edexcel

Pearson Edexcel Level 1/ Level 2 GCSE (9 - 1) in English Language (1EN0)

Specification

First certification 2017

Subject to Ofqual accreditation

DRAFT

Important: statement from Ofqual about this qualification

This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in English Language. Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2015 and first award in 2017.

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Edexcel, BTEC and LCCI qualifications

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About Pearson

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References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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

From Pearson's Expert Panel for World Class Qualifications

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

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

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

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- Subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

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

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Sing Kong Lee
Director, National Institute of Education, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
Harvard Graduate School of Education

Dr Peter Hill
Former Chief Executive ACARA

Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in English Language is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

Purpose of the specification

This specification sets out:

- the objectives of the qualification

- any other qualification(s) that students must have completed before taking the qualification

- any prior knowledge and skills that students are required to have before taking the qualification

- any other requirements that students must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge and understanding that will be assessed as part of the qualification

- the method of assessment and any associated requirements relating to it

- the criteria against which students' level of attainment will be measured (such as assessment criteria).
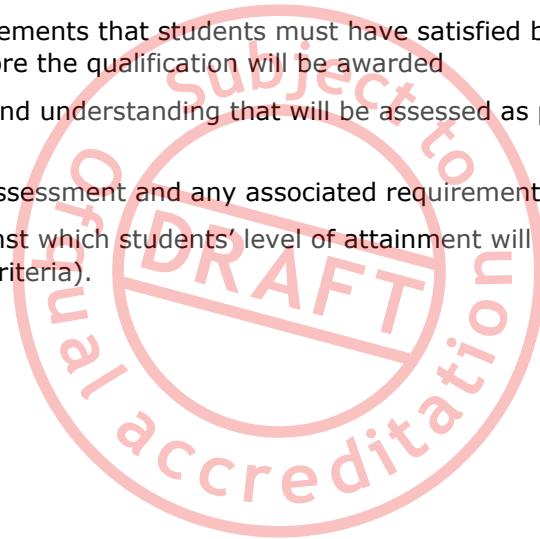
Rationale

The Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in English Language meets the following purposes, which fulfil those defined by the Office of Qualifications and Examinations Regulation (Ofqual) for GCSE qualifications in their *GCSE (9 - 1) Qualification Level Conditions and Requirements* document, published in April 2014.

The purposes of this qualification are to:

- provide evidence of students' achievements against demanding and fulfilling content, giving students the confidence that the literacy skills, knowledge and understanding that they will have acquired during the course of their study are comparable to those of the highest performing jurisdictions in the world

- provide a strong foundation for further academic and vocational study and for employment, to help students progress to a full range of courses in further and higher education. This includes Level 3 English courses, as well as Level 3 courses in other disciplines such as drama and theatre studies

- provide (if required) a basis for schools and colleges to be held accountable for the performance of all of their students.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in English Language are to enable students to:

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

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

- write effectively and coherently using Standard English appropriately

- use grammar correctly, punctuate and spell accurately

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

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

The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas

- consulting with key stakeholders on content and assessment, including learned bodies, subject associations, higher-education academics, teachers and employers to ensure this qualification is suitable for a UK context

- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 - 1) Qualification Level Conditions and Requirements* and *GCSE Subject Level Conditions and Requirements for GCSE in English Language*, published in April 2014.

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[1] Pearson's World Class Qualification principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills

- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students

- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression

- **empowering**, through promoting the development of transferable skills, see *Appendix 1*.

Contents

Qualification at a glance

The Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in English Language is a linear course. It consists of two externally examined components and one endorsement for Spoken Language.

Students must complete all assessment in the same series.

Component 1: Fiction and Imaginative Writing

*Paper code: 1EN0/01

- Externally assessed

- Availability: May/June and November**   **40% of the total GCSE**

- First assessment: May/June 2017

Overview of content

- Study selections from a range of prose fiction.

- Develop skills to analyse and evaluate 19th-century fiction extracts.

- Develop imaginative writing skills to engage the reader.

- Use spelling, punctuation and grammar accurately.

