced GCE

There is a distinct step up from GCSE in terms of content and skills to study English Language as a subject at Advanced GCE.



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Appendix 1: Transferable skills

The need for transferable skills

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

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

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

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

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** - access, manage, integrate, evaluate, construct and communicate³.

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

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

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

³ PISA (2011) The PISA Framework for Assessment of ICT Literacy, PISA

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



Appendix 2: Level 3 Extended project qualification

What is the Extended Project?

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

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

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

Students can choose from one of four approaches to produce:

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

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

Students: what they need to do

The Extended Project qualification requires students to:

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

Teachers: key information

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

How to link Extended Project with English Language

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

Skills developed

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

- Independent research skills, including skills in primary research and the selection of appropriate methods for data collection
- Extended reading and academic writing, including reading academic articles.
- Planning/project management, including the refining of research questions
- Source handling and evaluation
- Evaluation of arguments and processes, including arguments in favour of alternative interpretations of sources and evaluation of the research process.
- Critical thinking

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

The Extended Project is an ideal vehicle to develop the transferable skills identified in *Appendix 1*.

Using the Extended Project to support breadth and depth

There is no specified material that students are expected to study and, in the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. A student of English Language should demonstrate that they have extended themselves in some significant way by means of their Extended Project. It is important that the student shows, at the outset, how their work involves significant extension beyond what they have been

studying in English Language. Students can use the Extended Project to demonstrate *extension* in one or more dimensions:

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

Choosing topics and narrowing down to a question

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

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

Example Dissertation titles include:

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

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



Appendix 3: Codes

Type of code	Use of code	Code number
Discount codes	Every qualification is assigned to a discount code indicating the subject area to which it belongs. This code may change. Please refer to our website (www.edexcel.com) for details of any changes.	5030
National Qualifications Framework (NQF) codes	Each qualification title is allocated an Ofqual National Qualifications Framework (NQF) code. The 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: xxx/xxxx/x
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCE – 9EN0
Paper/component code	These codes are provided for reference purposes. Students do not need to be entered for individual papers/components.	Paper 1: 9EN0/01 Paper 2: 9EN0/02 Paper 3: 9EN0/03 Coursework: 9EN0/04



Appendix 4: Coursework authentication sheet

Pearson Edexcel Level 3 Advanced GCE in English Language		9ENO/04
Have you received advice on the assignments from the Assignment Advisory Service?		Y/N
Centre name:		Centre number:
Candidate name:		Candidate number:
Assignment	Mark awarded	Comments <small>[NB: Comment box expands as you start entering text]</small>
1. Original Writing Text 1 description: Text 2 description:	/30	
2. Commentary	/20	
TOTAL	/50	

Teacher declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

Assessor name:			
Assessor signed:		Date:	

Candidate declaration

I certify that the work submitted for this assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Candidate signed:		Date:	
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Additional Candidate declaration

By signing this additional declaration you agree to your work being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please email: ePortfolio@edexcel.com

Candidate signed:		Date:	
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Appendix 5: English phonemic reference sheet

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

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

Vowels					
KIT	DRESS	TRAP	LOT	STRUT	FOOT
ɪ	e	æ	ɒ	ʌ	ʊ
LETTER	FLEECE	BATH	THOUGHT	GOOSE	NURSE
ə	i:	ɑ:	ɔ:	u:	ɜ:
Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.					

Diphthongs							
FACE	GOAT	PRICE	MOUTH	CHOICE	NEAR	SQUARE	CURE
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

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



Appendix 6: Transcription mark key

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

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

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

bold	emphatic stress
[_]	paralinguistic features
/_ /	key phonemic transcription
//	overlapping/simultaneous speech
(.)	micro pause (less than second)
(3)	Longer pause (number of seconds indicated)
?	rising intonation



June 2014

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