Overview of assessment

- Section A – Reading: questions on an unseen 19th-century fiction extract.

- Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.

- The total number of marks available is 40.

- Assessment duration 1 hour and 45 minutes.

The sample assessment materials can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in English Language Sample Assessment Materials* document (ISBN 9781446912058).

*See *Appendix 2: Codes* for a description of this code and all other codes relevant to this qualification.
**See *Entry and assessment* for details of restrictions on November entry.

Component 2: Non-fiction and Transactional Writing	
*Paper code: 1EN0/02	
• Externally assessed • Availability: May/June and November** • First assessment: May/June 2017	**60% of the total GCSE**

Overview of content

• Study a range of 20th- and 21st-century non-fiction texts (including literary non-fiction).

• Develop skills to analyse, evaluate and compare non-fiction extracts.

• Develop transactional writing skills for a variety of forms, purposes and audiences.

• Use spelling, punctuation and grammar accurately.

Overview of assessment

• Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.

• Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.

• The total number of marks available is 60.

• Assessment duration: 2 hours.

The sample assessment materials can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in English Language Sample Assessment Materials* document
(ISBN 9781446912058).

*See *Appendix 2: Codes* for a description of this code and all other codes relevant to this qualification.

**See *Entry and assessment* for details of restrictions on November entry.

Assessment of Spoken Language

The following statement has been provided by Ofqual.

The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade, alongside the overall grade issued. Ofqual will be consulting shortly on the marking and grading arrangements. Performance will be assessed against common assessment criteria issued by the exam boards. The criteria will address the following assessment objectives:

- AO7 – Demonstrate presentation skills in a formal setting

- AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations

- AO9 – Use spoken Standard English effectively in speeches and presentations

The final assessment criteria and requirements for assessment, that will be consistent across all exam boards, will appear in the final accredited specifications.

Assessment Objectives and weightings

		Students must:	% in GCSE
READING	**AO1**	• Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts	9
	AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	15
	AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	10
	AO4	Evaluate texts critically and support this with appropriate textual references	16
WRITING	**AO5**	• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	30
	AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	20
SPOKEN LANGUAGE	***AO7**	Demonstrate presentation skills in a formal setting	n/a
	***AO8**	Listen and respond appropriately to spoken language, including to questions and feedback to presentations	n/a
	***AO9**	Use spoken Standard English effectively in speeches and presentations	n/a
		Total	**100%**

*These Assessment Objectives are for the Spoken Language Endorsement, which will be reported as a separate grade on the awarding body certificate.

Knowledge, skills and understanding

Component 1: Fiction and Imaginative Writing

Overview

This focus of this component is:

- **Section A – Reading**: study and analyse selections from a range of prose fiction.

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

The learning outcomes below are drawn from the *GCSE Subject Level Conditions and Requirements for English Language*, published April 2014.

Learning outcomes		Students will:
1.1 Reading	1.1.1	read and understand a range of prose fiction, including unseen texts
	1.1.2	*critical reading and comprehension:* identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text
	1.1.3	*summary:* identify the main theme or themes; summarise ideas and information from a single text
	1.1.4	*evaluation of a writer's choice of vocabulary, form, grammatical and structural features:* explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text

Learning outcomes		Students will:
1.2 Writing	1.2.1	*produce clear and coherent text:* write accurately and effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text
	1.2.2	*write for impact*: select, organise and emphasise facts, ideas and key points; cite evidence and quotation effectively and pertinently to support views; create emotional impact; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Content

Students should read selections from a range of high-quality, challenging prose fiction, in preparation for responding to an unseen 19th-century prose fiction extract in the examination. They should be able to read substantial pieces of writing (extended texts) that make significant demands on them in terms of content, structure and the quality of language. Throughout the qualification, students should develop the skills of inference, analysis and evaluation.

The Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) English Language Anthology is a resource that supports teachers by providing examples of 19th-century prose fiction. Students should read a variety of prose fiction from a range of genres and cultures.

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

Knowledge, skills and understanding

Component 2: Non-fiction and Transactional Writing

Overview

This focus of this component is:

- **Section A – Reading**: study and analyse selections from a range of non-fiction texts (including literary non-fiction)

- **Section B – Transactional writing**: explore and develop transactional writing skills, for example letters, articles, reports.

The learning outcomes below are drawn from the *GCSE Subject Level Conditions and Requirements for English Language*, published April 2014.

Learning outcomes		Students will:
2.1 Reading	2.1.1	read and understand a range of non-fiction texts, including whole texts and unseen texts
	2.1.2	*critical reading and comprehension:* identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text
	2.1.3	*summary and synthesis:* identify the main theme or themes; summarise ideas and information from a single text; synthesise from more than one text
	2.1.4	*evaluation of a writer's choice of vocabulary, form, grammatical and structural features:* explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text

	2.1.5	*compare texts:* compare two or more texts critically with respect to the above.
Learning outcomes		**Students will:**
2.2 Writing	2.2.1	*produce clear and coherent text:* write accurately and effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text
	2.2.2	*write for impact*: select, organise and emphasise facts, ideas and key points; cite evidence and quotation effectively and pertinently to support views; create emotional impact; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Content

Students should read a variety of high-quality, challenging non-fiction and literary non-fiction, in preparation to respond to unseen 20th- and 21st-century non-fiction in the examination. They should be able to read substantial pieces of writing, including whole and extended texts, that make significant demands in terms of content, structure and the quality of the language. Throughout the qualification, students should develop the skills of interpretation, analysis and evaluation.

Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types should also include literary non-fiction, such as selections from autobiography and travel writing. These lists are not exhaustive. Texts that are essentially transient, such as instant news feeds, will not form part of the assessment.

The Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) English Language Anthology is a resource that supports teachers by providing indicative examples of different types of non-fiction. Students should use what they have learned about different text types to feed into their transactional writing. They should be introduced to, and be given the opportunity to practise, a range of non-fiction writing techniques and planning and proofreading skills.
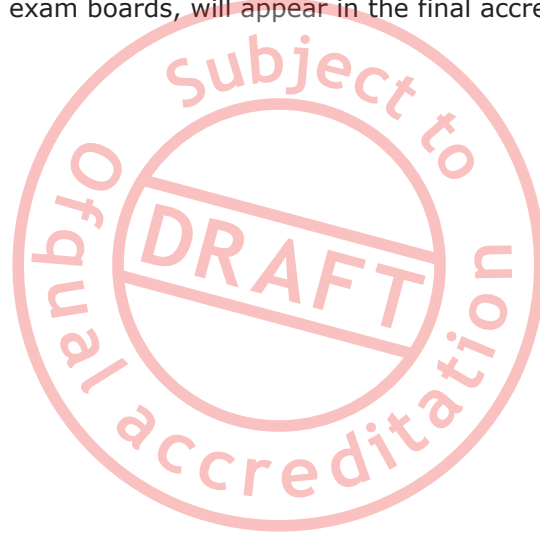
Spoken Language Endorsement

The following statement has been provided by Ofqual.

The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade, alongside the overall grade issued. Ofqual will be consulting shortly on the marking and grading arrangements. Performance will be assessed against common assessment criteria issued by the exam boards. The criteria will address the following assessment objectives:

- AO7 – Demonstrate presentation skills in a formal setting

- AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations

- AO9 – Use spoken Standard English effectively in speeches and presentations

The final assessment criteria and requirements for assessment, that will be consistent across all exam boards, will appear in the final accredited specifications.

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 more information on annotation, authentication, mark submission and moderation procedures, please refer to *Moderation of Non-examination Assessment: Guidance for Centres for GCSE English Language*, available on our website.

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

Assessment

Assessment summary tables

Students must complete all assessment in the same series.

Component 1: Fiction and Imaginative Writing *Paper code: 1EN0/01	
• Availability: May/June and November** • First assessment: May/June 2017 • Assessed through a 1 hour and 45 minute examination. • The total number of marks available is 40. • The reading and writing sections on this paper will be linked by a theme.	**40% of the total GCSE**
Section A – Reading • The length of the 19th-century fiction extract will be approximately 650 words. • There will be a mixture of short and extended response questions on the extract.	
Section B – Imaginative Writing • Writing tasks are linked by a theme to the reading extract. Different aspects of the theme will be reflected in each task. • One of the writing tasks will provide two images that students can use to help them generate ideas for their writing. Students can write a response that draws on just one or neither of the images.	

The sample assessment materials can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in English Language Sample Assessment Materials* document
(ISBN 9781446912058).

*See *Appendix 2: Codes* for a description of this code and all other codes relevant to this qualification.
**See *Entry and assessment* for details of restrictions on November entry.

The examination weightings for Component 1

This component represents 40% of the total assessment weighting of the GCSE. It is externally assessed and untiered. The examination will be 1 hour and 45 minutes. Mark allocations between Section A and Section B are as follows.

Section A – Reading

AO	Raw marks	% weighting
AO1	3	3
AO2	4	4
AO4	8	8
Total	**15 marks**	**15%**

Section B – Writing

AO	Raw marks	% weighting
AO5	15	15
AO6	10	10
Total	**25 marks**	**25%**

Component 2: Non-fiction and Transactional Writing

*Paper code: 1EN0/02

• Availability: May/June and November**	**60% of the total GCSE**

- First assessment: May/June 2017

- Assessed through a 2 hour examination.

- The total number of marks available is 60.

- The reading and writing sections on this paper will be linked by a theme.

Section A – Reading

- Two unseen non-fiction extracts, from 20th-and 21st-century texts. One of these texts will be literary non-fiction.

- The word count across the two extracts will be approximately 800 words. The minimum length of an extract will be 300 words.

- Questions will be on Text 1, followed by Text 2. There will be a mixture of short and extended response questions on the extracts.

- The final question of this section requires students to compare the writers' ideas and how they are presented in the two texts.

Section B – Transactional Writing

- Writing tasks are linked by a theme to the reading extracts.

- It is possible for the same form (for example a letter, an article) to be present on both tasks in the same paper but with a different focus and/or audience.

The sample assessment materials can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in English Language Sample Assessment Materials* document
(ISBN 9781446912058).

*See *Appendix 2: Codes* for a description of this code and all other codes relevant to this qualification.
**See *Entry and assessment* for details of restrictions on November entry.

The examination weightings for Component 2

This component represents 60% of the total assessment weighting of the GCSE. It is externally assessed and untiered. The examination will be 2 hours. Mark allocations between Section A and Section B are as follows.

Section A – Reading

AO	Raw marks	% weighting
AO1	6	6
AO2	11	11
AO3	10	10
AO4	8	8
Total	35 marks	35%

Section B – Writing

AO	Raw marks	% weighting
AO5	15	15
AO6	10	10
Total	25 marks	25%

Assessment Objectives and weightings

Students must:			% in GCSE
READING	**AO1**	• Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts	9
	AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	15
	AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	10
	AO4	Evaluate texts critically and support this with appropriate textual references	16
WRITING	**AO5**	• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	30
	AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	20
SPOKEN LANGUAGE	***AO7**	Demonstrate presentation skills in a formal setting	n/a
	*AO8	Listen and respond appropriately to spoken language, including to questions and feedback to presentations	n/a
	*AO9	Use spoken Standard English effectively in speeches and presentations	n/a
		Total	**100%**

*These AOs are for the Spoken Language Endorsement, which will be reported as a separate grade on the awarding body certificate.

Breakdown of Assessment Objectives by component

Raw mark distribution

Component	Assessment Objectives						Total raw marks for all Assessment Objectives
	AO1	AO2	AO3	AO4	AO5	AO6	
Component 1 – Fiction and Imaginative Writing	3	4	-	8	15	10	40
Component 2 – Non-fiction and Transactional Writing	6	11	10	8	15	10	60
Total for this qualification	**9**	**15**	**10**	**16**	**30**	**20**	**100 marks**

AO7, AO8 and AO9 will be assessed through the Spoken Language Endorsement.

% weighting distribution

Component	Assessment Objectives						Total % for all Assessment Objectives
	AO1	AO2	AO3	AO4	AO5	AO6	
Component 1 – Fiction and Imaginative Writing	3	4	-	8	15	10	40
Component 2 – Non-fiction and Transactional Writing	6	11	10	8	15	10	60
Total for this qualification	**9%**	**15%**	**10%**	**16%**	**30%**	**20%**	**100%**

AO7, AO8 and AO9 will be assessed through the Spoken Language Endorsement.

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 at: www.edexcel.com/iwantto/Pages/uk-information-manual.aspx

November resits

This qualification is available in both the summer and the November series. Entry to the November series is restricted. Students who take GCSE English Language in a November series must be at least 16 years of age on the preceding 31st August.

Please check our website for further information.

Forbidden combinations and discount code

Centres should be aware that students who enter for more than one GCSE or other Level 2 qualifications with the same discount code will have only the grade for their 'first entry' counted for the purpose of the School and College Performance Tables (please see *Appendix 2: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: (www.education.gov.uk)

Students should be advised that, if they take two GCSEs with the same discount code, schools and colleges to which they wish to progress 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 or other Level 2 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 programme.

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

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

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a 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'.

In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would be likely to undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the student. There is no duty to make adjustments which the qualifications regulators have specified should not be made.

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/Policies.

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 GCSE (9 - 1) qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.

The first certification opportunity for the Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) 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 its 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.

Progression from GCSE

Level 1/Level 2 GCSE (9 - 1) English Language is a requirement for progression to a wide range of courses at Level 3. Students are expected to continue with their study of GCSE English Language after the age of 16 if they have not achieved the qualification at Key Stage 4.

Students can progress from this qualification to Level 3 qualifications in similar disciplines such as English literature, drama, theatre studies, media studies and film studies, and to other qualifications that require literacy skills, knowledge and understanding.

This qualification prepares students for progression to further study of English Language at AS and A level and to the study of AS and A level English Language and Literature. These Level 3 qualifications prepare students for a variety of further progression routes. Students should seek advice about which of these qualifications best prepares them for their intended progression routes.

This qualification also supports further training and employment where literacy skills are required.

Appendices

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 communicate[3].

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.

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[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

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.

Transferable skills 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: Codes

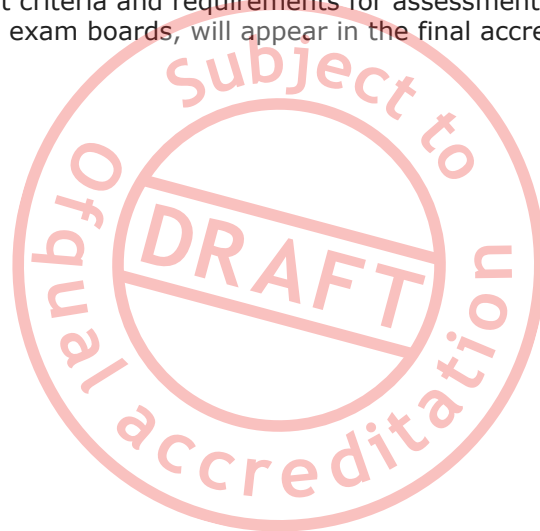| Type of code	Use of code	Code number
Discount codes	Every qualification is assigned to a discount code indicating the subject area to which it belongs. This code may change. Please go to our website (www.edexcel.com) for details of any changes.	FK2B
National Qualifications Framework (NQF) codes	Each 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: GCSE (9 - 1) – 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.	GCSE (9 - 1) – 1EN0
Paper code	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 1EN0/01 Paper 2: 1EN0/02

Appendix 3: Non-examination assessment authentication statement

The following statement has been provided by Ofqual.

The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade, alongside the overall grade issued. Ofqual will be consulting shortly on the marking and grading arrangements. Performance will be assessed against common assessment criteria issued by the exam boards. The criteria will address the following assessment objectives:

- AO7 – Demonstrate presentation skills in a formal setting

- AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations

- AO9 – Use spoken Standard English effectively in speeches and presentations

The final assessment criteria and requirements for assessment, that will be consistent across all exam boards, will appear in the final accredited specifications.